Graduate Student Handbook
For The Master of Public Health Program
Loyola University Chicago
Health Sciences Division
2018-19 Edition

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Graduate Student Handbook

Welcome to Loyola University Chicago’s Master of Public Health Program and the Health Sciences Campus! We are excited you have chosen Loyola to pursue your graduate degree. This handbook contains the policies and information you will need to guide you through the program, from orientation through graduation, and will be especially helpful as you put together your course work and choose practicum and capstone projects. Please familiarize yourself with the contents to serve as a reference and guideline in your progress toward your MPH degree.

PURPOSE OF THE HANDBOOK

This handbook contains information pertaining to academic requirements, Graduate School policies, facilities and activities. The information presented here supplements that found in the Loyola University Chicago Graduate School Catalog. For up to date information on courses, please consult our web-site http://ssom.luc.edu/mph/.
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MPH PROGRAM MISSION AND VISION

Inspired by Loyola’s Jesuit tradition of justice and freedom of inquiry, the MPH program is designed to prepare the student to advance the quality and accessibility of health care by bridging service gaps that exist along racial and economic lines. Our goal is to create leaders in order to meet these challenges by offering career-oriented MPH concentrations, taught through multiple departments and institutes of Loyola's top-ranked university system, including: The Stritch School of Medicine, the School of Law, the Neiswanger Institute for Bioethics and Health Policy, the College of Arts and Sciences, the Institute of Environmental Sustainability, School of Social Work and the Marcella Niehoff School of Nursing. Both faculty and students come from a variety of backgrounds and religious traditions, but all are committed to the Jesuit heritage of promoting social justice.

Mission

The Master of Public Health Program is committed to social justice and prepares leaders to improve health for all through collaborative community-engaged education, ethical practice, research, and service.

Vision

Recognizing that all public health programs seek to address the health of communities through instruction, research, and community service, the Loyola Master of Public Health Program adopts a broad strategy of educational, research, and service-oriented initiatives to fulfill its mission. We envision a program that possesses the following characteristics that differentiate and add benefit to society:

- **A Transformative Education**: Provide a practice-oriented and population-centered education in which the student seeks out a personal connection with those affected by health disparities or injustice, reflects on that experience, and is transformed by it.
- **Global Involvement**: Engage globally – Maywood, Chicago, United States, and international – while maintaining a focus on the Maywood community.
- **Community Partnership**: Leverage our strengths and maintain consistency by partnering with local community organizations, especially Jesuit partners.
- **Systemic Change**: Address the systemic causes of health care disparities while serving those in need.
- **Tailored learning**: Tailor instruction to the learning needs of the individual student and to the needs of the profession.
- **Sustainable Solutions**: Identify the underlying causes and address the systems that contribute to health disparity.
- **Synergy of Goals**: Integrate instruction, research and service, recognizing that each contributes to the others.
Committed Faculty: Foster an atmosphere to encourage an inspired, collaborative, engaged, and committed faculty.

Interdisciplinary Participation: Engages many disciplines to attain its mission, recognizing that health related problems caused by social injustice are complex and require collaboration among numerous disciplines to address.

Values

We are grounded in our Jesuit, Catholic values as we pursue our mission. Specifically, we will behave in a manner consistent with the following values and beliefs:

- Social justice: As part of Loyola University Chicago, we seek a socially just world.
- Collaboration: We believe that we can best attain our mission by working cooperatively with academic disciplines within Loyola, other academic institutions, and community organizations.
- Scholarship: We pursue vigorous formal study and the knowledge gained from it.
- Critical thinking: We pursue disciplined intellectual criticism that combines research, knowledge, context, and judgment.
- Advocacy: We contribute to public dialogue regarding health and disparities by sharing and communicating the knowledge that we gain from our scholarly pursuits. Advocacy is not intended to be political or partisan.
- Professionalism and ethical behavior: We are committed to morally right conduct based upon our Jesuit, Catholic values and the highest values of the profession.
- Humility: We humbly serve.

PROGRAM GOALS AND COMPETENCIES

The MPH program is designed to prepare the student for a professional career in public health through a transformative education, research, and service. The development of our programs has been guided by the Council on Education in Public Health and the Association of Schools of Public Health Core Competency Development Project. The Program currently offers two tracks, Epidemiology and Health Policy and Management; the program addresses five areas of core knowledge:

- Biostatistics
- Epidemiology
- Environmental Health Sciences
- Health Services Administration
- Social and Behavioral Sciences
Additionally, the following competencies are aimed at providing a baseline overview of the knowledge, skills, and other attributes that might be expected for emerging public health professionals. These are as follows:

**Program-Wide Competencies**

1. Apply descriptive techniques commonly used to summarize public health data.
2. Interpret results of statistical analyses found in public health studies.
3. Describe the direct and indirect human, ecological and safety effects of major environmental hazards, such as air and water pollution, disease vectors, and poor sanitation.
4. Evaluate public health problems in terms of magnitude, person, time and place, and calculate basic epidemiologic measures.
5. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
6. Analyze issues of public health policy and practice drawing from its intersection with politics, ethics, epidemiology, law, economics, and management.
7. Identify how to effectively engage the public policy process for improving the health status of populations.
8. Explain social and behavioral theories of health, health behavior, and illness, and indicate their applicability to a variety of public health issues.
9. Identify social and behavioral factors that affect the health of individuals and populations.
10. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
11. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.

Each track also has its own selection of public health competencies (see descriptions of each track for more information).

**GENERAL MPH COURSEWORK REQUIREMENTS**

Starting Summer 2017 the Master of Public Health degree is a 42 credit hour program. The MPH Program offers three distinct tracks of coursework in Public Health: Public Health Policy and Management, Epidemiology, and Global Health Equity. The curriculum consists of 6 core courses (18 credit hours), 5 program specific courses (15 credit hours), and 2 elective courses (6 credit hours). Students must also complete a practicum (1 credit) and capstone project (2 credits).
MPBH denotes courses offered through the Stritch School of Medicine, Department of Public Health Sciences; CMAN/GNUR/MCN denotes courses offered through the Marcella School of Nursing Graduate School; LAW denotes courses offered through the Law School; SOC denotes courses offered through the Graduate School Department of Sociology; SOWK denotes courses offered through the Graduate School Department of Social Work; BEHP denotes courses offered through the Nieswanger Institute for Bioethics.

Admissions to the MPH program
Students may apply to the program for Fall or Spring semesters. Admissions decisions are made by the Admissions Committee. Loyola graduate school policies require having graduated with a bachelor's degree or higher with a minimum 3.0 GPA (on a 4-point scale, with 4 being an “A”). In rare circumstances, students whose undergraduate GPA falls below a 3.0 may be admitted to the program; alternatively, such students may be admitted as non-degree or Public Health Certificate (PHC) students.

The GRE (or other graduate entrance exam) is required of all applicants to the MPH program; however, a waiver may be requested and will usually only be granted if the student has obtained a prior graduate degree (MD, MBA, JD, etc.) or has a sufficient undergraduate GPA (3.0 or higher). The GRE requirement is waived for MD/MPH and MSW/MPH students.

All applicants who are applying directly to the MPH program must apply through SOPHAS, the online application system used by most members of the Association of Schools and Programs of Public Health (ASPPH): www.sophas.org. The cost is $135 for the first application, and $50 for each additional application if the applicant is applying to several schools or programs. Applications are accepted for both the Fall and Spring semesters.

International Applicants
The MPH program welcomes international applicants to the MPH program. Due to U.S. Department of Education requirements, international applicants requiring an F-1 visa are only eligible for the Epidemiology track. Applicants must also submit an ECE general with grade average evaluation (www.ece.org) of their transcripts; applicants using the SOPHAS application system may complete the WES evaluation as a substitution. Applicants must also submit TOEFL or IELTS scores; this requirement is waived for applicants from Canada, Australia, New Zealand, Ireland, or the United Kingdom, or applicants who completed or are completing a bachelor’s or master's degree at an institution in one of these countries or the United States where English is
the language of instruction. A complete list of requirements may be found on Loyola’s international applicant website: http://www.luc.edu/gradschool/admission_international.html.

Certificate and non-degree program admissions
Students who are admitted as non-degree or Public Health Certificate (PHC) students may apply for the degree program after completing 9 or more credit hours of MPH coursework with a minimum grade of “B” in each course. The PHC does not require the GRE.

Other MPH requirements

Professional Development

Students have access to Loyola’s Career Development Center advisor at one of these events each year. The Career Counselor for Loyola graduate students is Susan Wortman. She may be reached at swortman@luc.edu, or by phone at 773-508-7716.

Foundations in the Responsible Conduct of Research: CITI Training

Students enrolled in the Loyola MPH Program during the Summer 2013 semester and later must complete CITI training prior to enrolling in the practicum and capstone. Completion of CITI training demonstrates formal training in the ethics of research and is recognized by most universities and research centers across the U.S. CITI training at Loyola will be transferable to other universities and businesses. There is no fee for completion of CITI training and it may be done completely online at your own pace. One should allow 6-8 hours to complete the CITI Training. You must enroll in the Loyola University Chicago Health Sciences Campus course (not the Loyola University Chicago course). The website is https://www.citiprogram.org/index.cfm?pageID=14. Please save the certificate of completion and send it to Briana Lemon (for those with mandatory requirements of CITI training) at blemmon@luc.edu.

Self-Evaluation in Program-wide and Track-specific competencies

Students will be asked to provide a self-evaluation of competencies in the program-wide and track-specific public health competencies in the first term of enrollment, the last term of enrollment, and at one year following completion of the program. These self-assessments are not graded and will not affect a student’s GPA in the program but they must be completed.
DUAL-DEGREE PROGRAMS DESCRIPTIONS

BS/MPH Advanced Bachelor’s to Master’s in Health Systems Management and Public Health

RATIONALE
The 5-year HSM/MPH dual-degree program at Loyola University Chicago is to prepare public health and healthcare management leaders to understand and respond to health systems issues and thereby improve population health. The program combines competency in management with an in-depth knowledge of the public health and healthcare sectors and their respective challenges. Graduates of the program will fill a serious need in the workforce considering the complex health care environment and need for highly educated leaders in both health care management and public health. The Jesuit emphasis on transformative education, rigorous research, and active engagement in community will set a strong foundation for the program. Students will learn to tackle health inequalities through effective public health and management practices and learn to apply socially just principles to decision-making that deeply affects the health of the public.

This program is jointly operated by the School of Nursing’s BS in Health Systems Management at the Lake Shore campus in Chicago and the MPH program housed at the Health Sciences campus in Maywood. Inter-campus collaborations will allow faculty and students to engage in inter-professional education, research and service that addresses the challenges of healthcare cost, quality and access. Students will learn to work effectively within healthcare systems and organizations at the private and public levels. The program will prepare students to become leading public health professionals capable of addressing current healthcare management problems through multidisciplinary approaches that apply the latest scientific knowledge. The dual degree will be based on the core curriculum for a MPH degree and the existing Health Systems Management Program. The core areas of public health knowledge include epidemiology, policy and administration, biostatistics, social and behavior sciences, and environmental health. This will be an online/face-to-face hybrid program. HSM courses will be taught face-to-face at the Lake Shore Campus and MPH courses will be taught online based from the Maywood Campus.

To complete the dual-degree in 5 years, the student must:
- Apply to the HSM/MPH program in the junior year (see page 25 for admission requirements)
- Be admitted to the HSM/MPH program before fall semester of the senior year
- Complete a total of 9 graduate credit hours during the senior year (MPBH 402 and 407 in the fall semester, and MPBH 401 in the spring semester). Note that dual-degree students will take MPBH 407 Public Health Policy: Concepts & Practice as a replacement for the required undergraduate course HSM 340 Healthcare Policy.
• Enroll in MPH courses during the 15 months following conclusion of the HSM degree

As part of the MPH program standard procedures, all courses in the MPH program must cover material that are directly associated with one or more of the programs competencies outlined below.

LEARNING OUTCOMES
At the conclusion of their studies, and as all MPH graduates, HSM/MPH graduates will be able to:

1. Apply descriptive techniques commonly used to summarize environmental health data.
2. Interpret results of statistical analyses found in environmental public health studies.
3. Describe the direct and indirect human, ecological and safety effects of major environmental hazards, such as air and water pollution, disease vectors, and poor sanitation.
4. Identify approaches for assessing, preventing and controlling environmental hazards such as air and water pollution, disease vectors, and poor sanitation.
5. Evaluate public health problems in terms of magnitude, person, time and place, and calculate basic epidemiologic measures.
6. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of the interaction of health and environmental issues.
7. Analyze issues of public health and environmental policy and practice drawing from its intersection with politics, ethics, epidemiology, law, economics, and management.
8. Identify how to effectively engage the public policy process for improving the health status of populations.
9. Explain social, behavioral, and environmental theories of health, health behavior, and illness, and indicate their applicability to a variety of public health issues.
10. Identify social, behavioral, and environmental factors that affect the health of individuals and populations.
11. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
12. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of environmental and public health practice and policy.

Admission requirements for the HSM/MPH program
These admissions standards for the proposed HSM/MPH program are consistent with those put forth by the LUC Graduate School. A student will apply for admission to the program between January 15 and March 15 of his/her junior year by submitting an application through the on-line application system. If an undergraduate has enough credits to graduate in three years, the student must apply between January 15 and
March 15 of the second undergraduate year. The program will work closely with the Graduate School on issues of timing and structure in these specific cases. The specific application and admission requirements are as follows:

- Declared undergraduate major
- Junior based on credit hours earned
- *A minimum cumulative GPA of 3.3 for all course work at Loyola.*
- *A minimum 3.5 GPA in at least 5 completed courses in the major, two of which must be at the 300 level.*
- Two letters of recommendation (including one from an HSM faculty)
- Statement of Purpose (one-page)
- The GRE requirement is waived

Students will receive conditional admission, pending the review of their grades at the conclusion of the semester of application. Once admitted to the 5-year HSM/MPH program, students will be required to meet the academic standing requirements of the LUC Graduate School. This includes the achievement of grades B or better for the 9 graduate credit hours to be completed during the senior year. Upon acceptance into the MPH program, students will be matched to an MPH advisor and have a first meeting to discuss the course plan.

**TIME TO DEGREE: HSM/MPH**

Students will complete the joint degree program in the summer of their fifth year.

**EXAMPLE CURRICULUM FOR THE MPH REQUIREMENTS:**

The following is an example curriculum. Personalization of this example curriculum is allowed. This example curriculum is designed with an MPH in Public Health Policy and Management (Management-oriented sub-track in mind).

**During the fourth (senior) undergraduate year, student take three core courses (online or HSD in Maywood):**

- Environmental Health (3 credits) MPBH 401 (online)
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online) – replaces the HSM 340 course requirement for HSM majors
- Public Health Principles and Practice (3 credits) MPBH 402 (online)

The remaining program requirements are completed online or at HSD in Maywood:

**Summer after senior year:**

- Human Behavior in Social Environment (3 credits) SOWK 500
- Any BEHP Ethics course (e.g., Social Science & Bioethics (3 credits) BEHP 407)

**During the fifth year of the program:**

- Introduction to Epidemiology (3 credits) MPBH 403 (online or classroom at HSD)
• Biostatistics for the Biomedical Sciences (3 credits) MPBH 404 (online) or Biostatistics I MPBH 409 (classroom at HSD)
• Policy Analysis (3 credits) MPBH 495 (online)
• Health Services Research I (3 credits) MPBH 495 (online)
• Population Health Planning and Management (3 credits) MPBH 495
• Fiscal Management in Health Care Organizations (3 credits) CMAN 533

Practicum and Culminating Experience: All students must take the following two courses (3 credits)
• Culminating Experience—Capstone Seminar (2 credits) MPBH 411
• Practicum (1 credit) MPBH 410

Electives (6 Credits)
Students must complete at least 6 credits of electives apart from the required core and program specific courses. Students may elect to enroll in courses among, or within, a variety of topical areas, including law, policy, social determinants of health, and research.
BS/MPH Advanced Bachelor’s to Master’s in Environmental Science and Public Health

RATIONALE
The 5-year BS/MPH dual-degree program at Loyola University Chicago prepares public health and environmental science leaders to understand and respond to local and global environmental issues and to improve global health. The program has an emphasis on eliminating environmental and health inequities, through a transformative education, rigorous research, and active community engagement.

This program is jointly operated by the Institute for Environmental Sustainability (IES) at the Lake Shore campus in Chicago and the MPH program housed at the Health Sciences campus in Maywood. Inter-campus collaborations allow the faculty and students to engage in nationally and internationally recognized multidisciplinary education, research and service that identifies factors contributing to the global burden of environmental health concerns and health disparities, and to work effectively within local and global communities. The program will prepare students to become leading environmental public health professionals capable of addressing current global problems through multidisciplinary approaches that apply the latest scientific knowledge.

The dual degree is based on the core curriculum for a MPH degree and the existing Environmental Science Program. The core areas of public health knowledge include epidemiology, policy and administration, biostatistics, social and behavior sciences, and environmental health.

Students can apply to the BS/MPH as rising juniors and will be encouraged to complete 12 credit hours during their senior year (or as a rising senior). To complete the dual-degree in 5 years, students will be expected to take courses during the 15 months following the conclusion of their undergraduate coursework.

LEARNING OUTCOMES
At the conclusion of their studies, BS/MPH graduates will be able to:

13. Apply descriptive techniques commonly used to summarize environmental health data.
14. Interpret results of statistical analyses found in environmental public health studies.
15. Describe the direct and indirect human, ecological and safety effects of major environmental hazards, such as air and water pollution, disease vectors, and poor sanitation.
16. Identify approaches for assessing, preventing and controlling environmental hazards such as air and water pollution, disease vectors, and poor sanitation.
17. Evaluate public health problems in terms of magnitude, person, time and place, and calculate basic epidemiologic measures.
18. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of the interaction of health and environmental issues.
19. Analyze issues of public health and environmental policy and practice drawing from its intersection with politics, ethics, epidemiology, law, economics, and management.
20. Identify how to effectively engage the public policy process for improving the health status of populations.
21. Explain social, behavioral, and environmental theories of health, health behavior, and illness, and indicate their applicability to a variety of public health issues.
22. Identify social, behavioral, and environmental factors that affect the health of individuals and populations.
23. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
24. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of environmental and public health practice and policy.

**ADMISSION REQUIREMENTS FOR THE BS/MPH PROGRAM**
These admissions standards for the BS/MPH program are consistent with those put forth by the LUC Graduate School. A student will apply for admission to the program between January 15 of his/her sophomore year and March 15 of his/her junior year by submitting a transcript, 3 letters of recommendation, and a one-page statement of purpose. The specific admission requirements are as follows:

- Declared undergraduate major
- Junior based on credit hours earned
- A minimum cumulative GPA of 3.3 for all course work at Loyola
- A minimum 3.5 GPA in at least % completed courses in the major, three of which must be at the 300 level
- The GRE requirement is waived

*International applicants whose native language is not English: Either a TOEFL or IELST score report is required

- For the TOEFL, a score of at least 213 on the computer-based test or 550 on the written test is required. The minimum score for the new TOEFL iBT (internet-based test) is 79
- For the IELTS, a minimum score of 6.5 is required

Students will receive conditional admission, pending the review of their grades at the conclusion of the semester of application. Once admitted to the 5-year BS/MPH program, students will be required to meet the academic standing requirements of the LUC Graduate School.
EXAMPLE CURRICULUM FOR THE MPH REQUIREMENTS:
The following is an example curriculum. Personalization of this example curriculum is allowed. This example curriculum is designed with an MPH in Epidemiology, although other tracks are allowed.

During the fourth (senior) undergraduate year, student take three core courses (online or at HSD in Maywood):

- Environmental Health (3 credits) MPBH 401 (online)
- Introduction to Epidemiology (3 credits) MPBH 403 (online or classroom)
- Public Health Principles and Practice (3 credits) MPBH 402 (online)
- One of the following electives:
  - Global Health 414- classroom
  - Health Impact Assessment MPBH 495 - offered online
  - Introduction to Geographic Information Systems UNIV 410 - offered in person

Following the senior undergraduate year (the 5th year of the dual degree program), students complete the following core courses (online or HSD in Maywood):

- Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online)
- Biostatistics I (3 credits) MPBH 409 (classroom at HSD in Maywood) - encouraged for epidemiology students; may substitute Biostatistics for the Biomedical Sciences (3 credits) MPBH 404
- Human Behavior in the Social Environment (3 credits) SOWK 500 (online with classroom options at WTC)
  or Health Behavior and Health Education (3 credits) MPBH 495 (classroom at HSD in Maywood)
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online)

The following concentration-specific courses are also completed in the 5th year. The majority of these courses are offered only in-person at the HSD campus in Maywood:

- Epidemiology II - Advanced (3 credits) MPBH 423
- Biostatistics II (3 credits) MPBH 421
- Research Ethics (3 credits) BEHP 405
- Grant writing (3 Credit) MPBH 431
- At least one of the following Research Methods selective courses:
  - Clinical Trials (3 Credit) CRME 423
  - Meta-Analysis (3 credits) CRME 424
  - Epidemiology of Obesity (3 credits) MPBH 413
  - Geographic Information Systems (3 credits) UNIV 410
  - Social Epidemiology (3 credits) MPBH 495
  - Infectious Disease Epidemiology (3 credits) MPBH 495
  - Chronic Disease (3 credits) MPBH 495
Students must complete at least **6 elective credits** apart from the required core and program specific courses. Students may take multiple Research Methods selective courses if they choose.

**Practicum and Culminating Experience (3 credits):**
- Practicum (1 credit) MPBH 410
- Capstone (2 credits) MPBH 411
Doctor of Medicine/Master of Public Health (MD/MPH): Medicine and Public Health Scholars

For medical students looking to have a greater impact on their communities once working as a physician, a dual MD/MPH degree is now offered by the Stritch School of Medicine. Having public health degree can further educate you about medical and public health policy by giving context on how individual patient care can affect an entire community. Physicians with a public health background can have better insight into chronic disease and how to combat them on a larger scale—think vaccines, tobacco regulations, and pollution standards. Loyola University Chicago can help you become this sought-after physician with deep insights into medicine and public health. While you complete your MD degree at Loyola’s Stritch School of Medicine, you can earn an MPH as well within five years.

Program Distinctions

- **Complete full degree in five years:** The MPH is integrated within the Stritch curriculum, allowing for the completion of this dual degree program in five years, with most of the public health curriculum completed before the start of medical school.
- **Focus on health disparities:** Loyola’s Health Sciences Campus is located in an underserved area, Loyola has a unique opportunity to promote health equity and collaborate with local agencies to empower the community. The MPH program seeks to contribute to public dialogue regarding health and disparities by sharing and communicating the knowledge gained from scholarly pursuits.
- **Flexible class times:** The MPH program can be done online or a combination of online and classroom-based courses. It is recommended all MD/MPH students, even those doing the online track, take as many classroom-based courses as possible to assist in building a strong cohort. Also, all classroom-based courses are offered in the late afternoon or evening, leaving the days open to explore research and/or volunteer opportunities.
- **Three tracks:** Students can specialize in Epidemiology, Public Health Policy & Management (focus on either policy or management), or Global Health Equity depending on research and practice interests.
- **Cohort within a cohort:** The Stritch School of Medicine is known for its tight-knit community, and completing the MD/MPH will surround you with a small group of students with the same interests within your medical school class community.

Program Structure

- Start your MPH in summer before the first year of medical school, which Stritch refers to as the M0 year, and complete all didactic courses before the first year of medical school.
- There are 42 credits total, with 33 credits/11 courses taken during the M0 year. Most students complete one course the summer before the M0 year, starting in
early June, making for five classes in the fall semester and five classes in the spring semester.

- Six credits are counted and transferred from electives taken during your M3 and/or M4 years.
- Two-credit capstone project (presenting project and writing a paper) that can be completed during a Stritch research elective or discretionary time in the M3 or M4 year.
- A one-credit practicum (210-hour experience in public health. Some students can complete this during the spring semester of the M0 year.

**Expectations After Graduation**

You'll join a growing network of physicians who are committed to leading change that fundamentally improves how healthcare is delivered in this country. Armed with medical and public health knowledge, you will be ready to handle burgeoning and existing public health issues and be leaders in community health.

**Admission Requirements**

The pathway to admission into the MD/MPH program is straightforward:

- Admission to the Stritch School of Medicine (through AMCAS)
- Statement of Purpose for the Masters in Public Health Program
- Submission of official undergraduate transcripts to LUC’s GPEM office
- Letter of Support from Stritch Dean’s Office
- No GRE required
- Application deadlines:
  - M0 Start (before the first year of medical school) – April 30

Admission to this program is competitive and limited to 10 students per academic year.
PUBLIC HEALTH POLICY AND MANAGEMENT TRACK DESCRIPTION

Curriculum for MPH in Public Health Policy and Management

The Master of Public Health Policy and Management degree is a 42 credit hour program. This track includes a broad array of course offerings that allows students to customize their academic focus on either Public Health Policy or Public Health Management or both. The MPH in Public Health Policy and Management program provides students with the theoretical, methodological, and practical experience relevant to address the organization, processes and outcomes of delivering health-related services to individuals and populations. As part of the MPH mission, an emphasis is given throughout the coursework on health disparities and social justice. The curriculum consists of 6 core courses (18 credit hours), 5 program specific courses (15 credit hours), and 6 elective credits. Students must also complete a practicum (1 credit) and capstone project (2 credits).

The practicum is usually an internship or field study that provides the student with practical experience in a public health setting requiring the student to apply and integrate the skills and knowledge learned during their graduate study.

The Capstone project is a professional presentation, which demonstrates the student’s ability to apply the program learning to a specific public health topic chosen by the student. The entire program can be completed online, with the exception of the practicum which may be completed in a practice site local to the student area of residence and work. All core courses and track-specific classes are online; however, local students may opt to take selected core courses on-campus. Some elective classes may require attendance on campus, distance learning students must choose alternative electives. The practicum and culminating experience can also be completed remotely.
PROGRAM AT A GLANCE

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<th>Core courses (18 credits)</th>
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<tbody>
<tr>
<td>• Environmental Health (3 credits) MPBH 401</td>
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<td>• Public Health Principles and Practice (3 credits) MPBH 402</td>
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<tr>
<td>• Introduction to Epidemiology (3 credits) MPBH 403</td>
</tr>
<tr>
<td>• Biostatistics for Health and Biological Sciences (3 credits) MPBH 404 or Biostatistics I (3 credits) MPBH 409</td>
</tr>
<tr>
<td>• Human Behavior in Social Environment (3 credits) SOWK 500</td>
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<td>• Public Health Policy: Concepts and Practice (3 credits) MPBH 407</td>
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<tr>
<th>Public Health Policy and Management Track-Specific Courses (15 credits): Five 3 credit hour courses</th>
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<tr>
<td>• Policy Analysis (3 credits) MPBH 495</td>
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<tr>
<td>• Health Services Research Methods (3 credits) MPBH 416</td>
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<td>• Public Health Ethics BEHP 411 or other selected BEHP courses</td>
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<th>Track Electives:</th>
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<tr>
<td>Policy-oriented</td>
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<tr>
<td>• Public Health Law: Theories and Cases (3 credits) MPBH 420</td>
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<tr>
<td>• Health Economics and Healthcare Financing (3 credits) MPBH 424</td>
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<tr>
<td>Management-oriented</td>
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<tr>
<td>• Population Health Planning and Management (3 credits) MPBH 495 or Health Program Planning and Evaluation (3 credits) CMAN 434</td>
</tr>
<tr>
<td>• Fiscal Management in Health Care Organizations (3 credits) CMAN 533</td>
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<table>
<thead>
<tr>
<th>Students must complete at least 6 elective credits</th>
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<tbody>
<tr>
<td>• Practicum MPBH 410 or GNUR 499 (1 credit)</td>
</tr>
<tr>
<td>• Capstone MPBH 411-2 (2 credits)</td>
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</tbody>
</table>

Students must complete at least 6 elective credits apart from the required core and track-specific courses. Students may elect to enroll in courses among, or within, a variety of topical areas, including (but not limited to) law, policy, social determinants of health, and research including:

- Critical Thinking in Public Health MPBH 495* (3 credits) online
- Population Health Planning and Management MPBH 495* (3 credits) online
- Health Impact Assessment MPBH 495* (3 credits) online; Spring semester
- Global Health Epidemiology MPBH 495* (3 credits) classroom
- Epidemiology of Obesity MPBH 413 classroom
- SAS MPBH 495* (2 credits) classroom
- Infectious Disease Epi MPBH 495 (3 credits) online
- Grant writing MPBH 431 (3 credits) classroom
- Intermediate Epidemiology MPBH 423 (3 credits) classroom
- Biostatistics II MPBH 421 (3 credits) classroom
- Geographic Information Systems UNIV 410 (3 credits) classroom
- Health Policy and Health Systems SOWK 602 (3 credits) classroom
- Justice & Health Care BEHP 402 (3 credits) online
- Prin Health Care Ethics BEHP 406 (3 credits) online
- Ethics, Gen. and Health Policy BEHP 408 (3 credits) online
- Introduction to Health Law and Policy LAW 902 (3 credits) online
- Health Care Business and Finance LAW 903 (2 credits) online
- Health Care Risk Management LAW 909 (2 credits) online
- Health Care Compliance LAW 910 (2 credits) online
- Public Health and Law 917(2 credits) online
- Information Systems in Health Care GNUR 486 (3 credits) online
- Health Policy and Healthcare Delivery CMAN 435 (3 credits) online
- Outcomes Performance Management - Theory CMAN 439 (3 credits) online
- Outcomes Performance Management - Methods CMAN 440 (3 credits) online
- Advanced Concepts in Health Systems Management CMAN 468 (3 credits) online
- Fiscal Management in Health Care Organizations CMAN 533 (3 credits) online
- Management of Professionals in Health Care Organizations CMAN 568 (3 credits) online
- Medical Sociology SOCL 580 (3 credits) classroom
- Health Behavior and Health Education 495* (3 credits) classroom
- Introduction to Statistical Computing for Public Health Research MPBH 412 classroom

*MPBH 495* are courses under Special topics category (section numbers repeat or differ each semester)
Public Health Policy and Management Track Competencies Addressed:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.

2. Describe the legal and ethical bases for public health and health services.

3. Explain methods of ensuring community health safety and preparedness.

4. Discuss the policy process for improving the health status of populations.

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

6. Apply principles of strategic planning and marketing to public health.

7. Apply quality and performance improvement concepts to address organizational performance issues.

8. Apply "systems thinking" for resolving organizational problems.

9. Communicate health policy and management issues using appropriate channels and technologies.

10. Demonstrate leadership skills for building partnerships.
EPIDEMIOLOGY TRACK DESCRIPTION

Curriculum for MPH in Epidemiology

The Loyola University Chicago MPH degree in Epidemiology is a 42 credit hour program, which provides students with the required skill-set to launch a career in clinical and public health research.

The MPH Program in Epidemiology is a hybrid program with courses that offer traditional face-to-face (evening), online, or blended forms of instruction. The variation in forms of instruction is meant to provide students with maximum flexibility in their course schedules.

The curriculum consists of 6 core courses (18 credit hours), 5 program specific courses (15 credit hours), 6 elective credits, a practicum (1 credit) and the capstone experience (2 credits). The courses in Epidemiology (6 credits), Biostatistics (6 credits) Grant Writing (3 credits), Clinical Trials (3 credits), and Meta-Analysis (3 credits) are taught as 16-week evening courses (5pm or later) held once a week at the Maywood campus. The Loyola MPH Program in Epidemiology is a mentored program and students will work one-on-one with a practicing researcher to obtain practical training in research methods. The MPH Program in Epidemiology is multi-disciplinary with coursework taught from a variety of disciplines within the framework of public health.
PROGRAM AT A GLANCE

Core courses (18 credits)

- Environmental Health (3 credits) MPBH 401
- Public Health Principles and Practice (3 credits) MPBH 402
- Introduction to Epidemiology (3 credits) MPBH 403
- Biostatistics I (3 credits) MPBH 409
- Human Behavior in Social Environment (3 credits) SOWK 500
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407
  or Health Policy and Health Systems (3 credits) SOWK 602

Epidemiology Track-Specific Courses
(15 credits): Five 3 credit hour courses

- Intermediate Epidemiology MPBH 423
- Biostatistics II MPBH 421
- Research Ethics BEHP 405
- Grant writing MPBH 431
- At least one of the following Research Methods track specific courses:
  - Epidemiology of Obesity MPBH 413
  - Statistical Computing for Public Health MPBH 412
  - Introduction to Global Health MPBH 414
  - Clinical Trials MPBH 433
  - Meta-Analysis MPBH 434
  - Geographic Information Systems UNIV 410
  - Social Epidemiology MPBH 495
  - Infectious Diseases Epidemiology MPBH 49

- Students must complete at least 6 elective credits

- Practicum MPBH 410 or GNUR 499 (1 credit)
- Capstone MPBH 411-1 (2 credits)

Students must complete at least 6 elective credits apart from the required core and program specific courses. Students may take multiple Research Methods elective courses if they choose. Students may elect to enroll in courses among, or within, a variety of topical areas, including law, policy, social determinants of health, and research including but not limited to:

- SAS MPBH 495* (2 credits) classroom
- Epidemiology of Obesity MPBH 413 (3 credits) classroom
- Global Health Epidemiology MPBH 495* (3 credits) classroom
- Clinical Trials CRME 423 (3 credits) classroom
- Meta-Analysis CRME 424 (3 credits) classroom
- Geographic Information Systems UNIV 410 (3 credits) classroom
- Critical Thinking in Public Health MPBH 495* (3 credits) online
- Social Epidemiology MPBH 495* (3 credits) classroom
- Infectious Disease Epidemiology MPBH 495* (3 credits) online
- Health Services Research Methods MPBH 416 (3 credits) online
- Public Health Law: Theories and Cases MPBH 420 (3 credits) online
- Health Economics and Healthcare Financing MPBH 424 (3 credits) online
- Population Health Planning and Management MPBH 495* (3 credits) online
- Health Impact Assessment MPBH 495* (3 credits) online
- Prin Health Care Ethics BEHP 406 online
- Ethics, Gen. and Health Policy BEHP 408 online
- Public Health Ethics BEHP 411 online
- Health Behavior and Health Education 495* (3 credits) classroom
- Introduction to Statistical Computing for Public Health Research MPBH 412 classroom

*MPBH 495* are courses under Special topics category (section numbers repeat or differ each semester)

**Epidemiology Track Competencies Addressed:**

1. Identify the principles behind public health screening and the uses and limitation of surveillance data.
2. Relate social structure and contextual conditions to the health and disease using population-based approaches and systems thinking.
3. Develop and test hypotheses through appropriate study design and analytical approaches.
4. Identify large, representative data sets for secondary data analysis and apply appropriate statistical approaches to account for study design.
5. Identify sources of random variation and systematic bias in data and calculate basic measures of association, e.g., odds ratio, hazard ratio, relative risk, assess effect modification and control for confounding.
6. Estimate population characteristics through construction of confidence intervals for prevalence, incidence, risk and measures of association.
7. Perform multiple linear regression and logistic regression, power calculations and sample size estimates, and explain the basics of survival analysis.
8. Use computer software for basic data management and employ graphical and numerical techniques as analytical tools, e.g., to identify outliers in data.
9. Critically evaluate epidemiological report and research publications and effectively communicate epidemiologic information to both lay and professional audiences.
GLOBAL HEALTH EQUITY TRACK DESCRIPTION

Curriculum for MPH in Global Health Equity

The Master of Public Health Policy and Management degree is a 42 credit hour program. This track incorporates curriculum that studies the health of populations globally, transcending borders, with the ultimate goal of identifying and eliminating structures and practices of inequity and injustice in order to evaluate and further health equity for individuals and for populations. This curriculum consists of 6 core courses (18 credit hours), 5 program specific courses (15 credit hours), and 6 elective credits. Students must also complete a practicum (1 credit) and capstone project (2 credits).

The practicum is usually an internship or field study that provides the student with practical experience in a public health setting requiring the student to apply and integrate the skills and knowledge learned during their graduate study.

The Capstone project is a professional presentation, which demonstrates the student’s ability to apply the program learning to a specific public health topic chosen by the student. The entire program can be completed online. All core courses and track-specific classes are online; however, local students may opt to take selected core courses on-campus. Some elective classes may require attendance on campus, distance learning students must choose alternative electives. The practicum and culminating experience can also be completed remotely.
PROGRAM AT A GLANCE

<table>
<thead>
<tr>
<th>Core courses (18 credits)</th>
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<tbody>
<tr>
<td>Environmental Health (3 credits) MPBH 401</td>
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<tr>
<td>Public Health Principles and Practice (3 credits) MPBH 402</td>
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<tr>
<td>Introduction to Epidemiology (3 credits) MPBH 403</td>
</tr>
<tr>
<td>Biostatistics I (3 credits) MPBH 409 or Biostatistics for Health and Biological Sciences (3 credits) MPBH 404</td>
</tr>
<tr>
<td>Human Behavior in Social Environment (3 credits) SOWK 500</td>
</tr>
<tr>
<td>Public Health Policy: Concepts and Practice (3 credits) MPBH 407</td>
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<thead>
<tr>
<th>Global Health Equity Track-Specific Courses (15 credits): Five 3 credit hour courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Global Health MPBH 414</td>
</tr>
<tr>
<td>Population Health Planning and Management MPBH 495</td>
</tr>
<tr>
<td>Research Ethics BEHP 405 or Public Health Ethics BEHP 411</td>
</tr>
<tr>
<td>Grant writing MPBH 431</td>
</tr>
<tr>
<td>Global Maternal and Child Health MPBH 417</td>
</tr>
</tbody>
</table>

- Students must complete at least 6 elective credits

- Practicum MPBH 410 or GNUR 499 (1 credit)
- Capstone MPBH 411-1 (2 credits)

Students must complete 6 elective credits apart from the required core and track specific courses. Students may elect to enroll in courses among, or within, a variety of topical areas, including (but not limited to) law, policy, social determinants of health, and research including:

- Epidemiology of Obesity MPBH 413 (3 credits) classroom
- Health Services Research Methods MPBH 416 (3 credits) online
- Intermediate Epidemiology MPBH 423 (3 credits) classroom
- Health Economics and Healthcare Financing MPBH 424 (3 credits) online;
- Clinical Trials MPBH 433 (3 credits) classroom
- Meta-Analysis MPBH 434 (3 credits) classroom
- Infectious Disease Epi MPBH 495 (3 credits) online
- Health Impact Assessment MPBH 495* (3 credits) online
- Justice and Health Care BEHP 402 (3 credits) online
- Geographic Information Systems UNIV 410 (3 credits) classroom
- Health Policy and Healthcare Delivery CMAN 435 (3 credits) online
- *Essential Topics in Global Health new course* incorporating professional sessions offered through the Center for Community and Global Health
- *Migration and Social Justice* *new course*
- *Global Bioethics BEHP 491 (3 Credits)* *new course*; online
- Health Behavior and Health Education 495* (3 credits) classroom
- Introduction to Statistical Computing for Public Health Research MPBH 412 (2 credits) classroom

*MPBH 495* are courses under Special topics category- section numbers repeat or differ each semester

**Global Health Equity Track Competencies Addressed:**

1. Analyze the roles, relationships, and resources of the entities influencing global health.
2. Apply ethical approaches in global health research and practice.
4. Develop strategies to address health equity and social justice challenges in local and global settings.
PRACTICUM DESCRIPTION

The MPH is a professional degree designed to enhance an individual’s public health skills to an advanced level, allowing graduates to pursue careers as practicing public health professionals in leadership positions. Toward that end, students are required to apply their knowledge and skills in a practice experience (practicum). The student must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding public health issues, and exhibit leadership, creativity, and the ability to work well with others.

The intent of the practicum is to enable students to take what they have learned in an academic setting and apply these concepts in a practice setting. A "practice setting" usually refers to a site that aims to deliver public health services and is not familiar to the student. A clinical setting is usually not considered a public health practice setting. The practicum also affords an opportunity to develop and apply certain competencies that tend not to be well developed in academic coursework such as leadership and group process skills, political awareness and communication, and improved understanding of public and private financing mechanisms, and organizational behavior.

The practicum must be completed pursuant to a planned, supervised, and evaluated opportunity covering a topic in public health. Students may select the organization or agency where the experience will be undertaken, but are strongly encouraged to seek out opportunities in local and state public health agencies or similar environments where they may address a public health problem. Each student will work with the MPH practicum coordinator to plan for their practicum, but it is the responsibility of the student to seek out and obtain a satisfactory field experience that fulfills the program requirements. Practicum planning involves (1) identification of a practicum site, specific project and site supervisor; and (2) completion of a practicum agreement to be signed off by the site supervisor and the MPH program’s track director. The practicum project may be undertaken as a single block of time or may be spread over one or more academic terms.

The practicum may be developed within an organization that employs the student but the practicum must extend the student’s experiences, and refine and add new skills. Thus, the practicum project should not be a part of the student’s regular job responsibilities and the practicum supervisor must be different than the student’s current job supervisor. For any research project, an institutional review board (IRB) approval may be required depending on the nature of the project. Students should discuss the need for IRB approval with the faculty advisor prior to initiation of the practicum. Students must consider that up to 3 months may be required to obtain IRB approval for a research project.
List of previous practicum sites

<table>
<thead>
<tr>
<th>Advocate at Work</th>
<th>Research Office – Biostatistics Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate Sherman Hospital</td>
<td>Loyola University Chicago - Loyola Law School, Health Justice Project</td>
</tr>
<tr>
<td>Agency for Toxic Substance and Disease Registry Division of Community Health Investigations - EPA</td>
<td>Loyola University Health System - Center for Dialysis on Roosevelt</td>
</tr>
<tr>
<td>Alexian Brothers Medical Center</td>
<td>Loyola University Health System - Department of Urology</td>
</tr>
<tr>
<td>American Diabetes Association</td>
<td>Loyola University Health System - Dialysis Unit</td>
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<tr>
<td>Berrien County Health Department, MI</td>
<td>Loyola University Health System - Family Medicine Clinic</td>
</tr>
<tr>
<td>Better Beings - Wellness Counseling, CO</td>
<td>Lurie’s Children Hospital</td>
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<tr>
<td>Blue Cross Blue Shield of IL</td>
<td>Maywood Fine Arts</td>
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<tr>
<td>Center for Disease Analysis, CO</td>
<td>North Shore Mosquito Abatement District</td>
</tr>
<tr>
<td>Chicago Department of Public Health</td>
<td>Northwestern University - Department of Preventive Medicine</td>
</tr>
<tr>
<td>Chicago Lights Urban Farm</td>
<td>Oak Street Health</td>
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<tr>
<td>Chicago Public Schools – Office of Student Health and Wellness</td>
<td>Planned Parenthood of West and Northern Michigan, MI</td>
</tr>
<tr>
<td>Chicago Public Schools – Uplift High School</td>
<td>Pulmonary Fibrosis Foundation, Chicago</td>
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<tr>
<td>Children’s National Medical Center, DC</td>
<td>Salina &amp; Associates, Inc. at the Cook County Sheriff’s Women’s Justice Services</td>
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<tr>
<td>Community for Children, TX</td>
<td>Sinai Urban Health Institute (SUHI)</td>
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<tr>
<td>Directors of Health Promotion and Equity Internship Program</td>
<td>Stark County Health Department, OH</td>
</tr>
<tr>
<td>DuPage Federation on Human Services</td>
<td>St. Anthony Hospital</td>
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<tr>
<td>Eastern Colorado Healthcare System, CO</td>
<td>The Joint Commission</td>
</tr>
<tr>
<td>Evanston Department of Health and Human Services</td>
<td>The Vitality Group, Health Promotion Program</td>
</tr>
<tr>
<td>Fallbrook Food Pantry, CA</td>
<td>University of Chicago – MRSA Research Center</td>
</tr>
<tr>
<td>Ford Motor Corporation</td>
<td>University of Wisconsin School of Medicine and Public Health</td>
</tr>
<tr>
<td>Greater Chicago Food Depository</td>
<td>Walgreens Co. - Store Operations and Community Management Immunization Services</td>
</tr>
<tr>
<td>Health and Medicine Policy Research Group</td>
<td>Loyola University Chicago - Center for Urban Research and Learning</td>
</tr>
<tr>
<td>Health Council of South Florida, FL</td>
<td>Loyola University Chicago Clinical</td>
</tr>
<tr>
<td>Illinois Emergency Medical Services for Children</td>
<td>Loyola University Health System - Dialysis Unit</td>
</tr>
<tr>
<td>Lake County Health Department</td>
<td>Loyola University Health System - Department of Urology</td>
</tr>
<tr>
<td>Leukemia &amp; Lymphoma Society</td>
<td>Loyola University Health System - Center for Dialysis on Roosevelt</td>
</tr>
<tr>
<td>Loyola University Chicago - Center for Urban Research and Learning</td>
<td>Loyola University Chicago - Family Medicine Clinic</td>
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<td>Loyola University Health System - Dialysis Unit</td>
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<td>Salina &amp; Associates, Inc. at the Cook County Sheriff’s Women’s Justice Services</td>
</tr>
</tbody>
</table>
Practicum Credits: 1
Students are required to complete a minimum of 210 hours of practical fieldwork in a public health practice setting to satisfy the practicum requirement. The total duration may be adjusted so long as the total hours (210) are satisfied in the term of enrollment. The 210 hours does not include technical aspects of the practicum requirements such as completing the practicum contract with the site supervisor and getting the required signatures. The 210 hours does not include time spent on the written practicum evaluation. Students may elect to complete the practicum over 2-3 semesters instead of over one semester due to job constraints. When a practicum is completed over an extended time period, students should register for the practicum during a semester when they plan to complete the practicum and submit a practicum evaluation.

Timing:
The timing of the practicum will depend on the student’s progress in completing the curricular requirements. At a minimum, students must be in the process of completing 21 credit hours, including at least four of the five MPH core, before beginning the practicum.

Learning Objectives:
Overall learning objectives for the practicum are based on the Association of Schools and Programs of Public Health integrated interdisciplinary, cross-cutting set of overall competency domains:

- Identify a public health program
- Demonstrate ability to effectively communicate with public health leaders and peers to address a public health problem
- Develop leadership and organizational skills to envision and implement a project which addresses a public health problem
- Utilize existing informatics resources to enhance the practicum experience
- Address the racial/ethnic and economic diversity and cultural aspects of a public health problem in the practicum experience
- Communicate and perform with a high level of professionalism in all activities
- Demonstrate knowledge of program planning and systems thinking when envisioning and creating a research or policy project which focuses on a public health problem
- Practicum learning objectives outlined by the student and approved by the mentor (see below)

Student’s Expected Learning Objectives:
The student will create a set of learning objectives (at least 4 learning objectives and no more than 8) specific to their practicum experience. Learning objectives should support the interests of agency site supervisors and faculty, in addition to those of the
student. The objectives should also help quantify and evaluate the desired outcomes for the student (knowledge and skills gained). The learning objectives should be:

- Clear and specific statements about the student’s expected competencies in knowledge, programming, or research skills, and changes in attitudes or beliefs about a particular public health problem
- Statements that will help guide the student’s assessment of the experience, in addition to helping the faculty advisor and the agency site supervisor improve the practicum experience
- Specific expected outcomes quantifying gained knowledge or skills through the practicum experience including understanding the role the agency, community, and/or organization has in public health services and/or research.

Grading:
Practicums are graded on a Pass/No Pass basis.

Students must fulfill all of the following requirements to satisfy their practicum requirements:

- Meet with the Practicum Coordinator, Justin Harbison, to discuss the site and practice parameters
- Submit a practicum agreement to the Practicum Coordinator for approval prior to initiation of the practicum
- Practicum Coordinator discusses the student’s responsibilities and activities and duration of the practicum with the site supervisor and approves the practicum agreement
- During the mid-point of the practicum rotation, the Practicum Coordinator discusses the student’s activities and progress with the practicum site supervisor
- Student completes and submits all required paperwork, including a 5-7-page self-evaluation of the practicum experience (see the following)

Written Self-Evaluation of Practicum

The evaluation should be 5-7 pages (not including references or appendices) in length, double spaced with 12 font size. The evaluation will first provide 1 to 1.5 pages of background information about the practicum site including the mission and structure of the organization along with service and programs provided to the community. Next the student will outline the practicum learning objectives (s)he created and had approved by the practicum mentor and the site supervisor prior to the initiation of the practicum. Under each student created learning objective, the student will provide several paragraphs which describe how and why that particular objective was or was not met,
and what skills and knowledge in public health were advanced for the student through
the activities outlined under that particular objective. The student should indicate both
expected and unexpected accomplishments and also provide recommendations for
improvement of the practicum. Appendices may be added when appropriate, and are
not included in the page count.

Waiver

Because the practicum is a way for students to become exposed to new experiences
and make new professional connections, students may not seek a waiver for their
practicum work.

Practicum Contract

See Appendix A (p.63) for the Practicum Contract form.

Practicum Grievance Policy

1. Students of the Loyola University Chicago MPH program shall have the right to seek
redress in the form of corrective actions to ensure the effective execution of their
responsibilities and those of the faculty advisor.
2. The procedures set forth herein are established with the intention of providing for,
and encouraging, equitable settlement of grievances.

Right, duties, and responsibilities of the Practicum Faculty Advisor

1. The practicum instructor will assure that the student has completed the prerequisite
academic work before beginning practicum.
2. The practicum faculty advisor will be available to the site supervisor and student for
consultation. The practicum faculty advisor will function as a liaison between the site
and the department; however, the site is encouraged to initiate contacts when
necessary.
3. The faculty advisor shall determine the appropriateness of a school or agency as a
practicum site. The department shall determine the appropriateness of the site
supervisor.
4. The department may request the termination of a Clinical Experience Site
Agreement if the site supervisor does not abide by ethical standards and practices
set forth by the Public Health Code of Ethics set forth by the Public Health
Leadership Society (PHLC), in conjunction with public health professionals from
local and state public health, public health academia, the Centers for Disease
Control and Prevention, and the American Public Health Association.
5. The practicum instructor shall have the responsibility to terminate any Practicum Site
Agreement where the student’s performance is judged to be unsatisfactory,
insubordinate, unethical, inappropriate, or harmful to clients. Such action would only
be taken after consultation with the student and with representatives of the practicum site.

6. The department reserves the right to amend, change, or otherwise modify its policies regarding the practicum experience from time to time as may be deemed necessary or appropriate.

7. The department may, at its discretion, waive any or all policies on a case-by-case basis when deemed appropriate under exigent circumstances as determined by the Program Director after consultation with the track Director and practicum faculty advisor.

The practicum grade will reflect the evaluation of both site and university supervisors, with the practicum instructor having the final responsibility for grade assignment.

**Right, duties, and responsibilities of the practicum site**

1. The practicum site shall screen and select practicum students based upon their appropriateness for placement at the organization, and their likelihood of success.

2. The practicum site shall provide a site supervisor for the practicum who will serve as the primary liaison between the organization and the primary faculty advisor.

3. The site supervisor shall orient the practicum student to the policies and procedures of the practicum site and oversee the practicum student’s compliance with those policies and procedures.

4. The practicum site shall provide experience in the delivery of services appropriate to the educational and ability levels of the practicum student.

5. The site will provide space, equipment, and supplies as needed by the student to carry out site assignments.

6. The site is responsible for the student’s work under their supervision.

7. The site supervisor shall initiate contact with the primary faculty advisor when there are any questions or concerns regarding the student, expectations, or responsibilities.

8. The practicum site may request the termination of a Practicum Site Agreement when the practicum student’s performance is in violation of site policies or procedures, or when the practicum student’s performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to the organization’s staff or clients.

9. The practicum site agrees to abide by the policies and procedures stated in this manual.

10. The practicum site, in its treatment of practicum students, shall abide by the ethical standards and practices set forth by the Public Health Code of Ethics set forth by the Public Health Leadership Society (PHLC), in conjunction with public health professionals from local and state public health, public health academia, the Centers for Disease Control and Prevention, and the American Public Health Association.
Right, duties, and responsibilities of the practicum student

1. The student will attend a mandatory practicum orientation, to be provided by the Department.
2. The student shall identify and secure a practicum site before enrolling in practicum, obtain a signed Supervisor Agreement Form and Supervisor Qualification Form and ensure that there is a current Affiliation Agreement Form between the site and the university. While the department may assist the student, the department is not responsible for placement into a practicum site. Students who have not secured a practicum site by the start of the semester in which they are enrolled in practicum may be dropped from the practicum. In addition, all students must return all practicum forms by the third week of class or risk being dropped from the class.
3. The student shall arrange a meeting with the primary faculty advisor upon enrolling in the practicum to set up a schedule to provide updates, request feedback, or obtain any other assistance from the faculty advisor for the duration of the practicum.
4. The student shall at all times conduct his or her behavior in accordance with the policies and procedures of the practicum site, and with the ethical standards of the Public Health Code of Ethics set forth by the Public Health Leadership Society (PHLC), in conjunction with public health professionals from local and state public health, public health academia, the Centers for Disease Control and Prevention, and the American Public Health Association.
5. The student shall maintain a work schedule that has been mutually agreed upon by the student and the on-site supervisor. The student will notify the on-site supervisor of any anticipated absence or necessary schedule change.
6. The student is expected to complete at least 210 hours of on-site service.
7. The student shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation. The student is expected to be introspective, open, and receptive to feedback, and demonstrate flexibility by making appropriate changes in response to feedback.
8. The student shall report any emergency/crisis situations with their site immediately to their site supervisor and to the faculty advisor.
9. The practicum student shall keep a weekly log of their tasks and any relevant updates, to be discussed with the faculty advisor. The faculty advisor may request a copy of the log at any time during the practicum, at which time the student must provide either a printed or electronic copy.
10. The student shall request, and obtain, a meeting with the faculty advisor to discuss any impediments to completing the practicum requirements. If the faculty advisor cannot resolve the issue, (s)he shall bring the issue to the attention of the Program Director who shall meet with the student and faculty advisor to identify and discuss options to assist the student to complete the requirements. In such circumstances, the student shall abide by the recommendations of the Program Director or risk incompletion of the practicum requirements.
11. The practicum student shall complete all educational plans that may be developed with either their supervisor or the practicum instructor.
Evaluation of Students in Practicum

The Practicum contract is the chief mechanism by which the students, their supervisors and faculty evaluate the performance of students in their practicum experience. This form is used by students, their practicum instructors, and department faculty to review students’ strengths and continuing learning needs. Students and practicum instructors are asked to evaluate each student’s performance in writing at mid-term and again at the end of the semester by completing midterm and final practicum evaluation forms. Information is also shared with the faculty liaison from the department at an agency-based meeting each semester. The student grade, assigned by the student’s faculty liaison, is based on the agency field instructor’s written midterm and final evaluation of the student, and the onsite conference between the agency supervisor and the faculty liaison. A grade of P (Satisfactory) or F (Unsatisfactory) will be given.
CAPSTONE (CULMINATING EXPERIENCE) DESCRIPTION

Summary

The MPH degree is a professional degree designed to enhance an individual's public health skills to an advanced level, allowing graduates to pursue careers as practicing public health professionals in leadership positions. Toward that end, students are required to demonstrate the knowledge and skills acquired during the MPH Program and the Capstone through a written report and oral presentation. The capstone requirements (described below) are intended to satisfy these ends. While a single project can satisfy both requirements (written report and oral presentation), students will work with their assigned mentors to ensure that the nature and scope of their capstone project(s) will be adequate to meet these goals.

Credit Hour Requirement:

The capstone project is a 2 credit hour requirement*. Students must take the 2 credits incrementally by enrolling for 1 credit hour in the course over two consecutive academic terms. This will ensure that students can complete a high quality capstone in a timely manner.

During the first term of enrollment in the Capstone project, students are expected to develop a study proposal, complete a literature review for their project and develop a preliminary methods section of the study. After successful completion of these deliverables, students will be eligible to enroll for the second credit hour to complete their capstone study. In the second term of the Capstone project, students will conduct their research, write a paper and present their findings in an oral presentation.

*Please note that, for the capstone project, student research time per credit hour is expected to exceed that of traditional courses, for which an average of 3 hours of study time is expected per credit hour.
Public Health Core Competencies

All public health competencies may be applied to the Capstone project. At a minimum, six of the following twelve Core Competencies should be addressed:

1. Apply descriptive techniques commonly used to summarize public health data.
2. Interpret results of statistical analyses found in public health studies.
3. Describe the direct and indirect human, ecological and safety effects of major environmental hazards, such as air and water pollution, disease vectors, and poor sanitation.
4. Evaluate public health problems in terms of magnitude, person, time and place, and calculate basic epidemiologic measures.
5. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
6. Analyze issues of public health policy and practice drawing from its intersection with politics, ethics, epidemiology, law, economics, and management.
7. Identify how to effectively engage the public policy process for improving the health status of populations.
8. Explain social and behavioral theories of health, health behavior, and illness, and indicate their applicability to a variety of public health issues.
9. Identify social and behavioral factors that affect the health of individuals and populations.
10. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
11. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.

Track-specific competencies addressed in the capstone

In addition to the Core Competencies, the student should address the majority of competencies that are specific to their track.
Epidemiology Track Competencies:

1. Identify the principles behind public health screening and the uses and limitation of surveillance data.

2. Relate social structure and contextual conditions to the health and disease using population-based approaches and systems thinking.

3. Develop hypotheses and test them through appropriate study design and analytical approaches.

4. Identify large, representative data sets for secondary data analysis and apply appropriate statistical approaches to account for study design.

5. Identify sources of random variation and systematic bias in data and calculate basic measures of association, e.g., odds ratio, hazard ratio, relative risk, assess effect modification and control for confounding.

6. Estimate population characteristics through construction of confidence intervals for prevalence, incidence, risk and measures of association.

7. Perform multiple linear regression and logistic regression, power calculations and sample size estimates, and explain the basics of survival analysis.

8. Use computer software for basic data management and employ graphical and numerical techniques as analytical tools, e.g., to identify outliers in data.

Public Health Policy & Management Track Competencies:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.

2. Describe the legal and ethical bases for public health and health services.

3. Explain methods of ensuring community health safety and preparedness.

4. Discuss the policy process for improving the health status of populations.

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

6. Apply principles of strategic planning and marketing to public health.

7. Apply quality and performance improvement concepts to address organizational performance issues.

8. Apply "systems thinking" for resolving organizational problems.

9. Communicate health policy and management issues using appropriate channels and technologies.

10. Demonstrate leadership skills for building partnerships.
Global Health Equity Track Competencies:

1. Analyze the roles, relationships, and resources of the entities influencing global health.
2. Apply ethical approaches in global health research and practice.
4. Develop strategies to address health equity and social justice challenges in local and global settings.

Capstone Project description

The goal of the MPH Capstone project is to provide students with the opportunity to demonstrate knowledge and skills acquired in the academic coursework and through their practicum experience. The overarching objective of the Capstone project is to enable the student to work on a project which translates both general and discipline specific information into public health practice. The student must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding public health issues, and exhibit leadership, organizational skills, creativity, and effective written and oral communication. In accordance with the standards of the Council on Education for Public Health (https://ceph.org/assets/2016.Criteria.pdf), students will select, in consultation with their faculty mentor, the specific foundational and track-specific competencies they expect to further develop through their capstone. The Capstone also affords an opportunity to apply additional competencies or skills that are introduced in academic coursework but are developed through the practicum experience and interaction with faculty and peers. Examples include leadership ability and group process skills, political awareness and communication skills, understanding of public and private financing mechanisms, and understanding of organizational behavior. Students will be assigned a Capstone project mentor with whom they are encouraged to meet on a weekly basis. The faculty mentor role is to review and discuss with student their progress, and provide guidance as the student develops each of the Capstone project steps (i.e., study proposal, literature review, study methods, data collection and analysis, report writing and presentation). Each capstone deliverable should be approved by the assigned mentor before submitting/presenting for a grade.
Timing:

The timing of the Capstone project will depend on the student’s progress in completing the curricular requirements. Students should complete (or be in the process of completing) the program specific classes in the semesters in which they register for the Capstone project. Students must also have completed CITI training (page 6) prior to or at the beginning their first Capstone term. If human research data are used in their project, students also have to complete an application to Loyola’s Institutional Review Board (IRB) during their first Capstone term. Students may complete the Capstone project and Practicum concurrently, but the Capstone project may not be completed during a semester prior to enrollment in the Practicum.

Grading:

Capstone projects are graded on a Pass/No Pass basis. Students must fulfill all of the following Capstone project requirements:

First Capstone term: (1) approval of the proposed Capstone project by the MPH Program Director or MPH track director, (2) approval of the study literature review, and (3) a preliminary methods section of the Capstone study.

Second Capstone term: (1) submission of a written report and approval by the MPH Program Director or MPH track director and, (4) a 15-minute presentation (approved by the mentor prior to presentation) to MPH faculty. See Appendix B (p.66) for the Capstone Evaluation Form.
MPH Capstone

Written Assignment Guidelines for the Epidemiology Track

The report should include the information below and follow this outline:

1. **Abstract**: Summary of key points of the Capstone project (no more than ½ page/300 words in length).

   The audience for this abstract covers the broadest possible scope--from expert to lay person. Students need to find a comfortable balance between writing an abstract that both demonstrates knowledge and is comprehensible by lay members of the audience. Limit the amount of technical language used and explain it where possible. Always use the full term before referring to it by acronym [for example, portal venous transfusions (PVT)]. Students should remember that they are experts in the field they are writing about and cannot assume the reader will share their insider knowledge.

   Epidemiology abstracts should be submitted using the Structured Abstract Format, which is designed for abstracts on scientific research:
   - **Background**: Study objectives, hypothesis, or a description of the problem
   - **Methods**: Study design, including a description of participants, procedures measures, and appropriate analyses
   - **Results**: Specific results in summary form
   - **Conclusions**: Description of the main outcome of the study

2. **Body of the Written Report**: The description of the research question, methods used, results, and conclusions (approximately 2500-4000 words, about 10-15 pages double-spaced)

   The Capstone written report should be 10-15 pages in length. Appendices may be added when appropriate, and are not included in the page count. The report should be double-spaced, 12-point type, except the references/bibliography, which should be single-spaced. Note that the page lengths suggested are a general guide and permit students the flexibility demanded by the various forms that a Capstone project may take.

   The recommended structure of the body is similar to the one followed in the abstract:
1. **Introduction**: Introduces the problem that the written report will address, including its significance, relevant literature, and research gap(s) that the research addresses. This section ends with a clearly stated hypothesis or research aim.

2. **Methods**: This section includes a description of the study population (persons, times, places). Define key concepts and operationalization of those concepts. Describe the statistical methods used. This section should include a statement that appropriate ethics approval (i.e., the Institutional Review Board) was obtained or that the work was deemed “exempt”.

3. **Results**: Descriptive statistics of the population are reported. The results of the analysis are described, including references to any tables and figures.

4. **Discussion and Conclusions**: The results are interpreted and placed into the context of what is already known about the topic. Strengths and limitations of the research must be included here. Policy implications may be described in this section, as well as future directions suggested by the results.

For students in the Epidemiology track, the Capstone written report will be an original research manuscript which is deemed by the faculty mentor to be suitable for publication in a PubMed listed scientific journal. Original research reports should include appropriate tables with results from statistical analyses, and figures and references structured for the particular scientific journal targeted for publication. A meta-analysis is considered an original research manuscript for the purposes of the Capstone. As appropriate, other formats for structuring the manuscript are permitted; for example, a methods paper might not include a description of the study population or a results section.

**3. References**: This section should be single spaced. Use a standard documentation style, such as:

APA - [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) or
AMA - [http://www.ajph.org/misc/ama_references.shtml](http://www.ajph.org/misc/ama_references.shtml)
**Guidelines for Epidemiology Oral Presentation**

Students must discuss the oral presentation with their mentor before the presentation may be scheduled. Student presentations should not exceed 45 minutes to allow for discussion and questions from the audience. The presentation should follow the outline:

1. Introduction and background of a public health problem

2. Racial/ethnic, sex or other disparities for a public health problem and how these disparities relate to the social and cultural context of the environment of individuals and/or communities

3. Competencies addressed in capstone

4. Objectives of the Capstone project, including Specific Aims and/or hypotheses

5. Methods, including a description of the study population

6. Results

7. Public health impact

8. Strengths and Limitations

9. Future directions
MPH Capstone

Written Assignment Guidelines for Public Health Policy and Management Track

The report should include the information below and follow this outline:

1. **Abstract**: Summary of key points of the Capstone project (no more than ½ page/300 words in length).

The audience for this abstract covers the broadest possible scope—from expert to lay person. Students need to find a comfortable balance between writing an abstract that both demonstrates knowledge and is comprehensible by lay members of the audience. Limit the amount of technical language used and explain it where possible. Always use the full term before referring to it by acronym [for example, socioeconomic status (SES)]. Students should remember they are experts in the field they are writing about and cannot assume the reader will share their insider knowledge.

Public Health Policy and Management students have a choice of two formats for the abstract.

**Structured Abstract Format** (suitable for abstracts on scientific research):

- Background: Study objectives, hypothesis, or a description of the problem
- Methods: Study design, including a description of participants, procedures measures, and appropriate analyses
- Results: Specific results in summary form
- Conclusions: Description of the main outcome of the study

**Alternative format** (suitable for abstracts about policy, programs, interventions, and other types of research evaluations):

- Issues: A short summary of the issue(s) addressed
- Description: Description of the project, experience, service, or advocacy program
- Findings and Analysis: A brief description of the results of the project
- Recommendations: A brief statement of next steps
- Lessons Learned
2. Written Report

The Capstone written report for Public Health Policy and Management should be 10-15 pages in length (approximately 2500-4000 words). Appendices may be added when appropriate, and are not included in the page count. The report should be double-spaced, 12-point type, except the references/bibliography, which should be single-spaced. Note that the page lengths suggested below is a general guide which permits students the flexibility demanded by the various forms that a Capstone project may take.

The Capstone project for Public Health Policy and Management students may take several forms. Following are descriptions of three recommended forms, including: (1) a public health policy analysis based on original research (Option A), (2) a program assessment or evaluation possibly associated to student’s field experience acquired from successful completion of the practicum (Option B, below), or (3) a program proposal of an intervention, also based on experience gained from the completed practicum experience (Option C, below).

The option selected will depend on the student's interests and skills, and may take other forms of systematic inquiry in a subject of the student interest.

Option A. Public Health Policy Brief

1. Problem/issue statement: What is the problem or issue to be addressed by the project? How and by who was it identified? Why is it a problem? Why should it be addressed? What question(s) is the project expected to answer? Why is the agency/organization interested in doing this project?
2. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.
3. Discussion of existing policies and examples of successful and failed policies for a public health issue
4. Discussion of ethical issues and complexities of existing policies and barriers for modifying existing policies or creating new policies
5. Public health impact of existing policies
6. Suggest changes to existing policy to improve public health or reduce cost
7. Impact of existing policies on racial/ethnic and sex disparities in health outcomes
Option B. Assessment or evaluation project

1. Problem/issue statement: What is the problem or issue to be addressed by the project? How and by who was it identified? Why is it a problem? Why should it be addressed? What question(s) is the project expected to answer? Why is the agency/organization interested in doing this project?

2. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.

3. Method for investigation: What approach will be used to inform or resolve the problem: What research design will be employed? Why is the design appropriate to answer the question(s) posed for the project? What data will be generated, collected, analyzed, reported? What methods will be used for data collection? For analysis?

4. Plan of work: What resources will be required to complete the project (time, personnel, funds, computer, etc.)? What specific tasks must be completed: What is the expected time required for each task? What preliminary activities will be required (e.g. human subjects' review, acquiring permission for use of data, acquiring adequate sample of cases, etc.) and how will they be planned for in the time estimate? The plan of work should include a project milestone chart (i.e. describing when specific tasks will be completed), and task matrix (i.e. describing who will be responsible for completing each task).

5. Uses/application of project: How will the information generated by the project be used and by whom? What decisions will it inform?

Option C. Planning/management project

1. Problem/issue statement: What is the problem or issue to be addressed by the intervention? How and by who was it identified (e.g. staff, board, community, clientele, etc.)? Why is it a need or problem? What data have been used to document the need?

2. Goals of the planned intervention: What does the agency/organization expect to accomplish by implementing the change? What evidence or rationale supports (or does not support) the goals or expected outcomes?

3. Literature review: Relevant literature should be critically reviewed and discussed. Complete citations or source materials must be included.
4. Method of intervention: How will the intervention be implemented? Who will be involved (e.g. board, staff clientele, a community advisory panel, etc.)? What data will be collected and by whom? What is the evidence/data that the method of intervention is appropriate to the goals specified?

5. Implementation plan: What resources will be required to implement the intervention (time, person power, funds, physical plant or equipment, etc.)? What is the expected time frame for implementation? What preliminary activities are required (e.g. organizational support, community support, licensing or accreditation requirements, funding, etc.)? How will these hurdles or issues be dealt with? The paper should include a project milestone chart, describing when specific tasks will be completed.

6. Impact of the intervention: What factors, internal and external to the agency, will be affected by the intervention (e.g. staff, the community, clientele, competitors, etc.): How are they likely to respond? What impact will these responses have on the intervention?

7. Monitoring and evaluating the intervention: How will the success or failure of the intervention be judged? What is the plan for monitoring the progress (e.g. data to be collected, reporting process, etc.)?

References: (This section should be single spaced.) Use a standard documentation style, such as:

APA - [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) or
Guidelines for Public Health Policy and Management Oral Presentation

Students must discuss the oral presentation with their mentor before the presentation may be scheduled. Student presentations should not exceed 45 minutes to allow for questions from the audience and discussion of the presentation. The presentation should in general follow the outline:

1. Objectives of the Capstone project
2. Introduction and background of a public health problem
3. Racial/ethnic, gender or other disparities for a public health problem and how these disparities relate to the social and cultural context of the environment of individuals and/or communities
4. Ethics of existing policies and/or research for a public health problem
5. Description of project methods
6. Results/expected results
7. Public health impact
8. Limitations
9. Future directions
10. Competencies addressed in capstone
ACADEMIC POLICIES AND GUIDELINES

Academic Integrity

Honesty and fairness in using information that we obtain from others, in attributing the origin of such information, in communicating our own findings accurately, and in attributing credit to our collaborators for their contributions, are aspects of personal ethics essential to the functioning of the scientific enterprise.

A violation of these ethic principles, including, but not limited to, plagiarism or willful misrepresentation of data, is considered scientific misconduct, and will be considered cause for dismissal from the program. Additional information about Academic Integrity can be found within Loyola's statement of Academic Policies: http://www.luc.edu/gradschool/academics_policies.shtml.

Grading, Grade Requirements and Remediation Policy

Students are expected to maintain an average of not less than a B (3.0). No more than two grades of C and no grades of D or F may be counted as fulfilling degree requirements. Such grades, however, will be used to calculate the student’s GPA. No student will be allowed to graduate with less than a B average (3.0).

The Graduate School uses the following grade conversion system:

- A = 4.0
- A- = 3.67
- B+ = 3.33
- B = 3.0
- B- = 2.67
- C+ = 2.33
- C = 2.0
- C- = 1.67
- D+ = 1.33
- D=1.0
- F = 0.0

I = Incomplete
X = Absent from examination
W = withdrawal
WF = Withdrawal with failure
CR = Credit
NC = No credit
AU = Audit
A student who fails to maintain a GPA of 3.0 at the end of a semester, or who received a D or F in any course in that semester, will be placed on academic probation during the following semester. They will be required to raise the GPA to 3.0 within the next two semesters, and obtain a grade above B in the deficient core courses.

If a student, with the authorization of the graduate program director, retakes a course only the most recent grade earned for the course will be used when evaluating whether or not all degree requirements have been met.

**Incomplete Grades**
The Graduate School expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. A grade of incomplete will only be granted under exceptional circumstances. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies. For Incompletes assigned in Fall 2006 and later, the student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the Summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.

**Withdrawal from Courses**
If a student withdraws from a course before the published withdrawal deadline, his/her transcript will show no record of the course. If a student withdraws after the withdrawal deadline, but before the WF deadline, his/her transcript will show a W for the course. If a student withdraws after the University’s WF deadline, s/he will receive a WF for the course. The WF is a penalty grade, and is figured into students’ GPAs.

**Pass/No Pass**
A grade of P (pass) indicates that the student made satisfactory progress toward completion of course or degree requirements. A grade of NP (no pass) indicates that the student did not make satisfactory progress toward completion of course or degree requirements.
Registration
In order to be certified as active students and to have access to university resources, both new and continuing students are to register before each term in which they are taking courses, working on a thesis or dissertation, completing a practicum or internship or otherwise engaged in graduate study. Applicants must be officially admitted to the Graduate School before they will be permitted to register. Students are responsible for registering for courses in a timely manner through the university's registration system. No one is permitted to attend any class without first officially registering for that class. Students may not register for classes after the late registration period. A fee is charged for late registration. Registration at Loyola University Chicago is done through the LOCUS on-line registration system. For specific information on registration, please refer to http://www.luc.edu/regrec.

Registration for Directed Study, Directed Readings, and Independent Study
Individual programs/departments may require students to receive approval prior to registering for these types of courses. Students may request notation of a specific title on the transcript by submitting to the Graduate School a completed Request for Course Title form.

Cross-Registration
Students intending to take a course outside the academic unit that includes their program must obtain approval from the course instructor and the "host" unit. Students should contact the host unit for information about registration procedures. They should also consult with their home program to see if these courses will count toward the degree.

Audit
Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance requirement will receive a grade of W. Auditors are assessed one-half tuition.

Auditing a Course
The decision to designate particular graduate courses as open to auditors is made by the academic unit offering the course. In order to audit a course, a Graduate School student must:
1) Complete the Request to Audit a Graduate Course form (http://www.luc.edu/media/lucedu/gradschool/forms/requesttoaudit.pdf)
2) Receive approval from the academic unit offering the course and the Graduate School.

The completed form must be received by the Graduate School by the end of the second week of the semester or by the end of the first week of the Summer or intersession term. The Graduate School will not approve a request received after the deadline. Once a course is converted to "audit" for a student, it will not be re-classified as a "for credit" course (i.e., a course that is being audited may not at any time be counted as credit hours completed toward degree requirements). Completion of the form does not constitute registration for the course; the student is responsible for registering for the course via the university’s registration system and must do so prior to the late registration deadline to avoid a late registration fee.

Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates/satisfactory attendance; a grade of W will be assigned in cases of unsatisfactory attendance. Auditors do not complete course papers, examinations or other assigned projects. A course that is audited does not count as hours attempted and therefore is not considered in determining a student's enrollment status (i.e., whether the student is classified as full- or part-time) and is not eligible for coverage by a tuition scholarship.

**Withdrawal from a Course**

After the official late and change of registration period ends, official withdrawals from class are made only with the permission of the Dean and according to the procedure for change in registration. Students who stop attending a class but have not officially withdrawn will receive the final grade of "WF," which is a penalty grade and equivalent to a grade of "F". Students will incur full financial obligation to the university. Voluntary and repeated unofficial withdrawals from class may result in the student being barred from further attendance in the university. Students may withdraw from class with the final grade of "W" through the first ten weeks of the semester or first four weeks of a Summer term. Students contemplating official withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance.

For a full schedule of key dates related to course enrollment, drop/add courses, and withdrawals go to http://www.luc.edu/gradschool/key_dates.shtml.
Adding a Course
Students who would like to add a course after the regular registration period must complete a Change of Registration form and obtain the approval of their graduate program director. The form is then submitted to the Graduate School for approval. Such requests are approved only in extraordinary circumstances; forgetting to enroll or enrolling in the wrong course do not constitute adequate grounds for a late add.

Number of Courses Allowed
While students registered for eight credit hours in a semester are considered full-time, registration for nine credit hours per semester is considered the normal full-time course load. The maximum course load for Graduate School students is 12 credit hours per semester and six credit hours per Summer session.

Registration of Undergraduate Students in Graduate Course
Undergraduates who are judged capable of pursuing graduate studies may be admitted to graduate courses with the approval of the course instructor and the chairperson of the department offering the course. Such courses are ordinarily applicable only toward the student's undergraduate degree; however, under certain circumstances such courses may be applied toward a graduate degree (see the policy on transfer credit below).

Repetition of Course
Students may repeat a course in which they previously received a passing grade only with the specific authorization of the graduate program and the Graduate School Dean. Authorization to repeat courses merely to improve the grade will rarely be given. In an authorized repetition of a course the student will not receive credit hours toward graduation for both courses. The student will only receive credit hours toward graduation for the most recent attempt. Both grades, however, count in the cumulative GPA. A student who repeats a course without permission of the Dean and graduate program earns neither credit hours nor quality points for the repeated course.

Classroom Recording
Video/audio recording of lectures and classroom discussion is prohibited; however, in some cases recording may be permitted provided the instructor and all members of the classroom are notified and have given consent. Lectures and course material are intended solely for the students enrolled in the class, and should not be transmitted or distributed publicly. Please refer to course syllabi for more specific information.
Causes for Dismissal
A student may be dismissed from the program if they:

a) Are found to have violated Loyola’s academic integrity policies while conducting any activity associated with the MPH program (e.g. coursework assignments, exams, capstone and practicum).

b) Fail to maintain a GPA of 3.0 in their coursework or does not raise their GPA to a 3.0 during their academic probation period.

LUC Grievance Policy
The MPH program follows Loyola University Chicago’s Academic Grievance Procedure as outlined in the following website: http://www.luc.edu/gradschool/academics_policies.shtml. Grievances should first be brought to the attention of the student’s advisor unless the advisor is the subject of the grievance. In this case, or if the grievance cannot be resolved after discussion with the advisor, it should be brought before the Graduate Program Director who may consult with other authorities before making a judgment on the grievance. If the Graduate Program Director decision is unsatisfactory, the student may appeal to the Associate Dean of the Graduate School at the Health Sciences Division or eventually to the Dean of the Graduate School at Loyola University Chicago.

Administrative Information and Fees
Mandatory fees associated with enrollment as a student, as described below, are the responsibility of each student. Information about your student account can be found by logging into LOCUS at https://locus.luc.edu. An electronic bill (e-bill) is generated by Loyola on the 15th of every month. Payments are due on the 5th of the following month. Late fees are assessed at 1.5% of the past due balance on your student account. Your e-bill can be found on LOCUS under: Campus Finances → View E-bill → View Details.

Mandatory fees are explained in detail below. The deadline to pay fees is September 5th for all incoming students. DO NOT wait until your tuition is paid before you pay this fee or you will be charged a late fee. If you want to know when your fees are due or have questions about your fees, call the Bursar’s Office (x87705).

Matriculation Fee: $100

This is a one-time fee for all graduate students. This fee will be billed to your student account in LOCUS during your first semester of enrollment.
Other helpful websites for payments and fees:

- **E-Bill:** [http://luc.edu/bursar/ebilling/index.shtml](http://luc.edu/bursar/ebilling/index.shtml)
- **Payment Options:** [http://www.luc.edu/bursar/payment_options.shtml](http://www.luc.edu/bursar/payment_options.shtml)
- **Credits & Refunds:** [http://www.luc.edu/bursar/refunds.shtml](http://www.luc.edu/bursar/refunds.shtml)

### Financial Aid

FAFSA (Free Application for Federal Student Aid) is education assistance in the form of grants or loans from the government. Students receiving an assistantship may want to complete the FAFSA to help out with living expenses. This is available to everyone including students in the military. To determine if you qualify for federal grants or loans, you can complete the FAFSA online at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

If you have any questions concerning this issue, contact the Office of Student Financial Assistance by phone 773-508-7704, email: lufinaid@luc.edu or online at [http://www.luc.edu/finaid/](http://www.luc.edu/finaid/).

### Student ID card and parking

During orientation, you will be issued a student ID and have the option to pay for parking in Deck B located at the west end of campus, adjacent to the fitness center. With an ID card, you may purchase a parking Value Pass. The value pass works like a debit card that you reload as needed. The fee is $2.00 per park.

Your student ID is required to gain access to the Stritch School of Medicine and many of the laboratories and buildings on campus. If you have a problem with electronic access, you may contact Briana Lemon at blemon@luc.edu.

### Loyola University Health Sciences Library

The library is a great resource to aid you in your graduate education. Library staff can teach more effective techniques to search the literature, introduce you to free reference managing software and help you obtain articles that may not be available on campus and may be obtained electronically through our library catalog or through a librarian. To obtain remote access to the library, students must complete a form and fax or send it to the library. For all the library has to offer, see their website at [http://library.luhs.org/hslibrary/index.htm](http://library.luhs.org/hslibrary/index.htm).
Information for International Students

Below is a list of important things to consider during your training in the United States. Additionally, instructions and/or forms for maintaining your legal immigration status, obtaining a social security card and obtaining a driver’s license can be found in online at http://luc.edu/iss/.

1. IMPORTANT DOCUMENTS
   a. PASSPORT—must be valid at all times during your stay in U.S. Usually must have 6 months remaining on visa for travel purposes.
   b. VISA—only an entry document. Does not need to be renewed as long as you remain in the U.S.; period of validity of visa does not represent the period of authorized stay in the U.S. after entry. For all PhD students, visas should have D/S marked on them.
   c. I-94—indicates date of admission, category of admission & period of authorized stay. ONLY the I-94 card determines length of authorized stay in the U.S. J-1 & F-1 should state D/S; should not have an actual date
   d. I-20—must remain valid at all times while studying in the U.S.

2. MAINTAINING STATUS
   a. FULL-TIME PROGRAM OF STUDIES (8 CREDIT HOURS PER SEMESTER, or Dissertation Supervision).
   b. END DATE ON I-20—If you need time past this date to finish program, please speak to International Office at least 30-60 days PRIOR to expiration date. Janet Flores checks expiration dates often and will e-mail you and your advisor. There are certain documents needed in order to authorize an extension of time on your visa. Usually a visa is 60 months duration for doctorate degree and 48 months for a master’s degree. We know in the real world that may not be the case and therefore extensions are authorized on an individual basis.

3. TRAVEL OUTSIDE THE US
   a. VISA—must have valid visa to re-enter the U.S. Your passport must have at least 6 months remaining in order to re-enter country unless we have an agreement with your country that allows travel up to the expired date and authorizes an additional 6 months on passport.
   b. TRAVEL SIGNATURE on I-20—make an appointment with International Office so that we can validate/sign the I-20 prior to your travel abroad
c. TRAVEL LETTER-Contact International Office for travel letter (recommended, not required)

4. NOTIFICATION REQUIREMENTS
   a. CHANGE OF ADDRESS-must be done within 10 days of move
   b. ANY CHANGES TO PROGRAM
   c. INABILITY TO TAKE FULL-TIME COURSE OF STUDY

Questions and important changes to any of your documents or status should be directed to:
Marian Carlson: phone: 312-915-6217 Email: mcarl@luc.edu

Academic Standing
Good Standing
A degree-seeking student is in good academic standing if they: 1) meet the standards of quality of his or her academic program and the Graduate School; 2) make satisfactory progress toward completion of degree requirements within the established time limit; 3) fulfill the Graduate School's requirement regarding continuous registration; and 4) fulfill the Graduate School's requirement regarding grade-point average. Students who are not in good academic standing are not eligible to receive a degree and cannot hold a merit award.

Continuous Registration
All students, including those who have completed all coursework, are required to register during the regular academic year (not including Summer sessions) until all degree requirements are met, unless they have received a leave of absence (see below).

Inactive Status
Students who do not meet the requirement of continuous registration are considered inactive and not in good academic standing. To request reinstatement to active status, the inactive student should discuss the matter with the graduate program director (GPD) and complete the Reinstatement Request Form (found on the Graduate School website). The form requires multiple levels of approval and the students should complete the required supporting material with care. Reinstatements are not automatic and students whose requests are denied will not be permitted to continue in their programs. Repeated failure to maintain continuous registration is, itself, grounds for denying a request for reinstatement. The program may require additional information of the student as it reviews her/his request. In addition, the program may recommend
completion of additional requirements (e.g., coursework or examinations) as a condition of reinstatement because of the time that has elapsed since discontinuation of studies at Loyola. Given the continuous creation of new knowledge and new technologies within academic disciplines, and in order to ensure that students have adequate knowledge of the current state of the field and the specialty, if a Ph.D. student who has been inactive (i.e., not registered) for more than two years applies for reinstatement in a program, the Graduate School will require the student to retake and complete successfully the program's doctoral comprehensive examination requirement if more than five years have elapsed since the student initially completed the requirement. The program may recommend to the Graduate School an alternative to the comprehensive examination as a means of satisfying the requirement that the student demonstrate currency in the field. The graduate program director will forward to the Graduate School the student's written request for reinstatement and the program's recommendation regarding the request. The Graduate School will notify the student and the program of its decision regarding reinstatement.

**Computation of Academic Grade-Point Averages**

Students must maintain a grade-point average of not less than 3.00 (B) for all graduate-level courses and undergraduate-level courses taken for graduate credit. If a student, with the authorization of the Dean and graduate program, retakes a course, the most recent grade earned for the course will be used when calculating the student's grade-point average. As indicated above, no student will be graduated with less than a 3.00 grade point average.

**Probation and Dismissal**

Students who fail to maintain a grade-point average of at least a 3.00 may be placed on academic probation. In such cases, if the student does not raise the grade-point average to at least 3.00 during the next two consecutive terms in which the student registers, the student will be dismissed for poor scholarship. Students who are near the end of their programs must raise their cumulative GPAs to 3.00 in order to receive a degree. Students will not be permitted to continue taking courses after they have completed all of their program hours in the hope of raising their cumulative GPAs. A student who earns multiple grades of C or lower, or who otherwise fails to maintain good academic standing, is subject to review and possible dismissal from the program.
Communication from Academic Deans
Official notices are presented to students through the Dean's website or via Loyola e-mail. Students are individually responsible for this information and should check their college's board and e-mail regularly. For reasons of confidentiality, as well as efficiency, communications to students will be sent to students’ Loyola email accounts and not to any other email address. Students are responsible for checking this account and/or setting up a forwarding system. The Dean’s Office may refuse to provide confidential information using a non-Loyola email account.

Grade Requirements
No more than two courses for which a student receives a final grade of C+ (2.33) or C (2.00), and no course for which a student receives a final grade of less than a C (2.00), may be applied toward the fulfillment degree or certificate requirements. Such grades, however, will be used in the calculation of a student’s grade point average.

Student Enrollment Status:

Fall and Spring Semesters
Students are considered full time if they are enrolled in at least eight credit hours of coursework.
Students are considered half-time if they are enrolled in at least four but less than eight credit hours of coursework.

Summer Sessions
Students are considered full-time if they are enrolled in at least six credit hours of coursework. Students are considered half-time students if they are enrolled in at least three but less than six credit hours of coursework.

Full- and part-time status are reported to loan companies and to the U.S. government, including the INS. Full and part-time status are not necessarily related to eligibility for health insurance, or to Loyola’s fees.

Enrollment in Courses
While academic advising is available from the student’s program or department, each student is responsible for developing an accurate and appropriate schedule of classes each term. Students are allowed to change their registrations in conformity with the guidelines established by the Office of Registration and Records and the Bursar's office.
Students are responsible for maintaining the accuracy of their enrollment and understanding the academic and financial consequences of adding or withdrawing courses.

**Final Examinations**
Final examinations are given during the scheduled examination period in each session. Students are expected to take no more than three final examinations in one day. Tests or examinations may be given during the semester or Summer sessions as often as deemed advisable by the instructor. Students who miss a final examination should contact their instructor.

**Students with Disabilities**
At times, students with disabilities may wish to avail themselves of the university's ancillary services. Students who would like accommodations at the university need to contact the Coordinator of Services for Students with Disabilities. Contact information is available at [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Time Limit for Completion of Degree Requirements**
Students must complete all master's degree requirements within five years of beginning the first course at Loyola University Chicago taken as a degree-seeking student.

**Extensions of Time Limits**
A student may request an extension of the time limit for completion of degree requirements due to special circumstances (e.g., medical, personal, professional, or research related reasons). A student requesting an extension shall complete an Extension of Time Limit for Completion of Degree Requirements form ([http://www.luc.edu/gradschool/forms/extensiontime.pdf](http://www.luc.edu/gradschool/forms/extensiontime.pdf)), attach required information, and contact the dissertation/thesis director (if applicable) and the graduate program director. These faculty members are to then make a recommendation on the student's behalf to the Graduate School. Decisions regarding the approval of extensions rest with the Graduate School; when reviewing requests for an extension, the Graduate School may require additional information or documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition the Graduate School to consider her/his request. Extensions are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year; in such cases, the graduate program and the Graduate School will review the student's record and future plans to determine whether an additional extension is in the best interests of the
student, the program and the Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

**Transcripts of Graduate Work**
All courses taken by the student and other relevant academic information are included on the student’s official academic transcripts, which are maintained by the university’s Office of Registration and Records [http://www.luc.edu/regrec/](http://www.luc.edu/regrec/).

**Transfer Credit**
It is ordinarily expected that all work in a master’s degree program will be completed in the program at Loyola University Chicago. However, up to six semester hours of graduate work completed in another Loyola program or at another institution may be applied toward a master’s degree. Students are to request transfer credit, and the program is to make its recommendation to the Graduate School during the student’s first semester in the Graduate School. The Graduate School maintains responsibility for approving transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, the Graduate School's decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola.

**Quality of Work**
The Graduate School will accept no more than 2 courses with a grade of C+ or C may count toward graduation (and no courses below a C). Courses taken as a Public Health Certificate student are transferrable.

**Time Interval**
Given the continuous creation of new knowledge and new technologies within academic disciplines and the importance of knowledge of the current state of the discipline, the Graduate School expects that courses to be used for transfer credit meet standards of decency relative to matriculation in the Graduate School. In cases where the time interval between prior course work and matriculation in the Graduate School is extraordinary, the program's recommendation to the Graduate School is to include information indicating that the theoretical basis and content of the courses meet the current standards of the field and/or that the student's professional experience makes a significant contribution toward preparing the student for undertaking scholarship in her/his current field of study.
Relevance
For the same reasons stated above, the courses to be used for transfer credit must be relevant to the student's program of study in the Graduate School. In cases where the relevance of a student's prior graduate work to the current program of study is not clear, the program is to provide the Graduate School with appropriate documentation to support its recommendation.

Leaves of Absence
Official leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). Students who are on a leave of absence may not use University resources, including faculty time. A leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence. A student requesting a leave of absence is to complete a Leave of Absence form and contact the program's graduate program director. The graduate program director is to then make a recommendation on the student's behalf to the Graduate School. Decisions regarding the approval of leaves of absence rest with the Graduate School; when reviewing requests for a leave of absence, the Graduate School may require additional information or documentation from the student and the graduate program director. In cases where the graduate program director recommends that the leave of absence not be granted, the student may petition the Graduate School to consider her/his request. International students admitted to the United States on temporary visas must also receive approval from the university's Office of International Programs for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one year; in such cases, the graduate program director and the Graduate School will review the student's record and future plans to determine whether an additional leave is in the best interests of the student, the program and the Graduate School. In order to be reinstated to active status, the student must notify the Graduate School in writing upon returning from a leave of absence. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, s/he must complete an application for re-admission to the program.
Military Service
Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Degree Conferral (Graduation)
Students are to apply to receive a degree at the end of the term during which they expect to complete all degree requirements through LOCUS. If the degree is not conferred as of the date noted on the application, a new application is required for a subsequent degree-conferral date. There is a late application and fee of $25 through the 15th day after the deadline for that conferral period. Please see the forms page for the late application document and instructions. The Graduate School's commencement ceremony is held once per academic year, in May. For more information, see Loyola’s Commencement website: http://www.luc.edu/commencement/.

Withdrawal from the University
An enrolled student who wishes to withdraw from the university during any semester must notify the Dean’s office and his or her graduate program director in writing (email is sufficient). A student is considered to be in attendance until such notice has been received by the Dean or the Graduate Program Director. All financial refunds or obligations are dated from the date of the formal notice of withdrawal and not from the date of the last class attended. It is the student's obligation to inform the Dean promptly of the intention to withdraw. Telephone messages or non-attendance in class are not official notification. A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.
Appendices
Appendix A: Practicum Contract
Students will obtain a practicum contract from the MPH Program Director or Practicum faculty. The following is the outline of the practicum contract:

MPH Practicum Proposal Contract

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Agency or Organization:</td>
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<tr>
<td>Agency’s Address:</td>
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<tr>
<td>Name, degree &amp; title of person responsible for signing Affiliation Agreement for Agency if not the Site Supervisor:</td>
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<tr>
<td>Site Supervisor Name, Degrees &amp; Title:</td>
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<tr>
<td>Phone number:</td>
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<td>Fax number:</td>
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<td>Email address:</td>
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<th>Semester/Year:</th>
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<tr>
<td>Number of credits to be earned:</td>
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<tr>
<td>MPH Track Concentration:</td>
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Nature and scope of the proposed project.
Please make sure contains at least 3 paragraphs. The first should be a description of the organization and its mission. The second paragraph should describe the specific subdivision or department within the organization and/or the specific project(s) in which you will be involved. Finally include a paragraph on what you propose to do for this project.
Learning Objectives (1 to 4 or more)

1.
2.
3.
4.

MPH Competencies to be addressed (1 to 3)

1.
2.
3.

Timeline:
The practicum will tentatively commence on [Insert start date] and end on [Insert end date].

Project Work Site and Resources:
[Specify arrangements for workspace, access to information, personnel, data, data processing, and other materials necessary for completion of the project. If special permission is required for access to data, records or clients, indicate how such permission will be arranged.]

Final Product/Deliverables:
**Student Responsibilities** in carrying out the project:

1. Maintaining a work schedule agreed upon with the site supervisor
2. Completing the specified tasks of the project, including written assignments
3. Meeting with the site supervisor in regularly scheduled supervisory sessions to discuss the progress of the project
4. Maintaining contact with MPH faculty adviser regarding progress of the project, as agreed with the faculty advisor
5. Completing project tasks

**Site Supervisor Responsibilities** in supervising the project:

1. Orienting the student to the agency/organization
2. Assisting the student in gaining access to information, personnel, and data required for the project
3. Providing a final report on the student's performance
4. Meeting with the student in regularly scheduled supervisory sessions

**AGREEMENT**

I have participated in the development of the practicum proposal and agree to conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

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<th>Student</th>
<th>Date</th>
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<tr>
<td>Site Supervisor</td>
<td>Date</td>
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<tr>
<td>MPH Track Director</td>
<td>Date</td>
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Students should submit a completed worksheet to his/her MPH Faculty Advisor. Copies of signed agreement are returned to the student, the MPH Faculty Advisor, and the practicum Site Supervisor.
## Epidemiology Capstone Progress and Evaluation

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<td>Semester/Year:</td>
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<td>Faculty Mentor:</td>
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<td>Phone number:</td>
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<td>Email address:</td>
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<td>Number of credits:</td>
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<tr>
<td>Date written report (2,500 to 4,000 words) successfully completed and submitted:</td>
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<tr>
<td>Date oral report given:</td>
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<td>2 oral report evaluations completed (yes/no):</td>
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### Proposed Capstone Approval

Brief description of proposed capstone: (about 350 words)

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### Written Capstone Proposal Approval

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### Final Grade (Pass/Fail)

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**Copies of this signed evaluation should be sent out to the:**

- Student
- MPH Faculty Advisor
- MPH Program Records

**The copy for the MPH Program Records should be accompanied of the following:**

- Student’s final written report
- PowerPoint file for the oral presentation
- 2 oral report evaluations completed
## PHPM Capstone Progress and Evaluation

| **Student name:** |  |
| **Semester/Year:** |  |
| **Faculty Mentor:** |  |
| **Phone number:** |  |
| **Email address:** |  |
| **Number of credits:** |  |
| **Date written report (2,500 to 4,000 words) successfully completed and submitted:** |  |
| **Date oral report given:** |  |
| **2 oral report evaluations completed (yes/no):** |  |

### Proposed Capstone Approval

**Brief description of proposed capstone:** (about 350 words)

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Final Grade (Pass/Fail)

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<td>MPH Track Director:</td>
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Copies of this signed evaluation should be sent out to the:

- Student
- MPH Faculty Advisor
- MPH Program Records

The copy for the MPH Program Records should be accompanied of the following:

- Student’s final written report
- PowerPoint file for the oral presentation
- 2 oral report evaluations completed
Global Health Equity
Capstone
Progress and Evaluation

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**Proposed Capstone Approval**

*Brief description of proposed capstone:* (about 350 words)

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LUC MPH Student Handbook
Revised: 8/24/2017
Written Capstone Proposal Approval

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- MPH Faculty Advisor
- MPH Program Records

The copy for the MPH Program Records should be accompanied of the following:
- Student’s final written report
- PowerPoint file for the oral presentation
- 2 oral report evaluations completed
Appendix C: STUDENT LIFE

Student Health and Counseling Services

Student Health
Student Health services include acute injury and illness evaluation and follow-up, workplace exposure evaluation, TB testing, fit testing, flu shots and Pap smears. Usual in-office diagnostics (urine dip, pregnancy, rapid strep, etc.) are also included. The student health team will facilitate the transition to the appropriate specialist when follow up is needed with a specialist. Prescription medication will be prescribed as clinically indicated. However, stimulants, anxiolytics, sedatives, sleeping pills, antidepressants, etc. will not be prescribed. Students requesting such will be referred to the student psychiatrist located at the Hines V.A. (currently Dr. Bruce Roberts).

If the student's situation requires further testing such as blood work and/or imaging, that will be ordered by the student health team and the student will follow up with Student Health regarding the results. However, diagnostic testing done outside of the Student Health space (lab, radiology, etc.) would be done according to the student's health insurance.

Chronic disease management is not part of the services offered at Student Health. For those students, it is required that they have a primary care physician. To make an appointment with Student Health, please dial x6-3400.

Hours: Monday, Wednesday and Friday: 7:00 am-noon and 1:00-3:30 pm

Tuesday and Thursday: 8:30 am-noon and 1:00-5:00 pm

Loyola Health Insurance Plan
Students will be enrolled automatically in Loyola's Health Care Plan. It is required that you be enrolled in either Loyola's health insurance or another insurance provider. If you are enrolled in another health insurance plan, you MUST WAIVE Loyola’s Health Care Plan on-line. This can be done via LOCUS at https://locus.luc.edu. Under Campus Finances → Student Health Insurance, please provide the name of your insurance carrier & policy number.
Counseling Services

- Health Science Division – Student Counseling (2nd floor, Maguire Building)
  - [http://www.stritch.luc.edu/wellness/counseling](http://www.stritch.luc.edu/wellness/counseling)
- Students have access to counseling services with Loyola psychiatrist Dr. Bruce Roberts (discretely located at Hines VA Hospital and fully confidential):
  - Bruce Roberts, MD, PhD [Bruce.Roberts@va.gov](mailto:Bruce.Roberts@va.gov) x6-3272
- Also available to students is on-site social worker, Barry Bennett:
  - Barry Bennett [bbennet@luc.edu](mailto:bbennet@luc.edu) x6-5455
- The Medical School/(Campus) Ministry is located in the Office of University Ministry, SSOM 270.

Writing Services

Loyola University Chicago provides students with writing support. Students can make online appointments with Loyola University Writing Center (WC) by going to the WC web page, [http://www.luc.edu/writing](http://www.luc.edu/writing), where they will be directed to a link for the online scheduling system. From there they will create a login and be able to make one-on-one appointments with a tutor online.

Housing

There are many options for students to find housing in the area surrounding the Loyola University Chicago Health Sciences campus. Many students live in the surrounding suburbs including Forest Park, Oak Park and Riverside, while others live in downtown Chicago. You can find useful links to housing and communicate with classmates (including incoming Biomedical Science MS students) by accessing the Biomedical Science Facebook page ([http://www.facebook.com/loyolauniversitychicagobiomedicalscience](http://www.facebook.com/loyolauniversitychicagobiomedicalscience)). Also, please see the Graduate Student Council website ([http://www.stritch.luc.edu/bgsc/content/where-live](http://www.stritch.luc.edu/bgsc/content/where-live)) for additional resources.

Graduate Student Council (GSC)

The purpose of the Biomedical Graduate Student Council at Loyola University Chicago Health Sciences Division is to act as the liaison between the students and administration, as well as to provide opportunities to enhance the experience of graduate students campus-wide. The GSC consists of representatives from each of the
programs and departments, as well as a governing board that is elected by the student body each academic year.

The GSC organizes a number of academic and social events. The academic events include a career development seminar series, where invited speakers provide insight on potential careers that are beyond the standard academic pathway. Other events include town hall meetings with the dean and administrators of the graduate school, which provides a unique opportunity for the students to voice their concerns directly to the administration. The GSC also participates in at least one philanthropic service event each semester in order to give back to the community of the greater Chicagoland area. The social events that are organized by the GSC occur several times per semester. Annual events include the New Student Orientation, the Graduate School picnic, and St. Albert's Day. Other events and trips often include trivia nights, nights out in the city, Chicago museums, Major League Baseball games, comedy clubs, and various events in Chicago or the suburbs.

How to get involved
At the start of each school year, the first year class is asked to choose a minimum of two students as their representatives on the GSC. Students who have joined a track can volunteer to be one of their track representatives on the council. Officers of the GSC executive board are elected to serve for one school year, with the elections taking place in May of the previous school year. To be an officer you must have previously served on GSC as a student representative. The GSC meets on the first Monday of every month to discuss issues brought forward by the students and to plan future events.

Current Officers and Contacts
The GSC is always available to address the comments and concerns of any student. A list of the current GSC officers and department representatives as well as their contact information can be found online at: http://stritch.luc.edu/bgsc/content/contact-ussuggestions.

St. Albert’s Day
St. Albert’s Day is Loyola University’s annual celebration of research. The event usually occurs on a Friday in late October at the Loyola University Stritch School of Medicine. The day’s events include research poster presentations, oral presentation competitions for graduate students and post-doctoral fellows, and presentations from medical
students who take part in Summer research programs at Loyola. St. Albert’s Day also includes an awards banquet for the Biomedical Science graduate students and faculty.

Additional Resources on Campus

**Title IX Coordinator**
Responsibilities of the LUC Title IX Coordinator include the monitoring and oversight of overall implementation of Title IX Compliance and the prevention of harassment and discrimination at the University. This includes the coordination of all training, education, communications and administration of grievance procedures for faculty, staff, students and other members of the University community. If you have questions or concerns related to Title IX, please contact the Title IX Coordinator.

Loyola University Chicago’s Title IX Coordinator is:
Thomas M. Kelly
Sr. Vice President for Administrative Services
Office of the President - Suite 1509
820 North Michigan Ave.
Chicago, IL 60611
(t) 312.915.6400
(email) tkelly4@luc.edu

**Sexual Assault Advocacy**
Sexual Assault Advocacy Line: 773-494-3810
Available M-F 8 am – 4:30 pm and 24 hours on weekends
*not available during university holidays.

**Chicago Rape Crisis Hotline**: 888-293-2080

**Chicago Domestic Violence Helpline**: 877-863-6338
Appendix D: COURSE DESCRIPTIONS

**MPBH/CRME denotes courses offered through the Stritch School of Medicine, Department of Public Health Sciences**

**Environmental Health (3 credits) MPBH 401**
This course is designed as an introduction to environmental public health issues, laws, regulations, research, and activism. Environmental factors including biological, physical and chemical factors that affect the health of a community will be presented. The environmental media (air, water and land) and various community exposure concerns will also be presented. The course will utilize available internet resources to access environmental data, and focus related research.

**Public Health Principles and Practices (3 credits) MPBH 402**
The historical roots of public health as a field will be discussed in this course. Students will be introduced to the public health core functions and practices and public health infrastructure at the local, state and federal level. The major areas of concentration in public health practice, and the interchange of public health practice and academia will also be explored.

**Introduction to Epidemiology (3 credits) MPBH 403**
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. This methodology is unique to epidemiology, and in some cases, has even been appropriated by other fields. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including study design and measures of association.

**Biostatistics for Health and Biological Sciences (3 credits) MPBH 404**
Introductory biostatistics course which allows students to utilize MyStat software and perform/operate analytic methods. Course provides outline of tests of statistical significance and probability theory. Students will conduct statistical hypothesis testing using methods presented in class.

**Public Health Policy: Concepts and Practice (3 credits) MPBH 407**
The course provides students with theoretical frameworks to approach public health policy issues, and empowers them with practical analytical tools to develop position papers. This course is founded on the premise that there is no single approach to policy-making. Consequently, students are provided with the knowledge and skills to conduct meaningful research for health policy and the opportunities to apply those skills to engage pressing health policy problems. Perspectives will be drawn from epidemiology, law, economics, political science, and ethics to engage and examine the
policy-making process, articulate positions advocating for (or against) particular interventions, and develop materials for different audiences to further a health policy intervention.

**Biostatistics I (3 credits) MPBH 409**
Introductory biostatistics course which allows students to utilize STATA software and perform/operate analytic methods. Course provides outline of tests of statistical significance and probability theory. Students will conduct statistical hypothesis testing using methods presented in class.

**Public Health Practicum (3 credits) MPBH 410**
All MPH students are required to complete 1 credit of a practicum (internship) to gain a better understanding of a public health practice, directly utilize their own MPH training, and network with public health professionals in the field. Students must complete a minimum of 210 hours of internship or volunteer work for public health-related program, company, or agency to satisfy the practicum requirement. A signed agreement is required before enrollment and student must be in the process of completing 21 credit hours, including at least four of the five MPH core courses.

**Public Health Capstone (3 credits) MPBH 411**
Capstone project are meant to demonstrate the knowledge and skills acquired during the MPH Program. They provide the students an opportunity to exhibit their proficiency in public health skills through a written report and oral presentation. The capstone requirements (see MPH Student Handbook for details) are intended to satisfy these ends. Students will work with their Capstone project mentor with whom they are encouraged to meet on a (bi-) weekly basis to discuss progress on their written report and oral presentation. Students will also work with their mentor to ensure that the nature and scope of their capstone project will be adequate to meet public health core and track-specific competencies.

**Introduction to Statistical Computing for Public Health Research (3 credits) MPBH 412**
This course introduces students to statistical computing. The emphasis is on manipulating data sets and basic statistical procedures such as t-tests, chi-square tests, and correlations. Upon completion of this course, the student will be able to use statistical software to: read in data files, subset data, create variables, recode data values, analyze data and summarize the results using the statistical methods enumerated above. Hands-on exercises and projects are used to facilitate understanding of all the topics covered in the course. The course currently focuses on the use of SAS and STATA software packages.
Obesity, Physical Activity and Nutrition Epidemiology (3 credits) MPBH 413
This course will cover the current world-wide obesity epidemic, exploring factors and possible determinants such as the obesogenic environment, diet, physical activity, socio-economic status as well as the consequences and prevention of obesity from an epidemiological perspective. The course will also review common epidemiologic methods to conduct obesity research and provides students with skills to critically analyze studies in obesity epidemiology.

Introduction to Global Health (3 credits) MPBH 414
This course is meant as an introduction to global health, both epidemiology and policy aspects, focusing on health disparities on the international level. The course will provide the student with an understanding of health surveillance systems, and the determinants, consequences and trends of disease in low- and middle-income countries, with some reference to high-income countries and regions. Both infectious and non-communicable diseases will be addressed, as will reproductive and women’s health, nutrition, mental health, environmental health and unintentional injuries. The format of the course will be both didactic and student-led discussion.

Health Services Research Methods (3 credits) MPBH 416
This course will allow the student to gain substantive knowledge of the key issues in global maternal and child health. With a focus on low-and-middle income countries (LMICs), the course will provide the student an opportunity to delve into critical issues faced by women and children, assess health disparities and examine social justice issues in LMICs. In addition, the student will be expected to think critically about existing programs, research and policy involving maternal and child health. Students will have the opportunity to utilize data from an international, publicly-available database to explore a research question around maternal and/or child health for the course’s final project. The format of the course will be didactic and student led discussions, presented in the classroom (1.5 hours/week) and as asynchronous online sessions (1.5 hours/week).

Global Maternal & Child Health (3 credits) MPBH 417
This course introduces students to the scope of health services research by addressing issues central to understanding and applying modern research to public health and health policy. These issues include the use of theory and models, measurement concepts and methods, qualitative and quantitative modes of observation, identifying causes, the logic of control variables, the interpretation of multiple regression, sampling and the design of experiments and quasi-experiments. The emphasis is on learning these ideas through practice with many different examples of real-world research and empirical evidence. Ethical, political and other contextual factors will be integrated.
Public Health Law (3 credits) MPBH 420
This course explores how the law can be utilized to promote, or impede, proposed public health interventions at the local, state, and federal level. Students review popular theories of public health law that examine the role of the legislature, executive agencies, and the courts in crafting, executing, and reviewing public health policy. The class examines popular cases in public health, from the turn of the 20th century to contemporary disputes that may shape the future direction of public health as it is practiced in the U.S. This course is geared towards MPH students concentrating in the health law and policy track, and no prior training in law or legal analysis is assumed or required.

Biostatistics II (3 credits) MPBH 421
This course covers intermediate concepts in inferential statistical methods and additional statistical techniques and multivariate methods of analysis for epidemiological and clinical studies. Topics include the analysis of variance (ANOVA) with planned comparisons and post-hoc tests, factorial ANOVA, bivariate linear correlation and regression, the chi-square tests for goodness of fit and association, the Mann-Whitney U test, and the essentials of sample size estimation. Students will learn to translate research questions into the suitable linear, logistic or Cox proportional hazards model framework, compute and interpret the appropriate statistical estimates from multivariate methods of analysis including partial correlation, multiple linear and multiple logistic regression, Cox proportional hazards regression, and analysis of covariance. Students will learn to run menu driven and command procedures using SAS or STATA statistical software to complete statistical computations.

Intermediate Epidemiology (3 credits) MPBH 423
This course will expand upon Epidemiology I and provide a more in-depth analysis of epidemiology concepts. In addition to in depth analysis of confounding, this course will also provide an overview of related clinical research methods including logistic and linear regression methods, and genetic epidemiology.

Health Economics and Healthcare Financing (3 credits) MPBH 424
In this class, we will examine selected topics in health economics that have major implications for healthcare delivery, healthcare financing and clinical and public health research. Essential economic theories and methods for exploring each topic will be discussed along with examples drawn from the existing research literature of the application of these theories and methods. In addition, existing empirical research will be examined and assessed. The specific topics to be examined include: consumer
behavior and health demand with a special focus on the analysis of secondary data; principles of price and quality competition; principles of health insurance; and methods for economic evaluations. Students will develop a good working understanding of economic theories and methods specific to these issues examined through this course and will also learn how to apply these to research problems.

**Environmental Health Policy MPBH 430**
This course provides an introduction overview of the health consequences associated with environmental health and the local, federal, and global response to mitigate these negative health outcomes. This course will be offered online with both synchronous and asynchronous components.

**Grant writing (3 credits) MPBH 431**
This course will provide an overview of the NIH extramural funding process, with additional information on funding opportunities outside NIH. Students will learn the key components of successful grants and factors that may lead to grants not being reviewed favorably. The focus will be on grant writing skills. All students will be required to write a 10-12 page R01-style grant proposal (application), as described in the NIH guidelines. Although emphasis will be placed on the narrative of the proposal, ie, Specific Aims, Significance, Innovation and Research Strategy, you will also be required to formulate a budget and to produce a NIH-style biosketch. Students will also participate in a mock NIH study section in which you will be required to review two grant applications, write reviews of the applications based on NIH guidelines, and participate in the study section process.

**Clinical Trials (3 credits) MPBH 433**
This course covers the design, implementation and management of clinical trials and their ethical and clinical implications. Topics will include trial design, randomization, recruitment and sample size, monitoring and analysis. An overview of landmark events which led to the development of the current body of various regulating agencies and standardized requirements for clinical research will also be addressed.

**Meta-analysis (3 credits) MPBH 434**
This course will provide instruction on a variety of methods for synthesizing clinical research information, and how to use these methods to assess the strength of the evidence for policy development and/or clinic contexts. Topics will include systematic procedures for identifying study information, publication bias, methods to identify heterogeneity among studies. Students will also learn how to use STATA software to create funnel plots, forest plots and other aspects involved with meta-analysis.
Population Health Planning and Management (3 credits) MPBH 495
At its core, population health planning concerns the optimal allocation of limited resources in the pursuit of improved health outcomes. As such, planning and managing necessarily go hand in hand. This course prepares students to confront allocation decisions thoughtfully and systematically by imparting the knowledge, tools, and skills to plan, implement, and evaluate programs, interventions, and services that address public health problems, improve population health, and reduce inequities. The course will cover the entire planning cycle: assessing needs, prioritizing needs, setting goals and objectives, devising strategies, implementing a plan, and monitoring and evaluating a plan. While planning may be targeted to vulnerable individuals, communities, or systems, the overarching goal is to maximize population health.

Policy Analysis (3 credits) MPBH 495
This course will provide an introduction to the issues and methods of health policy analysis. Health policy analysis requires several distinct sets of skills: technical understanding of analytical tools, understanding the policy and managerial context within and outside of your organization, and the ability to produce and communicate practical advice. During this course, students will develop the conceptual foundations and practical techniques to become intelligent consumers and effective producers of health policy analyses. The specific topics to be examined include: exploring how policy problems are articulated and defined, identifying policy alternatives, examining some practical methods to conduct health policy analysis, and evaluating policies that have been implemented. Finally, students will utilize these methods to examine health policy issues. Students will develop a good working understanding of the methods specific to these issues examined through this course and will also learn how to apply these to specific problems.

Infectious Disease Epidemiology (3 credits) MPBH 495
This course will provide an introduction to and overview of infectious disease epidemiology. This course will introduce the basic methods for infectious disease epidemiology and review case studies of important disease syndromes and entities. Important terminology and definitions for infectious disease epidemiology will be reviewed, including nomenclature related to outbreak investigations, disease surveillance, laboratory diagnosis, molecular epidemiology, disease transmission and susceptibility, and assessment of vaccine effectiveness. Basic methodology related to infectious disease epidemiology will be reviewed. At the end of the course, students should be comfortable describing basic epidemiology terminology related to the study of infectious diseases, and will apply this understanding to the development of a study of a new or emerging infection.
Chronic Diseases (3 credits) MPBH 495
This course will provide students with an understanding of prevalence and incidence of several major chronic diseases which affect the U.S. population and globally. Students will obtain a working knowledge of major risk factors for the development and progression of major chronic diseases and will apply basic epidemiologic principles, including measures of disease occurrence and association with regard to chronic diseases and their major risk factors. This course will enable students to identify appropriate community resources for chronic diseases and appropriate metrics to determine outcomes for individual and community-wide interventions for primary and secondary prevention of chronic diseases.

SAS Programming (2 credits) MPBH 495
In the world of statistics and public health, SAS is the most widely used computer programming language for data management and analysis. The goals of this course are to teach basic principles and concepts of data management and analysis, and to apply this knowledge using SAS software. Mastering the course material will enable students to succeed in subsequent epidemiology courses, to manage and analyze data for their theses or capstone projects, and to have useful programming skills for future employment.

Critical Thinking in Public Health (3 credits) MPBH 495
The ability to think, read, and write critically are essential skills for the public health practitioner, who must make decisions about complex and debatable issues concerning the care of communities and populations—whether it be climate change, prescription drug abuse, the spread of infectious diseases, gun violence, obesity, health reform, or something else. To effectively engage in such issues, public health professionals must know how to: take a position and support it, scrutinize others’ arguments, recognize biases in oneself and in others, distinguish facts from opinions, assess the quality of evidence, identify Fallacies, consider alternative explanations, and generate alternative conclusions.
This course equips students to tackle today’s most pressing public health problems by providing the tools to think critically and a forum for guided practice. Students will develop their critical thinking skills by critiquing journal articles and opinion pieces, crafting an OpEd, creating an issue ad, and reflecting on their own thinking. By the end of the course, students will be able to identify the parts of thinking, know the right questions to ask, and apply standards to assess the quality of thinking—skills that will enable students to more adeptly question what they read and more convincingly persuade others to accept their conclusions about the way the world is or ought to be.

Health Impact Assessment (3 credits) MPBH 495
This course is designed as an introduction to health impact assessment (HIA) which is a rapidly emerging public health decision-support tool that uses a combination of
procedures, methods, and approaches to determine how a policy, project or program may affect the health of a community, and the distribution of those effects within the population of the community. While the HIA process can be utilized to discern health impacts of policies, projects or programs in any realm, this course will primarily focus on those that are related to the physical and built environments, including those that have the potential to exacerbate health inequities and environmental injustice.

**Social Epidemiology MPBH 495**
If epidemiology is “the study of the distribution and determinants of disease in human populations,” then what is social epidemiology? Indeed, for many epidemiologists, there is no need to qualify epidemiology with the adjective “social”—all of epidemiology is social. Where “social epidemiology” departs from "other-than-social epidemiology" is the former’s focus on social interactions and enabling and constraining factors that produce health and illness. This survey course will provide an overview of this subfield, including the historical background, socioeconomic indicators, race, and class, neighborhood influences on health, and social networks and health.

*BEHP denotes courses offered through the Nieswanger Institute for Bioethics:*

**Justice and Health Care (3 credits) BEHP 402**
This course will provide an overview of justice and health care with a special emphasis upon the developing world. We will read from a variety of sources to better understand what justice means generally and what justice means with regard to health care.

**Research and Ethics (3 credits) BEHP 405**
This interactive seminar will explore ethical issues pertaining to scientific research, especially biomedical research. Issues regarding scientific integrity, all aspects of human subjects research, and research involving animals will be analyzed. The course is designed to help participants become comfortable with the language and literature of research ethics.

**Principles of Health Care Ethics (3 credits) BEHP 406**
This course will provide an overview of important ethical theories in bioethics. We will mainly examine major works in the field by leading bioethics scholars to become better familiar with different approaches in the field. At the end of this course, participants should be able to: Identify and analyze the ethical theories that undergird contemporary bioethics, become familiar with various theoretical approaches by leading bioethics scholars in the field, and learn to critically examine these approaches through weekly discussions and writing assignments.

**Social Science and Bioethics (3 credits) BEHP 407**
This course will review the theoretical work on social science (anthropology,
sociology) and moral reasoning as it pertains to the discipline of bioethics, its philosophical roots, and the body of social science work in bioethics. This class will critically examine a number of current bioethical issues in the United States and internationally. The course considers how both bioethical dilemmas, and the values, principles, rights, etc. that serve as their foundation, are shaped by patients' and health professionals' cultural values and beliefs about concepts of self/personhood, body, life, and death. This course will also explore how broader, socio-cultural factors relating to power, economics, gender, science, and the media influence bioethical dilemmas and their resolution. Students will learn how to use the technique of self-reflexivity to understand cultural values.

**Ethics, Genetics & Health Policy (3 credits) BEHP 408**
This course will provide an introduction to genetic ethics and a survey of topics that constitute the professional and popular literature in the field. Topics to be considered include, but are not limited to, gene patenting, human cloning, and race and genetics. Classes will be topic driven and will draw upon a variety of sources including a recent genetic ethics text and an anthology of articles on various topics within the field. The ethical questions that genetic technological advances pose to our understanding of human identity and social justice will serve as the organizing themes of the course.

**Public Health Ethics BEHP 411**
The course will provide an overview of the fundamental ethical issues in public health research, practice, and policy. The course covers public health ethics through case studies, research studies and policy guides. Topics include health promotion, disease prevention, racial and ethnic health disparities, community-based participatory research, and public health reform.

**Organizational Ethics I (3 credits) BEHP 412**
Business, Professionalism, and Justice This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community. Balancing fidelity to the mission of a health-care organization with limitations emanating from its operating or profit margin will be considered in detail.

**Cultural Competence in Health Care (3 credits) BEHP 418**
This is a two-month long blended course of online learning and a two-day intensive experience on the campus of Loyola University Medical Center (Maywood, IL). This course introduces the individual, organizational, and structural factors in creating a cultural competent health care system. We will explore the important opportunities and challenges in defining and evaluating cultural competency strategies. The topics cover the role of racial and economic health disparities in the process of care and health outcomes, Cultural and Linguistic Appropriate Standards (CLAS) in health care, self-assessment and evaluation of institutional needs. Knowledge and skills gained in this
course can be used to develop an advocacy role for evaluating and promoting cultural competency within a health care system.

*SOWK denotes courses offered through the School of Social Work*

**Human Behavior in Social Environment (3 credits) SOWK 500**
This is a foundation-year course in the human behavior and the social environment content area. This introductory course is designed to provide dual-degree students in social work and child development with a basis from which to understand human behavior and development over the course of the life span. The course material is taught from bio-psycho-social-spiritual perspectives. A variety of theories are utilized to assist students in understanding the complexity of human behavior, including traditional and recent psychodynamic, family systems, cognitive, and neurobiological theories. Course content includes and is sensitive to human diversity and specifically includes materials on race, ethnicity, gender, sexual minorities, physical challenges, spirituality, and socioeconomic factors as they affect human behavior and development. Modal and expectable behaviors are thus contextualized and used to develop students’ abilities to view clients through a bio-psycho-social-spiritual framework. Students are to utilize this material as a background for assessing strengths, limitations, risk, protective, and resiliency facts.

**Health Policy and Health Systems (3 credits) SOWK 602**
Health-care systems are examined in the context of social policy and healthcare needs. The effects of different levels of healthcare interventions, changing roles and responsibilities of government, the voluntary sector and the proprietary sector are assessed in relation to access and utilization of health care. Students may use this course to substitute for Public Health Policy: Concepts and Practice (MPBH 407).

*CMAN/GNUR/MCN denotes courses offered through the Marcella School of Nursing Graduate School:

**Health Program Planning and Evaluation (3 credits) CMAN 434**
This course focuses on the evaluation of health programs using the framework of evaluation of need, evaluation of progress, evaluation of outcome and evaluation of efficiency. Psychometric, economic, political and ethical issues related to health program evaluation are analyzed. Examples will be drawn from community health, home health care, ambulatory care and acute hospital settings as well as other health and social programs. This course is designed for graduate students in nursing, medicine, social work, health law or those in business or management who are interested in health care.

**Health Policy and Healthcare Delivery (3 credits) CMAN 435**
This course provides the student with a framework for analyzing health policy based on selected theoretical models. Forces that shape health care policy in the United States will be discussed. Values and preferences for making social choices within a pluralistic
society will be considered. The changing role and responsibilities of government, private sector, health professionals, and consumers will be examined in terms of the social, economic, legal, political, and ethical forces with impact on health care delivery in the United States. Case studies will be drawn from a variety of health care areas.

Outcomes Performance Management – Theory (3 credits) CMAN 439
This course focuses on models, concepts and processes of outcome performance management from national and local perspectives and their application in health care organizations. The course will trace the development of the concept of quality from measurement of adverse events and gaps in care to the current focus on measurement of performance for both quality improvement and public accountability. Creating the business case for quality, evidence-based practice, quality infrastructure design, consumer requirements and safety issues will be explored. The course will also examine the relationship between policy development and performance management. Current political, legal, regulatory and ethical issues as they relate to the topic of performance management will be analyzed.

Outcomes Performance Management – Methods (3 credits) CMAN 440
This course focuses on methods, techniques, and tools employed in outcomes performance management and patient safety. Emphasis is on the application of quality improvement, evidence-based practice & safety approaches, strengths, limitations, purposes and appropriate uses for accepted performance measurement.

Advanced Concepts in Health Systems Management (3 credits) CMAN 468
Health systems leaders/managers must be able to integrate competitor/market analyses with the shaping of internal structures, cultures, human resources, management systems, and essential organizational competencies. Six basic processes in strategic management are goal formation, environmental analysis, strategy formation, strategy evaluation, strategy implementation, and strategic control and analysis. This course uses a framework that links strategic management with health care outcomes. Areas covered include leadership, planning, customers and markets, information and analysis, managing human capital, and managing organizational performance.

Health Care Systems Analysis and Design (3 credits) CMAN 488
This course will address methods and techniques of health care information system (IS) analysis and design as performed within the system development life cycle. Systems planning, analysis, design, implementation, support, testing, and evaluation are defined and differentiated using a case study approach. Principles of hardware/software design and their importance to the user interface are emphasized. The role of the health provider in the system development life cycle is delineated and applied. Evaluation criteria for system selection are identified. An emphasis is placed on analysis, development, selection, and evaluation of information systems as they relate to health care.
Decision Support in Health Care (3 credits) CMAN 490
This course focuses on the understanding of decision support systems. It emphasizes the importance of capitalizing on the virtually unlimited storage and data processing capacity of computers to assist in decision making in health care. Characteristics, structures, and uses of decision support systems (DSS) in health care are described. Considerations and criteria to evaluate DSS for clinical and operational use are delineated. The use of DSS to evaluate and justify nursing and health care resources is examined. Computer-based programs that are used to assist the health care manager with patient care decisions, as well as strategic planning, operations, and knowledge development, are described. Clinical, administrative, financial, decision support, and expert systems, as well as integrated hospital information systems, are introduced.

Infection and Control in an Era of Biological and Chemical Threat (3 credits) CMAN 507
Undergraduate degree in Biology or its equivalent required. This course provides the conceptual and theoretical basis for understanding microbial pathogenesis and the human response to microbial pathogens and select immune-altering agents (radiological and chemical). Relevant microbial and select environmental threats with high prevalence, morbidity and/or mortality will be considered. Opportunistic and nosocomial infections important to susceptible populations will be highlighted. Emphasis will be placed on understanding the diversity of the human immune response to infectious agents and to host susceptibility/resistance to both microbial pathogens and immune-altering environmental threats.

Fiscal Management in Health Care Organizations (3 credits) CMAN 533
This course allows the graduate student to develop a framework for understanding key issues in financial management in health care from two perspectives. First, the course explores the relationship between the national economic environment and the financial context for current models of health care delivery. Second, the course introduces a variety of fiscal concepts and techniques as applied to nursing and health care administration such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, forecasting, cost variance analysis, and performance budgeting. Emphasis is placed on the way in which cost data can be used for decision-making and the role of information systems and their relationship to health care administrative practice. Opportunities for application of concepts enable the graduate student to develop a quantitative approach to decision making in health care administration.

Management of Professionals in Health Care Organizations (3 credits) CMAN 568
This course offers students the opportunity to analyze, expand, and synthesize their understanding of technical, human relations, and conceptual skills essential to functioning within the role of manager/administrator in health care settings. Three major facets of the evolving role of manager/administrator, the remediator role, the maintainer role, and the innovator role, are explored in depth. The process and strategies for socialization into the role of manager/administrator in health care are discussed. The
health care manager/administrator’s commitment to providing an environment conducive to professional practice, as well as commitment to continued personal and professional growth, is stressed. This course is ideal for nurses, physicians, dentists, business majors, and others with an interest in managing professionals in health care settings.

**Information Systems for Health Care Management (3 credits) GNUR 486**

This course presents an overview of nursing informatics, information science theory, and an introduction to information systems used in health care settings. Computer-based programs used to assist the health care manager with patient care decisions as well as strategic planning, operations, and knowledge development are described. Clinical, administrative, financial, decision support, and expert systems, as well as integrated hospital information systems, are introduced. The present and future role of the computer-based patient record, standardized nursing languages, and electronic networks in health care are discussed. Selected microcomputer software applications are available for student, self-paced learning in the laboratory. Emphasis is placed on the evaluation, analysis, and use of existing programs and systems. Legal, ethical, and security issues in the use of automated information for health care are stressed throughout the course.

**Child/Family Health (3 credits) MCN 401**

Using a developmental framework, this course examines the health promotion component of the primary health care needs of children, from birth through adolescence, within their families. Particular focus includes: normal growth and development, genetics, health maintenance and promotion of wellness in children, and family development. The course fosters the development of an in-depth knowledge base necessary for the provision of primary care to all families, including the medically underserved children living in urban areas. The theoretical and clinical bases for nurse practitioner management of essentially well children who are experiencing selected minor health problems are explored. Interventions necessary to assist children and families in achieving an optimal level of wellness are identified.

*LAW denotes courses offered through the Law School:*

**Introduction to Health Law and Policy (3 credits) LAW 902**

This course is designed to expose students to the legal issues that arise from the relationship between and among patients and health care providers. Areas of focus include: conflicts between cost effective and high quality health care, access to care, individual and institutional liability, public and private regulation, accreditation and licensure, hospital/medical staff relationships, patient rights, with a special focus on informed consent, and other legal issues in the acute care setting. Students may use this course to substitute for MPBH 420 (Public Health Law: Theories & Cases).

**Health Care Business and Finance (2 credits) LAW 903**

This course is designed to establish a basic foundation of the key business and financial characteristics of the healthcare industry—especially the provider and payment
sectors—for students who may have little financial background or education. Considerable focus is placed upon definition, history, and methods by which providers of health care services are reimbursed by third parties.

**Health Care Regulation and Policy (2 credits) LAW 904**
The role of the legislative branch of government in health care is explored through a review of major government health programs and policies. Students will learn how health policy gets formulated, evaluated and assessed prior to being voted into law and will then explore the process of new policy implementation. Issues to be explored will be drawn from the wide array of health matters in which governments are involved.

**Health Care Risk Management (2 credits) LAW 909**
Students utilize case studies for learning and applying knowledge related to the key roles and responsibilities of the health care risk manager. Through the readings and case study analysis, students will learn to identify legal, ethical, administrative, and risk management issues and to reach resolutions for the problems presented. They will also understand how principles of risk management have changed since the 1998 IOM Report which called for increased focus on systemic failures and moving away from a culture of blame and shame.

**Health Care Compliance (2 credits) LAW 910** This course is designed to expose students to key legal concepts in the health care corporate compliance field, which may be broadly defined as the application of internal corporate initiatives to ensure compliance with applicable federal and state laws and regulations. Particular emphasis will be placed on Anti-kickback Statute, the Stark law, the False Claims Act and its whistleblower provisions. Readings will derive from various sources: case law, legislation, regulations, government reports and legal articles. Underlying course themes will include how to structure an effective compliance program and the role of government enforcement arms in controlling health care.

**Quality and Informatics (2 credits) Law 915**
This course focuses on the legal issues encountered in the creation and operation of electronic interfaces between patients and the health care system and in the variety of ways in which healthcare data is being utilized to support and enhance patient care, document medical encounters, and serve as a comparative marker of provider quality. Topics covered include statutory and case law applicable to medical records and the developing regulatory infrastructure for such records. Students will learn about the use of electronic data in medical practice, institutional health care information systems and inter-institutional record systems and the risks, benefits, and challenges of integrating electronic medical records.

**Public Health and the Law (2 credits) LAW 917**
This course explores the role of law and government regulation in the area of public health. The public health process (measurement, problem definition, strategy, design, implementation and evaluation) is explored in reference to current issues that are both
timely and expositive of the ways in which law and regulation shape public health practice on the state and federal level. Topical areas for analysis and discussion are drawn from the primary environments of public health, biological, physical, social, individual behavior, and national/international health systems. Students are required to work on group projects, and are required to write a research paper. Students may use this course to substitute for MPBH 420 (Public Health Law: Theories & Cases).

Health Care Privacy Law and HIPAA (2 credits) LAW 918
Students will gain an understanding of the legal basis for privacy of health and other personal information. They will review statutory and regulatory frameworks for the privacy of health information; examine developing case law; and survey emerging issues in health information privacy. The course offers a practical approach to understanding the privacy and security requirements under the Administrative Simplification Title of the Health Insurance Portability and Accountability Act of 1996.

Healthcare Informatics (2 credits) LAW 923
Students explore the complex legal issues encountered in the creation and operation of electronic interfaces between patients and the health care system and in the variety of ways in which healthcare data is being utilized to support and enhance patient care, document medical encounters for billing purposes and serve as a comparative marker of provider quality. Legal and regulatory issues impacting electronic health records will be discussed. The use of electronic data in medical practice, institutional health care information systems and inter-institutional record systems will be explored and students will gain an understanding of the many risks, benefits and challenges that might be achieved through standardizing and making fully electronic a patient’s health record.

BMSC/SOC/UNIV denotes courses offered through the College of Arts and Sciences

Geographic Information Systems (3 credits) UNIV 410
Geographic Information Systems (GIS) can be thought of as a system—it digitally creates and "manipulates" spatial areas that may be jurisdictional, purpose or application-oriented for which a specific GIS is developed-e.g. communities or states. GIS describes any information system that integrates, stores, edits, analyzes, shares and displays geographic information for informing decision making including public health problems. This course will teach students GIS applications that allow users to create interactive queries (user-created searches), analyze spatial information, edit data, maps, and map diseases or other