Graduate Student Handbook

For The Master of Public Health Program

Loyola University Chicago

Health Sciences Division


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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://stritch.luc.edu/mph/.

David A. Shoham, PhD MSPH
Loyola MPH Program Director
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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, 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 exists to prepare public health leaders to improve global health, with a focus on eliminating health inequities, through a transformative education, rigorous research, and active community engagement.

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. 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 health issues.
7. Analyze issues of public health 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 and behavioral theories of health, health behavior, and illness, and indicate their applicability to a variety of public health issues.
10. Identify social and behavioral 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 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

The MPH Program offers two distinct tracks of coursework in Public Health: Public Health Policy and Management and Epidemiology. In addition to coursework specific to each of these tracks, all students are required to take all Core Courses, 3 credits of ethics coursework, and 6 credits of practicum and capstone work (these are described in the practicum and capstone sections).

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**

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 Certificate in Public Health (CPH) students. Note that enrolling as a non-degree or CPH student is not an indication that the student failed to be admitted to the degree program.

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.). The CPH does not require the GRE.

Students who are admitted as non-degree or Certificate in Public Health students may apply for the degree program after successfully completing 9 or more credit hours of MPH coursework.

**Other MPH requirements**

**Professional Development**

Every semester, the Loyola MPH Program offers a Leadership Conference which specifically focuses on developing leadership skills for future public health professionals. For example, students may obtain advanced skills in public speaking, scientific writing, team building and job seeking.

Students who enter the program during the Fall 2014 semester and later are required to attend at least one Leadership Day prior to graduation.

During leadership day, students will also have opportunities to meet with public health professionals outside of Loyola. Students also are introduced to Loyola’s Career Development Center advisor. 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. Please save the certificate of completion and send it to Ilze Berzins (for those with mandatory requirements of CITI training) at iberzin@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.
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 44 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 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 health policy with an emphasis on racial and economic health disparities and bioethics. The curriculum consists of 5 core courses (15 credit hours), 5 program specific courses (15 credit hours), and 8 elective credits. Students must also complete a practicum (3 credits) and capstone project (3 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 program specific classes are exclusively online; however, some elective classes require attendance on campus. Distance learning students must choose alternative electives. The practicum and culminating experience can also be achieved remotely. Students are encouraged to perform the practicum close to the university. Typically, the practicum is supervised by full-time faculty and performed close to the Loyola campus or in the greater Chicago area. Distance arrangements can be made with an advisor prior to the start of this portion of the program. Candidates may enroll in CMAN 417 if they wish to focus their practicum on health management. Those who wish to focus their practicum on public health policy should enroll in the MPBH 410 practicum. The main differences between the two practicums are the environment and focus area of the field experience.

Core Courses for Public Health Policy and Management Track (15 credits):

- Environmental Health (3 credits) MPBH 401
- Introduction to Epidemiology (3 credits) MPBH 403
  or Epidemiology I CRME 410
- Biostatistics for the Biomedical Sciences (3 credits) MPBH 404 or Biostatistics I CRME 420
- 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

Public Health Policy and Management Track-Specific Courses (14-15 credits):
• Health Program Planning and Evaluation (3 credits) CMAN 434
• Fiscal Management in Health Care Organizations (3 credits) CMAN 533
• Introduction to Health Services Research I (3 credits) MPBH 495
• Public Health Law: Theories and Cases (3 credits) MPBH 495
  or Introduction to Health Law and Policy (3 credits) LAW 902
  or Public Health and Law (2 credits) LAW 917
• Any BEHP Ethics course incl. Public Health Ethics (3 credits) BEHP 411

Students must complete at least 8-9 elective credits 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 (but not limited to) law, policy, social determinants of health, and research including:
• Advanced Concepts in Health Systems Management (3 credits) CMAN 468
• Outcomes Performance Management – Theory (3 credits) CMAN 439
• Outcomes Performance Management – Methods (3 credits) CMAN 440
• Health Care Systems Analysis and Design (3 credits) CMAN 488
• Decision Support in Health Care (3 credits) CMAN 490
• Information Systems for Health Care Management (3 credits) GNUR 486
• Fiscal Management in Health Care Organizations (3 credits) CMAN 533
• Management of Professionals in Health Care Organizations (3 cr) CMAN 568
• Health Care Business and Finance (2 credits) LAW 903
• Health Care Risk Management (2 credits) LAW 909
• Healthcare Informatics (2 credits) LAW 923
• Quality and Informatics (2 credits) LAW 915
• Global Health Policy (3 credits) MPBH 495
• Health Policy and Healthcare Delivery CMAN 435
• Public Health and Law (2 credits) LAW 917
• Healthcare Regulation and Policy (2 credits) LAW 904
• Health Care Compliance (2 credits) LAW 910
• Health Care Privacy Law and HIPAA (2 credits) LAW 918
• Introduction to Health Law and Policy (3 credits) LAW 902
• Child/Family Health (3 credits) MCN 401
• Medical Sociology (3 credits) SOC 580
• Cultural Competence in Healthcare (3 credits) BEHP 418 (hybrid)

See list of Course Descriptions beginning on page 57.
Graduation requirement (6 credits):
- Practicum (3 credits) MPBH 410-2 or CMAN 417 or GNUR 499
- Capstone (3 credits) MPBH 411-2

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 44 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 both traditional evening coursework (24 credits) and online coursework (up to 20 credits). The curriculum consists of 5 core courses (15 credit hours), 5 program specific courses (15 credit hours), 8 elective credits with 3 credits of research specific electives (e.g. Grant Writing, Meta-Analysis or Clinical Trials), a practicum (3 credits) and the capstone experience (3 credits). The courses in Epidemiology (6 credits), Biostatistics (6 credits) and electives in Clinical Trials (3 credits), Grant Writing (3 credits) and Meta-Analysis (3 credits) are taught as 17-week evening courses held once a week at the Maywood campus. These evening courses provide interactions with a variety of traditional and non-traditional students who strongly desire to move clinical and public health practice forward and improve health outcomes for all individuals. The evening courses are then combined with online courses that enhance flexibility for the busy student. 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.

Epidemiology Track Core courses (15 credits):

- Environmental Health (3 credits) MPBH 401
- Epidemiology I (3 credits) CRME 410  
  or Introduction to Epidemiology (3 credits) MPBH 403
- Biostatistics I (3 credits) CRME 420  
  or Biostatistics for the Biomedical Sciences (3 credits) MPBH 404
- Human Behavior in Social Environment (3 credits) SOWK 500
- Health Policy and Health Systems (3 credits) SOWK 602 or  
  Public Health Policy: Concepts and Practice (3 credits) MPBH 407
**Epidemiology Track-specific courses (15 credits):**
- Epidemiology II - Advanced (3 credits) CRME 411
- Biostatistics II (3 credits) CRME 421
- Research Ethics (3 credits) BEHP 405
- Grant writing (3 Credit) CRME 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
  - Chronic Disease (3 credits) MPBH 495

Students must complete at least 8 elective credits apart from the required core and program specific courses. Students may take multiple Research Methods selective 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:
- Cancer Prevention (3 credits) MPBH 495
- Global Health (Epidemiology) (3 credits) MPBH 495
- Infection and Control in an Era of Biological and Chemical Threat (3 credits) CMAN 507
- Host Defense for Infection Prevention (3 credits) CMAN 411
- Methods for Infection Prevention-theory (3 credits) CMAN 412
- Methods for Infection Prevention-methods (3 credits) CMAN 416
- Medical Sociology (3 credits) SOC 580
- Child/Family Health (3 credits) MCN 401
- Cultural Competence in Healthcare (3 credits) BEHP 418 (hybrid course)
- Public Health Law: Theories and Cases (3 credits) MPBH 495
- Health Policy and Health Care Delivery (3 credits) CMAN 435
- Public Health and Law (2 credits) LAW 917
- Health Program Planning and Evaluation (3 credits) CMAN 434

**Graduation requirement (6 credits):**
- Practicum (3 credits) MPBH 410-1
- Capstone (3 credits) MPBH 411-1
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.
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. All students will receive guidance for the selection and completion of the practicum by a faculty advisor. The faculty advisor cannot be both the practicum site supervisor and faculty advisor.

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 be assigned an appropriate mentor to help supervise the practicum, but it is the responsibility of the student to seek out and obtain a satisfactory field experience that fulfills the program requirements. The practicum project may be undertaken as a single block of time or may be spread over one or more quarters.

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.
Practicum Credits: 3
Students are required to complete a minimum of 210 hours of practical fieldwork in a public health practice setting to obtain the minimum 3 credits to satisfy the practicum requirement. Recognizing that a practicum reflects practical experience as opposed to academic coursework, 70 hours earns one course credit. 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, it is somewhat arbitrary when students should register for the practicum. However, it is suggested that students 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 may only be waived from the practicum if they can clearly demonstrate a minimum of one-years' experience in a public health setting in which they were able to accomplish the above objectives through a specific project or other experience in that setting (see waiver below).

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

- Meet with a practicum faculty person to discuss the site and practice parameters and be assigned a practicum mentor
- Submit a practicum agreement to the practicum mentor prior to initiation of the practicum
- Practicum mentor 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 mentor discusses the student’s activities and progress with the practicum site supervisor
- Student completes and submits 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
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>
<td></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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<td>Phone number:</td>
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<tr>
<td>Fax number:</td>
<td></td>
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<tr>
<td>Email address:</td>
<td></td>
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<tr>
<td>Semester/Year:</td>
<td></td>
</tr>
<tr>
<td>Number of credits to be earned:</td>
<td>3</td>
</tr>
<tr>
<td>MPH Track Concentration:</td>
<td></td>
</tr>
<tr>
<td>Faculty Advisor:</td>
<td></td>
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<tr>
<td>Phone number:</td>
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<tr>
<td>Email address:</td>
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</tbody>
</table>

### Project Description

Students will provide a 300-500 word description of the project

Learning Objectives (4 to 8)

1. 
2. 
3. 
4.
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.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Site Supervisor</td>
<td>Date</td>
</tr>
<tr>
<td>MPH Faculty Advisor</td>
<td>Date</td>
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</tbody>
</table>

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.

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 at the practicum site (70 hours per credit).
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 project provides the opportunity for students to demonstrate proficiency in public health skills 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.

Credits: 3

Faculty:
Ida Androwich, PhD
Lara Dugas, PhD MPH
Ramon Durazo, PhD
Ruth Kafensztok, DrPH
Holly Kramer, MD MPH
Justin Harbison, PhD
Jennifer Layden, MD PhD
Amy Luke, PhD
Talar Markossian, PhD
David Shoham, PhD MSPH
James Sinacore, PhD
Bamidele Tayo, PhD
Liping Tong, PhD
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. 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 health issues.
7. Analyze issues of public health 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 and behavioral theories of health, health behavior, and illness, and indicate their applicability to a variety of public health issues.
10. Identify social and behavioral 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 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 his or her 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.
Capstone Project description
The goal of the MPH Capstone project is to provide students 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. (These guidelines are in accordance with the standards of the Council on Education for Public Health, available at http://www.ceph.org/pdf/PHP-Criteria.pdf ). The Capstone also affords an opportunity to apply certain competencies 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 to discuss progress of the written report and oral presentation. The written report and oral presentation 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 semester in which they register for the Capstone project. Students must also have completed CITI training (page 5) prior to beginning the Capstone and have completed an application to Loyola's Institutional Review Board (IRB) if human research data are used in their project. Students may complete the Capstone project and Practicum during the same semester 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: (1) initial appointment with the MPH Program Director or concentration track directors (“directors”) to discuss the Capstone project, (2) approval of the proposed Capstone project by the MPH Program Director or MPH track director, (3) submission of a written report and approval by the MPH Program Director or MPH track director and,(4) a 45 minute presentation (approved by the mentor prior to presentation) to MPH faculty.

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 operationalizations 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.liunet.edu/cwis/cwp/library/workshop/citapa.htm or
AMA - 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 the 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.

For students in the Public Health Policy and Management concentration, the Capstone project may take one of three recommended forms, including: (1) a public health policy brief based on original research (Option A), (2) a program assessment and evaluation based on a 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.

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.liunet.edu/cwis/cwp/library/workshop/citapa.htm 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. Introduction and background of a public health problem
2. 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
3. Ethics of existing policies and or research for a public health problem
4. Competencies addressed in capstone
5. Objectives of the Capstone project
6. Description of project
7. Results/expected results
8. Public health impact
9. Limitations
10. Future directions
## MPH Capstone Evaluation Form

<table>
<thead>
<tr>
<th>Student name:</th>
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<tbody>
<tr>
<td>Semester/Year:</td>
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<tr>
<td>MPH Track Concentration:</td>
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<tr>
<td>Faculty Advisor:</td>
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<tr>
<td>Phone number:</td>
<td></td>
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<tr>
<td>Email address:</td>
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<tr>
<td>Number of credits:</td>
<td>3</td>
</tr>
<tr>
<td>Date <em>written</em> report (2,500 to 4,000 words) successfully completed and submitted:</td>
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<tr>
<td>Date <em>oral</em> report given:</td>
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<tr>
<td>2 oral report evaluations completed (yes/no):</td>
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### Final Grade (Pass/No Pass)

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<tr>
<th>Final Grade:</th>
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*SPH Faculty Advisor:*  
*Date:*

Copies of signed evaluation to student, MPH Faculty Advisor, and MPH Program Records.
Capstone Oral Report Evaluation
2 required - to be completed by faculty advisor and one MPH faculty member

Student name:

Public health problem:

Did student address the following points (Y/N)?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Y/N</th>
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<tbody>
<tr>
<td>Introduction and background for public health problem</td>
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<tr>
<td>Racial/ethnic, sex or other disparities and the social and cultural context of these disparities</td>
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<td>Ethics of existing policies and research for problem</td>
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<td>Objectives of capstone project</td>
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<td>Description of project and data collection</td>
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<td>Results/expected results</td>
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<tr>
<td>Limitations</td>
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</tbody>
</table>

Please comment on the following:

Speaking ability (was student able to deliver report in a clear, professional, and engaging manner?)

Presentation style (was the format of slides appropriate, easy-to-follow, etc.)

Any other comments?

Suggested grade: Pass/No Pass

Faculty signature: Date:

Copies of signed evaluation to student, MPH Faculty Advisor, and MPH Program Records.
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 B grade average 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. He/she will be required to raise the grade average to B within the next two semesters, and/or obtain a grade above B in the deficient courses.

**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. 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. For Incompletes assigned before Fall 2006, the student must complete and submit all outstanding work to the instructor within two calendar years of the assignment of the I grade. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within two years 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 s/he 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.

**Credit/No Credit**
Thesis Supervision (course #595), Master’s Study (#605), Dissertation Supervision (#600), Doctoral Study (#610) and certain other graduate courses are graded on a credit/no credit basis. 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.
**Pass/Fail**
The Pass/Fail option is not available for courses taken for graduate credit. The Pass/Fail option is available for other courses (e.g., foreign-language courses taken to fulfill a research requirement).

**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](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.
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 he/she:
   a) Is 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) Fails to maintain a B grade average or a GPA of 3.0 in his/her coursework or obtain a grade above B after the 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.

The following fees are optional for online students:
Activity Fee: $50/semester

The activity fee covers extra activities/outings that the Graduate School Council coordinates for the graduate students, such as bar nights, baseball games, the Graduate School Picnic, shows and events in downtown Chicago and St. Albert's Day dance. The deadline for payment of the activity fee is dependent on when you register, so be sure to check your e-bill on LOCUS.

Student Health Services: $150/semester

All students must pay the Student Health Services fee whether or not they have Loyola health insurance or another health insurance provider. It covers minor treatments at Student Health located on the 3rd floor of the Loyola Outpatient Center. To make an appointment please call (708)-216-3400.

Fitness Center Fee: $142/semester

The Fitness Center fee covers mandatory membership to Loyola’s Center for Health and Fitness. This represents a highly discounted rate for membership in the state-of-the-art facility.

Other helpful websites for payments and fees:

   E-Bill: http://luc.edu/bursar/ebilling/index.shtml

   Payment Options: http://www.luc.edu/bursar/payment_options.shtml

   Credits & Refunds: 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/.

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/.

Student ID card and parking
During orientation, you will be issued a student ID and have the option to pay for parking in Deck C located at the south end of campus, adjacent to the outpatient building. The yearly charge for parking in Deck C is $286. You may also purchase a separate key card for $5 to allow access to the parking lot between Maguire and the Stritch School of Medicine between 5 PM and 5 AM on weekdays and all day on weekends.

Your student ID is required to gain access to the Stritch School of Medicine, the Fitness Center, and many of the laboratories and buildings on campus. If you have a problem with electronic access to a building, please contact Dean Mike Lambesis (mlambes@lumc.edu). He will help coordinate building access with the parking and ID department.

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.

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 Appendix 2.
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:

Janet Flores  
Phone: 708-216-4989  
Email: jflores@lumc.edu

Office Location: 4th floor of Stritch School of Medicine in the Student Services Office, room 420.

**Academic Standing**

**Good Standing**
A degree-seeking student is in good academic standing if he or she: 1) meets the standards of quality of his or her academic program and the Graduate School; 2) makes satisfactory progress toward completion of degree requirements within the established time limit; 3) fulfills the Graduate School's requirement regarding continuous registration; and 4) fulfills 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). Students who have completed all coursework and are preparing for comprehensive examinations and/or preparing a thesis/dissertation proposal are to register for Doctoral/Master's Study. Registration in doctoral study is normally limited to two semesters; after this, students must enroll in thesis/dissertation supervision. Students working on a dissertation or thesis are to register for Dissertation or Thesis Supervision, even if they are registered for other courses. Failure to remain continuously enrolled at the thesis or dissertation stage of a student's career carries a financial penalty as well. Doctoral students engaged in dissertation supervision and master's students at the thesis supervision stage face a reinstatement fee should they fail to maintain continuous registration. For doctoral students, the fee will be based on the dissertation fee for the terms missed plus an additional penalty of $100. For master's students in a program with a thesis requirement (or who have opted to write a thesis in a program where this is a choice), the fee will be based on the thesis supervision fee for the terms missed plus an additional penalty of $100.

**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 email. Students are individually responsible for this information and should check their college's board and email 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.

**Coursework Requirements**

**Course Levels**
Graduate students may receive credit toward a degree or certificate from: 1) courses at the 400-level and above, and 2) certain 300-level courses. Regarding 300-level courses, approval of the student's program is required for the application of such courses toward a graduate degree. No more than three 300-level courses may apply toward a master's degree; no more than one quarter of the total credit hours required for the Ph.D. degree may be earned from 300-level courses. However, individual programs may approve fewer such courses or even none; this practice is strongly discouraged. Other undergraduate courses, including all 100- and 200-level courses, do not apply toward fulfillment of graduate coursework requirements; such courses may, however, be used to fulfill prerequisite or research tool requirements (e.g., a 100-level language course may be used to fulfill a program's language requirement). These courses do not count in a student's cumulative graduate GPA.

**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. Students must receive a B or higher for all MPH core courses to receive credit for the course.

**Student Enrollment Status**

**Fall and Spring Semesters**
Students are considered full time if they are either: 1) enrolled in at least eight credit hours of coursework; 2) enrolled in Thesis Supervision (course #595), Master's Study (#605), Dissertation Supervision (#600)), or a full-time clerkship, internship or practicum course; or 3) enrolled in and hold a full graduate assistantship or fellowship. 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 either: 1) enrolled in at least six credit hours of coursework; 2) enrolled in Thesis Supervision, Master's Study, Dissertation Supervision, or a practicum or capstone, or 3) enrolled in and hold a full graduate assistantship or fellowship. 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.

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/.

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 www.luc.edu/depts/lac/disabilities.

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), 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/).

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 only those graduate-level courses for which the student received a grade of B- (or its equivalent) or better. MPH core courses require a grade of B- or better, and no more than 2 non-core courses with a grade of C may count toward graduation (and no courses below a C). Students may not transfer any undergraduate-level work toward a graduate degree, including work at Loyola University Chicago. Courses taken as a Certificate in Public Health 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 recency 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.

**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.
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
- 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 x6-3272
- Also available to students is on-site social worker, Barry Bennett:
  - Barry Bennett bbennet@luc.edu x6-5455
- The Medical School/(Campus) Ministry is located in the Office of University Ministry, SSOM 270.

Loyola Center for Health and Fitness
As a student, you have access to the Loyola Center for Health and Fitness. You will be enrolled in the Health and Fitness Center during new student Orientation. Information about the Fitness Center hours and services/classes can be found at http://www.loyolafitness.org/

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, 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/loyolauniversitychicagobiomedicalsience). Also, please see the Graduate Student Council website (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.
COURSE DESCRIPTIONS

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

**Introduction to Public Health (3 credits) MPBH 402**
(Fall semester)
This course will provide an introduction to public health as a multidisciplinary field. Major concepts and the scope of public health practice will be explored from its history to contemporary challenges. The course will cover basic public health concepts, its historical roots, core public health functions and practices, public health infrastructure at the local, state and federal level, the major areas of public health services, the interchange of public health practice and academia, and emerging challenges.

**Environmental Health (3 credits) MPBH 401**
(Fall and Spring semesters)
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.

**Introduction to Epidemiology (3 credits) MPBH 403**
(Fall semester)
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. This online course is interchangeable with CRME 410 (Epidemiology I) which is a classroom course.

**Biostatistics for the Biomedical Sciences (3 credits) MPBH 404**
(Fall and Spring semesters)
The objective of this course is to help students acquire skills and knowledge that will enable them to manage basic statistical tasks that confront researchers in the health and biological domains. With completion of coursework, students will be prepared to interpret research journal articles and to conduct their own data analysis for future research projects. Students will cover basic topics of probability and use of t-tests, chi-square tests and Fisher’s exact test. Basic linear regression will also be covered along with ANOVA. This course may be substituted for CRME 420 to meet the prerequisite requirements of CRME 421.
Public Health Policy: Concepts and Practice (3 credits) MPBH 407
(TBD)
This course enables students to explore health policy issues in the context of our healthcare and public health systems. The course provides students with theoretical frameworks to approach policy issues, and empowers them with practical analytical tools to develop position papers. Perspectives will be drawn from epidemiology, law, medicine and social sciences to engage and examine the policy making process, and articulate positions advocating for or against a particular intervention and develop materials for different audiences to further a health policy intervention. Students may substitute Health Policy and Health Systems (SOWK 602) for this course.

Obesity, Physical Activity and Nutrition Epidemiology (3 credits) MPBH 413
(Spring)
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.

Global Health Policy (3 credits) MPBH 420
(TBD)
This course introduces students to global health policy and focuses particularly on issues of governance, trade, human rights, and social determinants of health. Students reflect upon pressing and emerging issues in global health from the perspective of policy analysts by examining the distinct conceptual frameworks that can be employed to critically examine a global health problem; and applying those frameworks to identify multiple points of intervention across the lifespan to reduce morbidity and mortality among affected populations. Students are also advised on conducting research in global health policy, and developing skills in presenting their research in a format comparable to the presentation of an abstract at a professional scientific conference. This course is geared toward graduate students in public health, medicine, nursing, and related programs with no prior training in international health affairs, law, or public policy assumed or required.

Special Topics: Social Epidemiology (3 credits) MPBH 495
(Spring or Summer in 2015; taught in odd years)
This course in social epidemiology will focus on the following topics: (1) Descriptive epidemiology of social factors associated with health (race, social class, ethnicity, nationality, etc.); (2) association and causation in social epidemiology; policy and ethics in health disparities; (3) individuals vs. populations; emergent properties; reductionism and holism; the income inequality debate; neighborhoods and health; and (4) an brief introduction to modeling complex phenomena using agent-based modeling and social network analysis. A final presentation will be required in the last week, on a topic of the student’s choosing; analysis of data is encouraged but not required. Prerequisite: at least one course in epidemiology and biostatistics or permission of instructor.
Chronic Disease (3 credits) MPBH 495  
(Summer)  
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.

Cancer Prevention (3 credits) MPBH 495  
(Fall)  
This seminar provides students with an overview of behavioral and sociocultural aspects of cancer prevention and control. The cancer control continuum (i.e., cancer prevention, early detection, diagnosis, treatment, and survivorship) will serve as the framework for this course. Topics to be addressed in this course will include but are not limited to: tobacco use, skin cancer prevention, issues in cancer screening, and survivorship.

Global Health (Epidemiology) (3 credits) MPBH 495  
(Fall)  
This course is meant as an introduction to global health, both epidemiology and policy aspects, and will provide the student with an understanding of health surveillance systems and 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. Students may substitute this course for Global Health Policy (MPBH 414).

Introduction to Health Services Research I (3 credits) MPBH 495  
(Fall 2014 and Spring 2015)  
This course introduces students to the scope of health services research with an emphasis on primary data collection methods. It addresses the conceptualization and design of health services research, the qualitative and quantitative approaches, choice and assessment of measures, sampling and instrument design, and ethical considerations. Through the course, students will define a primary data collection research project and develop the methods necessary to conduct the research.

Introduction to Health Services Research II (3 credits) MPBH 495  
(beginning Fall 2015)  
This course introduces students to conducting health services and policy research (HSPR) using the secondary-observational data analysis approach. The objective of this course is to teach students the skills necessary to conduct HSPR using secondary data.
Through the course, each student will formulate a research question and apply appropriate study design to address the question using secondary data. This course will also include a survey of the content and structure of several commonly used administrative and public databases available to researchers in the U.S. Students will utilize Stata software to create graphs and calculate statistical tests.

**Introduction to SAS Programming (1 credit 6-week course) MPBH 495**
(beginning Fall 2014; classroom)
This introductory course teaches the basic elements of the SAS statistical programming language. The course meets in a classroom setting for 3 hours per week for the first 6 weeks of the semester. Open to all students; epidemiology students should register either for this course or for the STATA programming course offered in the spring semester.

**Introduction to Stata Programming (1 credit) MPBH 495**
(beginning Spring 2015; will be offered again in Fall 2015; online)
This is an introduction to programming Stata statistical software. Students will utilize Stata software to create graphs and calculate statistical tests. Beginning in Fall 2015, the course will be taught in conjunction with Introduction to Health Services Research II.

**Human Behavior in the Social Environment (3 credits) SOWK 500**
(Fall and Spring semesters)
This introductory course is designed to provide students with a basis from which to understand human behavior and development over the course of the life span. The course material is taught from biopsychosocial-spiritual perspectives. Theories include traditional and recent psychodynamic, family systems, cognitive, and neurobiological theories.

**Health Policy and Health Systems (3 credits) SOWK 602**
(Fall and Spring semesters)
This course provides students with frameworks for understanding the interrelationship between developments in health policy, the health care delivery system and social work practice settings. Important aspects of the health care delivery system and financing system are identified including their effects on health care access and utilization. Students may substitute this course for MPBH 407 (Public Health Policy: Concepts and Practices).

**Research and Ethics (3 credits) BEHP 405**
(Spring semester)
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.
Public Health Ethics BEHP 411
(Fall semester)
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.

CRME denotes clinical research methods and epidemiology courses

Epidemiology I (3 credits) CRME 410
(Fall semester)
Epidemiology is the study of the distribution of disease and its determinants in a population. This introductory level course will provide students with an understanding and working knowledge of basic epidemiologic principles, including measures of disease occurrence and association, study design, identification and controlling of confounding and minimization of bias. Students will learn to calculate incidence, prevalence, and relative risk and odds ratios and apply these measures appropriately. This classroom course is interchangeable with MPBH 403 (online course).

Epidemiology II - Advanced (3 credits) CRME 411
(Spring semester)
This course will expand upon Epidemiology I and provide a more in-depth analysis of epidemiologic concepts. In addition to in depth exploration of the concept of confounding, this course will also provide an overview of related clinical research methods including decision analysis, cost-effectiveness, and genetic and social epidemiology. PREREQUISITE: CRME 410 or MPBH 403.

Biostatistics I (3 credits) CRME 420
(Fall semester)
The objective of this course is to help students acquire skills and knowledge that will enable them to manage basic statistical tasks that confront researchers in the health and biological domains. From this, students will be better prepared to interpret research journal articles and to conduct their own data analysis for future research projects. Students will cover basic topics of probability and use of t-tests, chi-square tests and Fisher’s exact test. Basic linear regression will also be covered along with ANOVA. Students will utilize SAS or STATA software to create graphs and calculate statistical tests. This course may be substituted for MPBH 404.

Biostatistics II (3 credits) CRME 421
(Spring semester)
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. PREREQUISITE: CRME 420 or MPBH 404 and some experience with SAS and/or Stata programming.

**Clinical Trials (3 credits) CRME 423**
(Spring semester- 10weeks)
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) CRME 424**
(Spring semester- 10weeks)
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.

**Grant Writing (3 credits) CRME 431**
This course will provide an overview primarily of the National Institutes of Health funding process, with additional information on funding opportunities outside of the NIH. Students will be trained on the key components required to become successful grant writers and will focus specifically on grant writing skills.

*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.

CMAN/GNUR/MCN denotes courses offered through the Marcella School of Nursing Graduate School:
Host Defense for Infection Prevention (3 credits) CMAN 411
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). It is designed to provide the scientific basis to understand the natural history of infectious disease as well as the dynamic interaction between the human host and pathogenic microorganisms responsible for disease. 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. Risk assessment, prevention, control, and management of threats to the health of individuals, families, and communities, as well as that of populations in high-risk environments, will be considered. Learning experiences will include lecture, lab reports and interpretation, and on-line clinical case discussions. Each of these will be aimed at facilitating critical thinking. The application of microbiological and immunological concepts and principles will be integrated into each aspect of course content. Upon completion of the course, the student will be well grounded in the basic principles of human infectious disease and host defense.

Methods for Infection Prevention –theory (3 credits) CMAN 412
This course is designed to provide students with the theory and methods of infection control and environmental safety applicable to populations at risk. The levels of prevention model serves as an organizing framework. Assessment of risk based on scientific data is emphasized. Epidemiologic methods for prevention, surveillance, detection, and intervention are applied to a variety of disease causing agents. Evidence-based practice standards and regulatory requirements are presented. Biosafety and bioterrorism threats are discussed in relation to current prevention detection and intervention methods. Guidelines and protocols to counteract the harmful effects of chemical and radiologic agents are presented. Prototypes are presented for selected populations at risk, including hospitalized patients, patients likely to be seen in emergency departments, nursing homes, prisons, schools, and the community at large.
Methods for Infection Prevention-methods (3 credits) CMAN 416
This course introduces students to epidemiologic methods for disease prevention, surveillance, detection, and intervention to promote the health of populations. The epidemiologic investigation process and epidemiologic research methods are emphasized in order to describe patterns of health and disease in populations. The levels of prevention model are used as an organizing framework. Students will learn specific epidemiologic skills including risk assessment, calculation of rates, use of large data sets, data interpretation, criteria for screening for disease in community, and analysis of epidemiologic study designs. Emphasis will be placed on the epidemiology of infectious diseases, environmental health hazards, epidemiology for new and emerging diseases, and disaster preparedness.

Health Program Planning and Evaluation (3 credits) CMAN 434
(Spring semester)
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
(Spring semester)
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.

**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).

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

**Medical Sociology (3 credits) SOC 423**
The purpose of this course is to examine some of the major changes that have occurred in the health care field. These changes have raised issues that are distinctively sociological in character. Some concerns have been present for a long period while others are more contemporary. The ongoing flux in health systems has led to major issues for healthcare delivery and these factors will be discussed in the course. Topics include the urgent need to provide appropriate care to community members, changes in the demographic profile which strains economic resources, and rapid adoption of complex and costly technological innovations. Increasing specialization among practitioners is another major concern which will be discussed.

**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 outcomes.