



Student Handbook

Master of Public Health Degree (MPH)

AY 2016-2017

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CURRICULUM OVERVIEW

NOTE: *The Student Handbook is a static document that is updated each August. The degree requirements contained herein are applicable to students who matriculate into the MPH program in Fall 2016. Students should consult the SPH website if interested in curriculum revisions adopted during the current academic year. Such changes will apply to next year's entering class.*

The Master of Public Health (MPH) is the basic professional degree offered by the School of Public Health (SPH). Upon graduation the student will have gained a general understanding of the broad field of public health and competence in a specific public health area. The program prepares students for public health practice or to continue their education through a doctoral degree.

Programs of study leading to the MPH degree are offered by the four SPH divisions:

- Community Health Sciences
- Environmental and Occupational Health Sciences
- Epidemiology and Biostatistics
- Health Policy and Administration

Most students are admitted into the **Comprehensive MPH program**. Full-time students will be able to complete the Comprehensive MPH program in two years, including one summer.

Students with three or more years of previous experience in a public health related field who intend to pursue a public health career in the same professional area, or who possess a terminal professional degree (at a master's or doctoral level, as appropriate to the professional field) may be admitted into the **Professional Enhancement Program (PEP)**. Examples of degrees which may be acceptable are the following: DDS, DO, DVM, JD, MD, PhD (e.g., microbiology, psychology, sociology), DEng, MBA, MSW, MS (e.g., entomology, nutrition, physical therapy). Others may be acceptable as individually justified. While divisional requirements vary, PEP students attending full-time will likely complete the degree in three semesters. Eligibility for this program includes students with pre-matriculation professional

Both the Comprehensive and the PEP programs consist of four components:

1. School-wide Core Courses – (14 SH)
2. Divisional Core Requirements and Electives – (variable based on chosen Division)
3. Culminating Experience–
 - o IPHS 650 Field Experience in Public Health (3-5 SH)
 - o IPHS 698 MPH Capstone Experience (1 SH)
4. Required Non-Credit Training
 - o HIPAA Research Training
 - o Investigator Training 101

Students who are admitted on a conditional basis (e.g., completion of preparatory coursework) must also satisfy the conditions prior to graduation (or earlier if required by the Division).

The Culminating Experience

The Culminating Experience has two components: the Field Practicum Experience and the Capstone Project. The Field Experience may be taken in a single semester or over several semesters for a total of 3-5 SH (between 192 and 320 hours in the field, where one SH is equal to 64 contact hours.) The number of hours required for degree completion is decided in consultation with the student's Academic Advisor.

Field Experience in Public Health (IPHS 650)

A field practicum experience is required of all MPH students in the School of Public Health. **NOTE:** *International Students must receive authorization from the Office of International Services to begin their practicum. Visit the [OIS webpage](#) to find information on eligibility factors, application procedures and to receive the appropriate application materials.*

Learning Objectives - Through the field experience students will be able to:

1. Apply public health theory, knowledge and skills in a practice setting.
2. Complete a defined project(s) in an area of public health practice including core public health functions such as needs assessment, program planning, program evaluation, policy development, educational campaign or applied research.
3. Relate the "realities" of public health practice - organizational structure, local and organizational politics, program administration, community relationships, program coordination - to their defined project(s).
4. Demonstrate skills and knowledge in an area of interest not covered in depth elsewhere in their educational plan.
5. Demonstrate competence in a public health practice area(s).
6. Demonstrate leadership, teamwork, communication skills and creativity in the development of a public health practice activity.

Registration Requirements - Students must be officially registered for IPHS 650 in order to receive credit and officially attend a field practicum placement.

When a student's field experience occurs over at least 4 weeks of the summer session, summer registration in IPHS 650 is required. Students may choose a cost saving option by requesting to register for 0 semester hours in the summer term. Prior approval from the Academic Division's Field Experience Advisor is required. To qualify for the 0 hour summer option, the field experience must overlap a Fall or

Spring term and the student must be registered for the required IPHS 650 3-5 semester hours in that term.

Students participating in field experiences outside of the Greater Chicago Metropolitan area may be eligible to have certain fees waived. These fees currently include the General Fee, U-Pass Fee, Student to Student Fee, and the Sustainability Fee. Students must inform their Academic Coordinator in writing at least two weeks prior to the start of classes if they believe they are eligible to have these fees waived.

Waiver- For information on waiving the field practicum, visit the Waivers section of the [Academic Policies and Procedures Handbook](#).

Contract Considerations - Each organization that partners with the UIC School of Public Health to offer field practicum experiences on a volunteer basis is required to have a contractual agreement with the university. The School of Public Health maintains contracts with many organizations, any of which can provide a valuable education experience. However, many students find opportunities with organizations that are not current active partners with the School. In this case, the School may pursue a contractual agreement with the organization to facilitate a placement for the student. If a student desires a field practicum experience with an organization that does not currently have a valid contract with the School, the student should contact the Field Practicum Coordinator, Jaime Klaus at jaimkl@uic.edu to initiate the contract process. At the same time, students should explore the list of current valid contracts for potential backup opportunities.

Occasionally there are factors which delay or prevent the School's ability to obtain a contract with a new placement site. Such factors include delays in the contract process, in some instances as long as several months; and occasions when an organization and the university cannot come to a contractual agreement despite earnest efforts by both parties. In addition, once a contract is in place additional requirements beyond those in the basic contract for placement may delay or prevent a student placement, such as a background check and/or immunization requirements. Finally contracts that are in place do not guarantee that an organization will accept students for practicum placements.

Because contracts must be in place prior to the start of a student practicum experience and must be effective through the end of the practicum experience, it is imperative that students be proactive. Students should identify prospective host organizations at least a semester in advance of the academic term in which they plan to do their practicum. Students should review the [list of current valid contracted organizations](#) available on the School of Public Health web site to determine if any organizations with valid contracts are viable options for their learning goals. (The list of sites should be consulted frequently as it is revised regularly). Students may contact the Field Practicum Coordinator, Jaime Klaus, jaimkl@uic.edu, to inquire about an organization's contract status.

Roles and Responsibilities of the Division Field Experience Advisor - each division has a designated faculty member who will assist students with the following:

- Assist student in clarifying educational goals for the Field Experience.
- Interpret the purpose and requirements of the field practicum; approve requests for IPHS 650 registration or assist student with pursuing a practicum waiver when appropriate..
- Assist student in selecting potential field practicum sites.
- Approve Field Practicum Learning Agreement form, which describes the mutual expectations of the student and preceptor.
- Ensure two original Agreements for Student Placement in a Practice Setting Forms are completed, if needed.
- Assist student with IRB forms, where required.
- 7. Provide ongoing oversight of the practicum experience; respond to student's needs; and assure overall quality of the student's experience.
- Review student's Summary Report.
- Assess student's performance with input from the preceptor, and determine the final grade (Pass/Fail).

Roles and Responsibilities of Practicum Site Preceptor-

- Assist student in completing the Field Practicum Learning Agreement.
- Provide student with guidance and training during the Field Experience as identified in the Learning Agreement.
- Evaluate student's performance by completing the Preceptor's Evaluation of Student Performance and returning it to the student's Academic Coordinator.

For further detail see Field Practicum Checklist.

MPH Capstone Project (IPHS 698)

Every student must register for IPHS 698, typically in the student's last semester. The capstone may be based on a variety of activities (e.g. field practicum, independent study, research project). Capstone requirements differ by division. For capstone experience and capstone product requirements by division, please refer to the specific divisional section in this handbook. The culminating capstone experience enables MPH students to achieve the following learning objectives:

- Apply key public health concepts (e.g., prevention, risk assessment) to a specific public health area (e.g., gerontology, infectious disease epidemiology).
- Apply knowledge of the core areas of public health to a specific health problem.
- Integrate skills and knowledge gained through core and division-required courses toward resolving a public health problem either through practice in a public health setting or through investigation and analysis.

Changing Divisions: If a student's interests change after admission or the student determines that professional goals would be better achieved in a division different from the one originally assigned, the student should contact the Academic Coordinator for the current division to initiate the process for changing divisions. (Form: Request for Change of Degree.)

Students requesting a division change must meet the requirements of the division they wish to enter. Acceptance into the other division is not guaranteed.

Degree Completion Deadline: MPH students must complete all degree requirements within five calendar years after their initial registration as a degree student within the SPH. In extraordinary circumstances an extension of time may be granted if the petition for an extension is filed before meeting the 5-year deadline. Time spent on an approved Leave of Absence is not counted toward the degree time limit (see the Leave of Absence section of the [Academic Policies and Procedures Handbook](#)).

THE MPH CURRICULUM BY DIVISION

BIostatISTICS

The MPH in Quantitative Methods requires a minimum of 49 semester hours (SH) and is designed for completion in 2 years when enrolled full-time. This program includes the following course requirements:

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (19 SH)

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
BSTT 505	Logistic Regression and Survival Analysis	2 SH
BSTT 506	Design of Clinical Trials	3 SH

BSTT 507	Sampling and Estimation Methods Applied to Public Health	3 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
CHSC 447	Survey Planning and Design	3 SH

Enrichment Areas and Electives (12-15 SH)

Students may choose an Enrichment Area in either CHS, EOHS, or HPA, or in consultation with their Academic Advisor may substitute 12-15 SH of electives which add depth to their training in Quantitative Methods. The chosen electives must further the student's attainment of the program competencies. (Those pursuing an Enrichment Area should see their Academic Advisor for a list of recommended courses.)

Performance Standards: Students in Biostatistics are allowed only one grade of C in required courses. A student who receives two Cs in required courses will not be allowed to graduate from the program. A student may re-take a course one time and attempt to replace the C with a higher grade.

Field Experience Requirements for the MPH in Quantitative Methods: Students pursuing the MPH in Quantitative Methods must undertake a field experience or practicum of 3 to 5 semester hours (64 contact hours equal 1 SH). The field experience must be practical, applied and public health in orientation, and should preferably be with an organized public or private agency. This is often the base of the student's capstone experience, although this is not a requirement. The field experience may be a paid internship. For more detailed information, please refer to the section of this handbook entitled, *Field Experience in Public Health (IPHS 650)*.

Capstone Requirements for the MPH in Quantitative Methods: All MPH Quantitative Methods students are required to complete a capstone project in their area of concentration, typically a data management and analysis project for a study in that area. Each student will identify a committee of three, their academic advisor, one additional Biostatistics faculty member, and a supervisor or someone involved with the capstone project who may or may not be a faculty member. The student will work with the committee to design a plan for an appropriate capstone project, which should include substantive interpretation of results and discussion of consequences in addition to actually carrying out the analysis. The data set may arise from the student's field practicum experience.

NOTE: Students who plan to conduct research involving human subjects must undergo training and obtain approval of their protocol by the Institutional Review Board (IRB) before beginning the research .

Capstone Evaluation/Grading Procedures: The capstone project will consist of obtaining a data set, stating a research question, performing an appropriate analysis of the data to address that research question, and preparing a written report. The written report will typically include the following sections: 1) Abstract summary; 2) Introduction describing the research question; 3) Methods section describing how the data was collected and the statistical methods to be used; 4) Results section summarizing analysis results; and 5) Conclusion section. The results of the analysis should include some descriptive information, as well as directly addressing the original research question. The report will be evaluated by three faculty members.

COMMUNITY HEALTH SCIENCES

The CHS Comprehensive program requires a minimum of 45 semester hours. The Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time.

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (12 SH)

Course	Title	Credits
CHSC 421	Community Health 1: Assessing, Promoting and Improving Community Health	4 SH
CHSC 422	Community Health 2: Evidence-Informed Community Health Interventions	4 SH

CHSC 423	Community Health 3: Professional Development in Public Health Practice	4 SH
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Students may present their capstone research with an oral presentation or a poster presentation. Students may also elect to write a paper in journal manuscript form along with an annotated bibliography. Students selecting this option should register for 2 SH of Independent Study (IPHS 596) in addition to the Capstone (IPHS 698).

Approved Specializations (variable SH credits)

Note, a list of courses associated with each specialization will be updated annually. An initial list is identified below for each specialization.

Students in the **Comprehensive Program** must complete the number of electives necessary to earn a minimum of 45 SH credits. Students in the **Professional Enhancement Program** must complete the number of electives necessary to earn a minimum of 42 SH credits. At least 9 credits must be earned in an approved area of specialization. This restriction may be waived for students enrolled in the online MPH degree program if appropriate online courses are not available.

Population Health

CHSC 425 – Public Health and Aging (3 SH)

CHSC 510 – Exploring Determinants & Variation in Population Health (3 SH)

CHSC 511 – MCH Delivery Systems: Services, Programs and Policies (3 SH)

CHSC 527 – Critical Issues in Long Term Care Policy (3 SH)

CHSC 528 – Societal Analysis of Health, Aging and the Life Course (3 SH)

CHSC 543 – MCH Policy and Analysis (3 SH)

CHSC 544 – Public Health and Youth (3 SH)

Community Health Interventions

CHSC 460 – Public Health Emergency Preparedness and Response (3 SH)

CHSC 485 – Communications, Mass Media and Public Health (3 SH)

CHSC 584 – Community Organizing for Health (3 SH)

CHSC 586 – Health Behavior Interventions (3 SH)

Community-Based Research Methods

CHSC 434 – Introduction to Qualitative Methods in Public Health (3 SH)

CHSC 446 – Research Methods in Public Health (3 SH)

CHSC 447 – Survey Planning and Design (3 SH)

CHSC 534 – Management and Analysis of Qualitative Data (3 SH)

CHSC 577 – Survey Questionnaire Design (3 SH)

Global Health

IPHS 409 – Global Health Challenges (3 SH)

IPHS 410 – Global Health Solutions (3 SH)

Global Health Elective from Global Health Concentration approved list (3 SH)

MATERNAL AND CHILD HEALTH CONCENTRATION (minimum 48 SH)

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH

IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (12 SH)

Course	Title	Credits
CHSC 421	Community Health 1: Assessing, Promoting and Improving Community Health	4 SH
CHSC 422	Community Health 2: Evidence-Informed Community Health Interventions	4 SH
CHSC 423	Community Health 3: Professional Development in Public Health Practice	4 SH

Students may present their capstone research with an oral presentation or a poster presentation. Students may also elect to write a paper in journal manuscript form along with an annotated bibliography. Students selecting this option should register for 2 SH of Independent Study (IPHS 596) in addition to the Capstone (IPHS 698).

MCH Concentration Requirements (14 SH)

Course	Title	Credits
CHSC 510	Exploring Determinants & Variation in Population Health	3 SH
CHSC 511	MCH Delivery Systems: Services, Programs, and Policies	4 SH

CHSC 543	MCH Policy and Analysis	3 SH
EPID 406	Epidemiological Computing	3 SH
CHSC 595	MCH Seminar	1 SH

Electives

Students must also complete the number of electives necessary to earn a minimum of 48 SH credits. A list of suggested electives is available at the MCH program website. For more information about the Maternal and Child Health Program please visit the program's website at: <http://www.uic.edu/sph/mch/>.

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY CONCENTRATION (minimum 49 SH)

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (12 SH)

Course	Title	Credits
CHSC 421	Community Health 1: Assessing, Promoting and Improving Community Health	4 SH
CHSC 422	Community Health 2: Evidence-Informed Community Health Interventions	4 SH
CHSC 423	Community Health 3: Professional Development in Public Health Practice	4 SH

Students may present their capstone research with an oral presentation or a poster presentation. Students may also elect to write a paper in journal manuscript form along with an annotated bibliography. Students selecting this option should register for 2 SH of Independent Study (IPHS 596) in addition to the Capstone (IPHS 698).

MCH Epidemiology Concentration Requirements (variable SH)

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
CHSC 510	Determinants and Variation in Population Health	3 SH
CHSC 511	MCH Delivery Systems: Services, Programs, and Policies	4 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
<i>Select two of the following courses:</i>		
CHSC 421	CH-1: Assessing, Promoting & Improving Community Health	4 SH
CHSC 422	CH-2: Evidence-Informed Community Health Interventions	4 SH
CHSC 434	Qualitative Methods	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH

<i>Select one of the following courses:</i>		
EPID 409	The Epidemiology of HIV/AIDS	2 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
<i>Select one of the following courses:</i>		
EPID 518	Epidemiology of Pediatric Diseases	3 SH
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	3 SH

Electives

Students may select elective courses in conjunction with their advisor as necessary to reach the minimum of 49 SH credits. For more information about the Maternal and Child Health Epidemiology Program please visit the program's website at: <http://www.uic.edu/sph/mch/>.

CHS Field Experience Requirements (IPHS 650): 5 SH of field experience credit are required for MPH students regardless of concentration. Students must successfully complete CHSC 421 and CHSC 422 before initiating their field experience requirement. The CHS field experience coordinator works with students to identify appropriate placements based on their interests and career goals. The field experience is carried out under the direct supervision of a site mentor in conjunction with the CHS field experience faculty coordinator who serves as the course instructor for IPHS 650.

The course component requires students (including those whose field placements take place outside of the Chicago area) to participate in four online assignments via Blackboard as well as to submit reflective journal entries to the instructor to evaluate student performance. The reflective journal helps the student to synthesize the experience and to assess how the skills and knowledge gained during graduate study can be applied and integrated in a public health setting.

Class modules focus on a variety of issues that link the field placement to the student's educational and professional development objectives, such as: difference between classroom and workplace learning; managing the role of a young professional; assuring the field placement provides the learning experiences

needed to achieve the learning objectives established for the student; and insights gained from collective problem-solving and reflective journaling.

During the Fall and Spring semester the class meets face-to-face for one 1 ½ hour session each month.

CHS Capstone Requirements- All Concentrations: The purpose of the capstone is for the student to integrate public health principles and knowledge of some aspect of the public health field at the end of the student's degree program. Capstone products may be the result of a survey, analysis of secondary data, systematic literature review, environmental impact statement, grant proposal, position paper, program evaluation or community-engaged research project.

NOTE: Students who plan to conduct research involving human subjects must undergo training and obtain approval of their protocol by the Institutional Review Board (IRB) before beginning the research .

Capstone Products: CHS Students may choose from the following capstone product options. In each instance, the product must be accompanied by a written abstract: Option 1: (A) Poster or (B) Oral Presentation for 1 credit hour; OR Option 2: (A) Poster or (B) Oral Presentation + (C) Paper for 1 to 3 credit hours.

Capstone Product Descriptions: **Poster** - A large format poster displayed with the student available for brief oral presentation and questions/answer sessions. **Oral Presentation** - A 15-minute oral presentation followed by a 5-minute question/answer session. **Paper** - A paper whose content and format will be negotiated by student and advisor. **Note:** The paper must be accompanied by either (A) a poster or (B) an oral presentation. Students selecting the paper option are strongly encouraged to augment the 1 credit capstone (IPHS 698) with a 1 to 2 credit hour independent study (IPHS 596).

Capstone Evaluation/Grading process: For both options 1 and 2, faculty advisors will serve as primary evaluators for their advisees and assign the final capstone grade. Advisors will help students select a second evaluator for option 1 (poster or oral presentation) or a second reader for option 2 (paper), and consider feedback from these additional sources when assigning the capstone grade. In addition, for option 1, supplemental evaluations will be provided by additional CHS faculty members and invited community partners on an "as-available" basis using standardized evaluation tools.

COMMUNITY HEALTH SCIENCES – ONLINE PROGRAM

The division offers both Comprehensive and Professional Enhancement Program (PEP) students the opportunity to earn their MPH through an online format. Similar to the onsite MPH program,

Comprehensive students must complete a minimum of 45 SH and PEP students must earn a minimum of 42 SH.

School-Wide Core Requirements (18-20)

Course	Title	Credits
IPHS 401	Determinants of Health	4SH
IPHS 404	Analytic and Research Methods in Public Health Part 1	3 SH
IPHS 405	Analytic and Research Methods in Public Health Part 2	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (12 SH)

Course	Title	Credits
CHSC 421	Community Health 1: Assessing, Promoting and Improving Community Health	4 SH
CHSC 422	Community Health 2: Evidence-Informed Community Health Interventions	4 SH
CHSC 423	Community Health 3: Professional Development in Public Health Practice	4 SH

Students may present their capstone research with an oral presentation or a poster presentation. Students may also elect to write a paper in journal manuscript form along with an annotated bibliography. Students selecting this option should register for 2 SH of Independent Study (IPHS 596) in addition to the Capstone (IPHS 698).

Approved Specializations (variable SH credits)

Note, a list of courses associated with each specialization will be updated annually. An initial list is identified below for each specialization.

Students in the **Comprehensive Program** must complete the number of electives necessary to earn a minimum of 45 SH credits. Students in the **Professional Enhancement Program** must complete the number of electives necessary to earn a minimum of 42 SH credits. At least 9 credits must be earned in an approved area of specialization. *This restriction may be waived for online students if appropriate online courses are not available.*

Population Health

CHSC 425 – Public Health and Aging (3 SH)

CHSC 510 – Exploring Determinants & Variation in Population Health (3 SH)

CHSC 511 – MCH Delivery Systems: Services, Programs and Policies (3 SH)

CHSC 527 – Critical Issues in Long Term Care Policy (3 SH)

CHSC 528 – Societal Analysis of Health, Aging and the Life Course (3 SH)

CHSC 543 – MCH Policy and Analysis (3 SH)

CHSC 544 – Public Health and Youth (3 SH)

Community Health Interventions

CHSC 460 – Public Health Emergency Preparedness and Response (3 SH)

CHSC 485 – Communications, Mass Media and Public Health (3 SH)

CHSC 584 – Community Organizing for Health (3 SH)

CHSC 586 – Health Behavior Interventions (3 SH)

Community-Based Research Methods

CHSC 434 – Introduction to Qualitative Methods in Public Health (3 SH)

CHSC 446 – Research Methods in Public Health (3 SH)

CHSC 447 – Survey Planning and Design (3 SH)

CHSC 534 – Management and Analysis of Qualitative Data (3 SH)

CHSC 577 – Survey Questionnaire Design (3 SH)

Global Health

IPHS 409 – Global Health Challenges (3 SH)

IPHS 410 – Global Health Solutions (3 SH)

Global Health Elective from Global Health Concentration approved list (3 SH)

CHS Field Experience Requirements (IPHS 650): Students must earn 5 SH of credit by working 320 hours in a public health workplace or setting. Some students may qualify for a reduced practicum of 3 credit hours based on prior public health experience. The CHS field experience coordinator works with students to identify appropriate placements based on their interests and career goals. The field experience is carried out under the direct supervision of a site mentor in conjunction with the CHS field experience faculty coordinator who serves as the course instructor for IPHS 650.

This course component of IPHS 650 requires students (including those whose field placements take place outside of the Chicago area) to participate in four online assignments via Blackboard as well as to submit reflective journal entries to the instructor.

Class modules focus on a variety of issues that link the field placement to the student's educational and professional development objectives, such as: difference between classroom and workplace learning; managing the role of a young professional; assuring the field placement provides the learning experiences needed to achieve the learning objectives established for the student; and insights gained from collective problem-solving and reflective journaling.

CHS Capstone Requirements: The purpose of the capstone is for the student to integrate public health principles and knowledge of some aspect of the public health field at the end of the student's degree program. Capstone products may be the result of a survey, analysis of secondary data, systematic

literature review, environmental impact statement, grant proposal, position paper, program evaluation or community-engaged research project.

NOTE: *Students who plan to conduct research involving human subjects must undergo training and obtain approval of their protocol by the Institutional Review Board (IRB) before beginning the research .*

Capstone Products: CHS Students may choose from the following capstone product options. In each instance, the product must be accompanied by a written abstract: Option 1: (A) Poster or (B) Oral Presentation for 1 credit hour; OR Option 2: (A) Poster or (B) Oral Presentation + (C) Paper for 1 to 3 credit hours.

Capstone Product Descriptions: Poster- A large format poster displayed with the student available for brief oral presentations and questions/answer sessions. **Oral Presentation** - A 15-minute oral presentation followed by a 5-minute question/answer session **Paper-** A paper whose content and format will be negotiated by students and advisors. **Note:** The paper must be accompanied by either (A) a poster or (B) an oral presentation. Students selecting the paper option are strongly encouraged to augment the 1 credit capstone (IPHS 698) with a 1 to 2 credit hour independent study (IPHS 596).

Capstone Evaluation/Grading process: For both options 1 and 2, faculty advisors will serve as primary evaluators for their advisees and assign the final capstone grade. Advisors will help students select a second evaluator for option 1 (poster or oral presentation) or second reader for option 2 (paper), and consider feedback from these additional sources when assigning the capstone grade. In addition, for option 1, supplemental evaluations will be provided by additional CHS faculty members and invited community partners on an “as-available” basis using standardized evaluation tools.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES

The MPH in Environmental and Occupational Health Sciences Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). The MPH Environmental and Occupational Health Sciences Comprehensive program requires a minimum of 43 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time.

School-Wide Core Requirements (18 - 20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (5-8 SH)

Students must choose at least one course from each of the following two areas:

1. Exposure Assessment		
Course	Title	Credits

Select at least one of the following courses:		
EOHS 411	Water Quality Management	4 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 432	Air Quality Assessment and Management	4 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH

2. Health Assessment		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational Diseases	3 SH

Electives (minimum of 19 SH)

Students in a **Comprehensive Program** will select electives in conjunction with their advisor as necessary to reach the minimum of 43 SH credits. **PEP** students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester hours. For students who elect to follow the Environmental and Occupational Health Policy Concentration, a minimum of 43 semester hours will be required even for PEP students. Chosen electives must add depth to the student's training in EOHS, and further the student's attainment of the program competencies.

Concentrations

Students may select from the following concentrations, or may build a general program of study within EOHS, in conjunction with their MPH advisor.

ASAC ABET-ACCREDITED PROGRAM IN INDUSTRIAL HYGIENE (52 SH)

Note, prerequisite course work for entering the Industrial Hygiene program should be completed in the first year and includes a full year of general chemistry, at least one semester of organic chemistry, mathematics through differential and integral calculus, and a course in human physiology.

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 52 SH of credit. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

Industrial Hygiene Core		
Course	Title	Credits
EOHS 405	Environmental Calculations	2 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 425	Evaluation and Control of Physical Agents	4 SH
EOHS 426	Evaluation and Control of Chemical and Biological Agents	4 SH
EOHS 427	Evaluation and Control of the Psychosocial Work Environment	2 SH
EOHS 428	Industrial Hygiene Laboratory I	2 SH
EOHS 432	Air Quality Assessment and Management	4 SH
EOHS 529	Applied Industrial Hygiene and Safety	2 SH
EOHS 551	Occupational Diseases	3 SH
EOHS 563	Occupational Safety and Health Management Systems	3 SH

Recommended Electives		
Course	Title	Credits
EOHS 455	Environmental and Occupational Toxicology	3 SH

EOHS 521	Aerosol Science and Technology	3 SH
EOHS/EPID 530	Current Topics in Occupational and Environmental Epidemiology	2 SH

Additional Requirements for Students Enrolled in ASAC-ABET - Accredited Industrial Hygiene Program

Trainees are required to:

Every year-

- Attend all weekly Illinois ERC Interdisciplinary Seminars (EOHS 495) (held weekly throughout the academic year)
- Attend at least 3 hr of Occupational Medicine Clinic per semester
- Attend at least 4 Industrial Process Tours each year
- Participate actively in at least one Illinois ERC Targeted Research Training Team each semester

Once during the program:

- Present an Industrial Process Talk (scheduled during the ERC Seminar)

WATER QUALITY AND HEALTH (43-57 SH)

Note, students enrolling in this concentration should have at least one year of college chemistry in addition to standard divisional admission requirements to meet the prerequisites of the Water Quality and Health Core Requirements.

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 43-57 SH of credit. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

Water Quality and Health Core		
Course	Title	Credits

EOHS 411	Water Quality Management	4 SH
EOHS 418	Analysis of Water and Wastewater Quality	2 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH

Selectives		
Course	Title	Credits
Select at least three of the following courses:		
EOHS 405	Environmental Calculations	2 SH
EOHS 475	Health Related Database Design and Analysis	4 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EOHS 512	Advanced Water Quality Management Topics	4 SH
EOHS 542	Water Chemistry	4 SH
EOHS 436	GIS for Environmental and Public Health Professionals	4 SH
EOHS 564	Geographic Information System Application in Public Health	3 SH
UPP 461	Geographic Information Systems for Planning	4 SH
EOHS 572	Environmental Risk Assessment and Management	4 SH
CME 521	Environmental Microbiology	4 SH
EPID 594	Outbreak Investigations/Field Epidemiology Methods	SH

Chosen selectives and electives must add depth to the student's training in EOHS, and further the student's attainment of the competencies identified for the program and concentration.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH POLICY (43-51 SH)

Note, students enrolling in this concentration should have at least one year of college chemistry in addition to standard divisional admission requirements to meet the prerequisites of the Environmental and Occupational Health Policy Core Requirement.

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 43-51 SH of credit. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

Environmental and Occupational Health Policy Core		
Course	Title	Credits
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 480	Environmental and Occupational Health Policy	3 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EOHS 580	Seminar in Environmental and Occupational Health Policy	2 SH

Selectives		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 411	Water Quality Management	4 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 432	Air Quality Assessment and Management	4 SH

Electives		
Course	Title	Credits
Select at least two of the following courses, or others in conjunction with your advisor:		
CHSC 485	Communications, Mass Media and Public Health	3 SH
EOHS 461	Community Health and Consumer Protection	2 SH
EOHS 553	Global Environmental and Occupational Health	2 SH
HPA 432	Public Health Advocacy	3 SH

OCCUPATIONAL SAFETY (54-55 SH)

Note, prerequisite course work for entering the Occupational Safety program should be completed in the first year and includes a full year of general chemistry, at least one semester of organic chemistry, mathematics through differential and integral calculus, and a course in human physiology.

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 54-55 SH of credit. In addition, students must adhere to additional requirements as stipulated for their individual program of study.

Occupational Safety Courses		
Course	Title	Credits
EOHS 405	Environmental Calculations	2 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 427	Evaluation and Control of the Psychosocial Work Environment	2 SH
EOHS 428	Industrial Hygiene Laboratory I	2 SH

IE/EOHS 441	Ergonomics and Human Factors	4 SH
IE 461/EOHS 460	Safety Engineering	4 SH
EOHS 529	Applied Industrial Hygiene and Safety	2 SH
EOHS 551	Occupational Diseases	3 SH
EOHS 563	Occupational Safety and Health Management Systems	3 SH
EOHS/EPID 571	Injury Epidemiology & Prevention	3 SH

Selectives (3-4 SH)		
Course	Title	Credits
Select one of the following courses:		
EOHS 425	Evaluation and Control of Physical Agents	4 SH
IE 446	Quality Control & Reliability	4 SH
TSM 421	Agricultural Safety & Injury Prevention	3 SH

Additional Requirements for Students Enrolled in the Occupational Safety Concentration

Trainees are required to:

Every year-

- Attend all weekly Illinois ERC Interdisciplinary Seminars (EOHS 495) (held weekly throughout the academic year)
- Attend at least 3 hr of Occupational Medicine Clinic per semester
- Attend at least 4 Industrial Process Tours each year
- Participate actively in at least one Illinois ERC Targeted Research Training Team each semester

Once during the program:

- Present an Industrial Process Talk (scheduled during the ERC Seminar)

GENERALIST MPH (43 SH)

Students may also create their own program (a minimum of 43 semester hours) in consultation with their advisor. All such programs must have at least one “Exposure Assessment” course and one “Health Assessment” course. Chosen coursework must result in a coherent program of study which adds depth to the student’s training in EOHS, and furthers the student’s attainment of the program competencies.

OCCUPATIONAL MEDICINE RESIDENCY PROGRAM (*OCC. MEDICINE RESIDENTS ONLY*)

Students must complete the School-Wide Course Requirements and all of the following courses in lieu of the Divisional Core Requirements:

Course	Title	Credits
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational Diseases	3 SH
EOHS 571	Injury Epidemiology and Prevention	3 SH
EOHS 563	Occ Safety & Health Mgmt Systems	3SH

Electives

Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours as required in the Professional Enhancement Program (PEP).

EOHS Field Experience Requirements: The Field Experience is required of all students regardless of concentration. The majority of students will be required to complete a 5 SH credit assignment (320 contact hours). Some students may qualify for a reduced practicum of 3 SH credits (192 contact hours) depending on their prior public health experience and career goals. Students should discuss the possibility of obtaining a reduced credit hour requirement with their advisor.

EOHS Capstone Requirements: A Capstone is an analytical project that addresses some aspect of occupational and environmental health through completion of a research project, program evaluation, needs assessment, policy white paper, analysis of secondary data, systematic literature review, or other approach approved by the student's advisor. The Capstone project should consist of a hypothesis or specific question; problem or hypothesis statement based on background reading and research; analysis; description of possible ways to solve the problem; and recommendation or conclusion.

Where appropriate, students in the Comprehensive MPH program are encouraged (although not required) to select a Capstone project that is related to their Field Practicum experience. They may also base it on another experience, such as a research assistantship, volunteer activity, or public-health related employment. PEP students may choose to report a research project or may evaluate some aspect of public health–related work.

The Capstone project must be summarized in a poster presentation and in a 1-page written abstract. The student will also present it via a brief (approximately 10 minute) oral presentation. ***Poster Presentation Format***- Standard research poster presentation format is available in the office of the Academic Advisor, and includes instruction on poster size, layout, font size. **Poster presentations** should include title, author(s), background, problem statement/hypothesis, methods, results, discussion and conclusion sections, acknowledgements, including others engaged in the project who were not already listed as co-authors, the organization at which the project took place, and all sources of funding.

NOTE: All MPH students are required to undergo human subjects training. If the capstone project includes human subjects, students will need to have their protocols approved by the Institutional Review Board (IRB). For further information regarding specific EOHS Capstone protocol and timelines, please see the EOHS Forms and Resources website:

<http://publichealth.uic.edu/departments/eohs/students/formsresources/>.

Capstone Evaluation / Grading Procedures: Students will present the posters and make the brief oral presentations at the EOHS Capstone date for the Fall, Spring, or Summer semester. Students unable to participate in a given semester should plan on presenting at the subsequent semester. Grading is satisfactory/unsatisfactory based on agreement of faculty advisor and faculty reader, but no grades will be assigned in the absence of formal poster presentation, written abstract, and brief oral presentation.

EPIDEMIOLOGY

The Comprehensive MPH program requires a minimum of 53 semester hours (SH). The Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time.

School-Wide Core Requirements (18 - 20 SH)

Course	Title	Credits
IPHS 401	Determinants of Public Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core Requirements (18 SH)

Course	Title	Credits
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH

EPID 411	Epidemiology of Chronic Diseases	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
BSTT 401	Biostatistics II	4 SH

Electives

Comprehensive students may use their electives to pursue a course of study in the following divisional concentration; or may customize their program of study by selecting from a broad range of course work to meet their career goals and interests. Chosen electives must create a coherent program of study which adds depth to the student's training in Epidemiology and furthers the student's attainment of the program competencies. **PEP** students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours.

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY CONCENTRATION (51-54 SH)

Students electing the Maternal and Child Health Epidemiology concentration must complete the School-Wide Course Requirements and the courses below in lieu of the Divisional Core Requirements to reach a minimum of 51-54 total program hours.

Concentration Requirements

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
CHSC 510	Determinants and Variation in Population Health	3 SH
CHSC 511	MCH Delivery Systems: Services, Programs, and Policies	4 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
Select <u>two</u> of the following courses:		
CHSC 421	CH 1- Assessing, Promoting and Improving Community Health	3 SH

CHSC 422	CH 2- Evidence-Informed Community Health Interventions	3 SH
CHSC 434	Qualitative Methods	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
Select <u>one</u> of the following courses:		
EPID 409	The Epidemiology of HIV/AIDS	2 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
Select <u>one</u> of the following courses:		
EPID 518	Epidemiology of Pediatric Diseases	3 SH
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	3 SH

Electives

Students may select elective courses in conjunction with their advisor as necessary to reach the minimum of 51-54 total program hours. For more information about the Maternal and Child Health Epidemiology Program please visit the program's website at: <http://www.uic.edu/sph/mch/>

Field Experience Requirements: All students must undertake a field experience for 3-5 semester hours. Required hours are determined based on the field experience responsibilities (64 clock hours equals 1 SH). The field experience must be practical, applied and public health in orientation, and should preferably be with an organized public, not for profit, or private agency. The field experience need not be an unpaid internship. Working with his/her advisor, and with the latter's signed approval, the student must submit a detailed (but brief) field experience proposal to the field site preceptor. Students must obtain signed agreements with the agency and the on-site supervisor. Final evaluations are required of both the supervisor and the student, and must be signed by the student's academic advisor. Final Student and Supervisor Evaluation Forms must be given to the advisor for review and signature in order to obtain a grade for IPHS 650.

NOTE: MPH students in the MCH Epidemiology program are required to conduct their practicum at a state or local public health agency.

Capstone Requirements: Students must complete a formal oral presentation to division's students and faculty on a topic as described below. The presentation will conform to the format and time length of a paper delivered at the annual meetings of the American Public Health Association (APHA), approximately 12-15 minutes.

The topic is to be approved by the student's advisor, and a final abstract of the presentation is to be submitted at least one week prior to the presentation. Where appropriate, students are encouraged to present findings based on their field experience (IPHS 650). However, it may take an alternative form, such as a comprehensive review of the literature on a public health issue from an epidemiologic perspective; a report on another research project in which the student has taken part; a proposal for a study to address an important public health issue; or another format acceptable to the student and his/her academic advisor or faculty mentor. The topic should not be the same as one already addressed in a paper submitted for a previous course.

The presentation should consist of the following:

- Introduction to the problem or issue
- Explanation of the methods used to research the topic
- Summary of the results or findings
- Conclusions as to the public health implications of the results
- Recommendations for practical applications or further research

NOTE: Students who plan to conduct research involving human subjects must undergo training and obtain approval of their protocol by the Institutional Review Board (IRB) before beginning their research .

Capstone Evaluation/Grading Procedures: Three faculty members will evaluate the quality of the presentation. Each faculty member will assess the experience based on three criteria: content (60%), organization (20%) and oral presentation (20%). If the presentation is evaluated as unsatisfactory by at least two of the three faculty members, the student will be required to submit a written paper, including citations, covering the same material as the oral presentation. The written paper will be evaluated by the three committee members on the content and organization of the material. In some cases, the capstone review committee may simply require written clarification or additional analyses pertinent to identified deficiencies in the oral presentation.

Performance Standards: In addition to school-wide standards, no grade below “B” is acceptable in any Epidemiology or Biostatistics required course. If a grade below “B” is achieved in such a course, it may be repeated once. Failure to maintain this standard will be grounds for dismissal from the Epidemiology Program.

HEALTH POLICY AND ADMINISTRATION

HPA offers four distinct MPH programs: 1. MPH in Public Health Policy and Management (PHPM) Comprehensive Program (51 SH); 2. onsite Professional Enhancement Program (PEP 42 SH); 3. online Professional Enhancement Program (PEP 42 SH); and 4. online MPH with concentration in Public Health Informatics (45 SH).

MPH IN PUBLIC HEALTH POLICY AND MANAGEMENT (PHPM) (52 -54 SH)

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core (22 SH)

Course	Title	Credits
HPA 402	Social Ethics and Public Health	3 SH

HPA 403	U.S. Health Care System	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH
HPA 432	Public Health Advocacy	3 SH
HPA 444	Strategic Planning and Budgeting	3 SH
HPA 460	Introduction to the Economics of Health & Healthcare	3 SH
HPA 467	Health Policy Analysis	3 SH
HPA 468	HPA MPH Capstone Experience	1 SH

Selectives (6-7 SH) select any two:

Course	Title	Credits
HPA 431	Law and Public Health	3 SH
HPA 443	Health Planning Concepts and Practice	3 SH
HPA 445	Organizational Leadership in Public Health	3 SH
HPA 465	Health Information and Decision Support	4 SH

*Other courses may be approved in consultation with your advisor.

Electives (6 SH)

Students are encouraged to use the electives as an opportunity to take coursework from elsewhere within the School; based upon their career interests and their academic and professional preparation at the time of matriculation. Student should work with their advisors in making the selection.

Field Experience Requirements: The Field Experience provides the student with practical experience in a public health setting. The overall learning objective of the Field Experience is for the student to apply and integrate the skills and knowledge learned during their graduate study in a real-world application.

The Field Experience may be taken in a single semester or over several semesters for a total of 3-5 sh. The number of hours is decided in consultation with the student's faculty advisor. One semester hour of credit is awarded for every 64 contact hours.

Capstone Requirements: By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the Capstone Advisor for approval. Strategies for completing the Capstone requirement might involve a field practicum, self-study, research project or other experience. The Capstone project must lend itself to demonstrating the integration of HPA core areas with at least one other core area of public health.

At least six weeks prior to the public presentation of the Capstone project, the student will present a draft of the presentation to the Capstone Advisor and the HPA faculty member that is their first Evaluator for comment and feedback.

The completed Capstone product will include the following elements:

- statement of the issue
- review of the relevant literature
- description of the methods needed or actually used to address the issue
- description of the anticipated or actual results
- summary of the lessons to be learned or actually learned

Oral Presentation - - Each student will make a public presentation, approximately 15 minutes in length, that reports on the Capstone project and demonstrates effective achievement of learning objectives, notably the integration of public health concepts beyond those related to HPA content.

Evaluation / Grading Procedures: The Capstone project presentation will be reviewed, evaluated and graded by a faculty member chosen by the student as a capstone evaluator and by one other faculty member chosen by the department. The two faculty reviewers must reach consensus on a "pass" or "fail" grade for the Capstone project presentation.

PROFESSIONAL ENHANCEMENT PROGRAM (ONSITE PEP 42 SH)

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
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IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Divisional Core (12 SH)

Course	Title	Credits
HPA 403	U.S. Health Care System	3 SH
HPA 444	Strategic Planning and Budgeting	3 SH
HPA 460	Introduction to the Economics of Health and Healthcare	3 SH
HPA 467	Health Policy Analysis	3 SH

Selectives (3-4 SH) select one

Course	Title	Credits
HPA 430	Introduction to Public Health Policy	3 SH
HPA 432	Public Health Advocacy and Issue Management	3 SH

HPA 445	Organizational Leadership in Public Health	3 SH
HPA 465	Health Information and Decision Support Systems	4 SH

Electives

Students must complete a sufficient number of elective credit hours to bring the program total to 42 SH. Electives are to be selected in consultation with the advisor, and must contribute to a coherent program of study which adds depth to the student's training in Health Policy and Administration and furthers the student's attainment of the program competencies.

Field Experience Requirements: same as above.

HPA Capstone Requirements: same as above

PROFESSIONAL ENHANCEMENT PROGRAM (ONLINE PEP 42 SH)

School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 404	Analytic and Research Methods in Public Health Part 1	3 SH
IPHS 405	Analytic and Research Methods in Public Health Part 2	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit

Investigator Training 101	Non-credit
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Divisional Core (12 SH)

Course	Title	Credits
HPA 403	U.S. Health Care System	3 SH
HPA 444	Strategic Planning and Budgeting	3 SH
HPA 460	Introduction to the Economics of Health and Healthcare	3 SH
HPA 467	Health Policy Analysis	3 SH

Selectives (3-4 SH) select one

Course	Title	Credits
HPA 430	Introduction to Public Health Policy	3 SH
HPA 432	Public Health Advocacy and Issue Management	3 SH
HPA 445	Organizational Leadership in Public Health	3 SH
HPA 465	Health Information and Decision Support Systems	4 SH

Electives

Students must complete a sufficient number of elective credit hours to bring the program total to 42 SH. Electives are to be selected in consultation with the advisor, and must contribute to a coherent program of study which adds depth to the student's training in Health Policy and Administration and furthers the student's attainment of the program competencies.

Field Experience Requirements: same as above.

HPA Capstone Requirements: same as above

ONLINE MPH IN PUBLIC HEALTH INFORMATICS (45 SH)
School-Wide Core Requirements (18-20 SH)

Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 404	Analytic and Research Methods in Public Health Part 1	3 SH
IPHS 405	Analytic and Research Methods in Public Health Part 2	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Core Requirements (7 SH)

Course	Title	Credits
HPA 465	Health Informatics and Decision Support Systems	4 SH
HPA 481	Development of Public Health Surveillance Information Systems	SH

Selectives (select 3 courses)

In consultation with the advisor, the student should select three (3) courses from the following list. The selection should define a coherent profile of competencies.

Course	Title	Credits
HPA 436	GIS Applications for Environmental and PH Professionals	4 SH
HPA 480	Database Design and Analysis	4 SH
HPA 483	Management of Communication Systems for PHI Applications	4 SH
HPA 485	Legal and Ethical Issues in Public Health Informatics	3 SH
HPA 486	Survey of Public Health Information Systems	4 SH
HPA 488	PH Information Systems Evaluation and Program Management	3 SH
HPA 563	Web-Based Public Health Information Systems	4 SH
HPA 564	Geographic Information Systems Applications in Public Health	3 SH
HPA 565	Data-mining Applications in Public Health	SH

Electives

Students should select at least (2) courses from the following list that will supplement the student's desired profile of competencies. The number of electives must bring the total number of credits to a minimum of 45 SH.

Course	Title	Credits
HPA 455	Geographic Information Systems Integrative Project	2 SH
HPA 444	Strategic Planning and Budgeting Applications	3 SH
HPA 445	Organizational Leadership	3 SH
BHIS 509	Informatics for Clinical Investigators	3 SH
BHIS 527	Knowledge Management in Healthcare Organizations	3 SH
BHIS 528	Consumer Health Informatics in PH	3 SH

Field Practicum Experience

All PHI students must complete a Field Practicum (3 SH) and Capstone Experience (1 SH). Waivers will not be granted. (64 contact hours equals 1 SH of credit.) The main purpose of the field practicum is to give students an opportunity to study a real-world application of information technologies or information systems in a public health or healthcare setting. Each student must work with his/her advisor to design and customize the practicum based upon the student's individual experience, background, and interests.

Overall Field Practicum Objective : Students will acquire experience and develop skills in the application of basic public health informatics concepts and specialty knowledge to the solution of public health/healthcare problems.

Field Practicum Learning Objectives: Through the field practicum experience, PHI students will be able to:

- Apply public health informatics concepts and knowledge in a practice setting.
- Complete a defined project and demonstrate public health informatics competence in an area of public health practice or healthcare setting.
- Demonstrate public health informatics skills and knowledge in an area of interest not covered in depth elsewhere in their educational plan.

Students are encouraged to choose a topic and a preceptor from a setting close to their workplaces or home.

The following forms must be completed prior to the start of the practicum.

- Field Practicum Liability Agreement
- IPHS Registration Form
- Field Practicum Learning Agreement

At the completion of the Field Practicum, two additional forms must be completed:

- Student's Evaluation of Field Experience
- Preceptor's Evaluation of Student Performance

Capstone Experience

By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the advisor for approval. The capstone product is

designed to demonstrate that students are able to integrate the theories, concepts and competencies that they have acquired in addressing a public health or healthcare problem. The Capstone product will take the form of a report (10 to 15 pages, double spaced) consisting of: Title; Purpose and Objectives; Literature Review; Methods and Analysis; Results and Discussions; Public Health Significance of the Project; Limitations At least six weeks prior to the completion of the Capstone project, the student will present a draft of the paper to the advisor for comment and feedback.

Exemplary reports will be considered for publication in the Online Journal of Public Health Informatics (<http://ojphi.org>).

Capstone Learning Objectives: The student's report must demonstrate his or her ability to:

- Identify a significant public health or healthcare issue.
- Identify the relevant knowledge and competencies from across the public health informatics program needed to analyze the problem selected.
- Demonstrate ability to integrate PHI concepts, knowledge and competencies in conducting an analysis of the problem selected.
- Produce a coherent and convincing report addressing the problem selected.

Registering for the MPH Capstone (IPHS 698) PHI students must register for 1 SH of IPHS 698 in the semester immediately prior to graduation. Students must complete the IPHS Registration Form found at: <http://publichealth.uic.edu/currentstudents/studentforms/>.

Evaluation / Grading Procedures: The Capstone paper will be reviewed, evaluated and graded by a Program Director/ Advisor.

Graduation: Students must complete the following forms before the end of the 2nd week of the semester in which the student expects to graduate:

- Final MPH Program Proposal
- [Pending Degree List Process/Intent to Graduate](#)
- Proof of research training requirements

Please contact Rocelia Viramontes (rviram1@uic.edu) Online Education Program Coordinator, for more information about these forms.

JOINT DEGREE PROGRAMS

The School of Public Health offers six Joint or Coordinated Degrees which allow students to complete both an MPH degree and a second degree in a shortened timeframe.

Joint Degree	CHS	EOHS	Epi	HPA
<u>MBA/MPH</u>	X	X	X	X
<u>MSW/MPH</u>	X	X	X	X
<u>DC/MPH</u>	X	X	X	X
<u>JD/MPH</u>				X
<u>DVM/MPH</u>			X	
<u>MD/MPH</u>	X	X	X	X

MBA/MPH

The UIC College of Business Administration and the School of Public Health offer a joint degree program leading to the Master of Business Administration (MBA) and the Master of Public Health (MPH).

Programs of study leading to the MBA/MPH joint degree are offered by each of the following:

- Community Health Sciences
- Environmental and Occupational Health Sciences
- Epidemiology
- Health Policy and Administration

Length of Program: Full-time students may complete the degree in two and one-half years; part-time students in three and one-half years.

Admission Requirements: Students must apply separately and be accepted to **both** the College of Business Administration and School of Public Health. Interest in the joint degree program should be indicated on the admissions applications.

Program Requirements: All students must satisfy the requirements for both the MBA and MPH program. The program is tailored to accommodate students on either a full-time or part-time basis. Students should confirm all course requirements with each degree program.

Core Requirements by School (44-46 SH)

Business Administration Core Courses (26 SH)		
Course	Title	Credits
ACTG 500	Intro to Financial & Management Accounting	4 SH
ECON 520	Microeconomics for Business Decisions	4 SH
FIN 500	Intro to Corporate Finance	4 SH
IDS 532	Decision Models & Info. Systems II	4 SH

MGMT 541	Organizational Behavior	4 SH
MKTG 500	Introduction to Marketing	4 SH
MBA 570	Enterprise Strategy (capstone course)	2 SH

School of Public Health Core Courses (18- 20 SH)*		
Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
	OR	
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
	AND	
IPHS405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH
Required Non-Credit Training:		
http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Electives

MBA Electives (12 SH)

Students must take at least twelve SH of credits that comprise an approved concentration in the College of Business Administration.

MPH Divisional Core and Electives

Students must satisfy requirements of one of the public health disciplines offered by the School of Public Health. MPH course electives must at a minimum bring the total MPH program hours to 42 semester hours, inclusive of shared credit hours.

Tuition and Fees Assessment: Current information on the tuition and fees structure may be obtained from Assistant Dean Angela Prazza Winters, Liautaud Graduate School of Business.

Advising: Students will be assigned advisors from each program: one faculty member from Business Administration and one faculty member from the School of Public Health.

Transferring into the MBA / MPH joint degree program: Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs.

Leaving the program before the requirements for the joint masters is complete: Students who leave after completing the necessary hours for one of the degrees, either the Master of Business Administration or the Master of Public Health, but before completing the joint MBA/MPH, will receive the former degree. Students completing solely the Master of Public Health may (depending on background experience) be required to satisfy requirements of a comprehensive MPH program.

Contact Information

School of Public Health

Brandon Sieglaff
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(312) 996-6628
sieglaff@uic.edu

Liautaud Graduate School of Business

Angela Prazza Winters
Assistant Dean, UIC Business Student Services
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MSW/MPH

The UIC School of Public Health (SPH) and Jane Addams College of Social Work (CSW) offer a joint program leading to the Master of Social Work/Master of Public Health (MSW/MPH). Programs of study leading to joint MSW/MPH degrees are offered by each of the following SPH Divisions:

- Community Health Sciences
- Environmental and Occupational Health Sciences
- Epidemiology
- Health Policy and Administration

Length of Program: Full time students may complete the programs in three to three and ½ years.

Admission Requirements: Students must apply to and be admitted separately to both the School of Public Health and the College of Social Work master's degree programs. The policies of each program with respect to admission requirements, degree requirements, and other academic requirements are applicable. To be considered for admission students must take the GRE (required for admission to SPH), have earned a baccalaureate degree from an accredited institution, and satisfy other application requirements for each college.

Program Requirements: Students must complete a minimum of 42 semester hours of course work at SPH as required by the specific SPH division and must complete 62 semester hours of course work as required for the MSW (inclusive of shared credit hours).

Required Coursework: The coursework for the joint degree will include 1) core courses in Social Work (1st year MSW), 2) core courses in Public Health, 3) divisional core courses in either Community Health Sciences, Epidemiology, Environmental and Occupational Health, or Health Policy and Administration; 4) concentration courses in Social Work (2nd year MSW), 5) shared electives; 6) field work, optimally at a site which allows the student to integrate his or her training in social work and public health, and 7) a capstone project reflecting the integration of the student's public health and social work training.

Core Social Work Requirements (44 SH)

SocW430 Practice I: Generalist Practice with Individuals, Families & Groups, SocW410 Human Behavior and the Social Environment, SocW460 Research I: Social Work Research, SocW570, Field Instruction I, SocW431 Practice II: Generalist Practice with Task Groups, Organizations, & Communities, Socw411 Social

Work in a Multicultural Society, SocW420 Policy I: Social Welfare Policy & Services, and SocW571 Field Instruction II; and six semester hours of electives which may be satisfied by counting public health coursework.

Advanced Social Work Courses by Concentration (34 SH)

Students select one:

Community Health and Urban Development (CHUD) Concentration Requirements: SocW 519, 531, 572, 520, [563, 565 or 567], 573; and 3 SH electives

Child and Family Concentration Requirements: SocW 582, 552, 572, 583, [563, 565 or 567], 573; and 3 SH electives

Mental Health Concentration Requirements: SocW 586, 554, 572, 587, [563, 565 or 567], 573; and 3 SH electives

School Social Work Concentration Requirements: SocW 588 Practice III: School social work, SocW 555: Policy II School social work, SPED 410 Survey of characteristics of learners with disabilities, SocW 572 Field III: School social work, SocW 589 Practice IV: School social work, SocW 565 Research II: School social work, SocW 573 Field IV: School social work, and 3 sh of electives.

Core School-wide MPH Requirements (18 - 20 SH)

IPHS 401, IPHS 402 [or the equivalent online courses- IPHS 404 and IPHS 405], IPHS 403, IPHS 698, and IPHS 650.

Advanced Public Health Courses by Concentration (variable)

Community Health Sciences Core Requirements: Students in Community Health Sciences must complete CHSC 421, CHSC 422, CHSC 423, and an approved specialization.

Environmental and Occupational Health Core Requirements: Students in EOHS must complete one of the following: **Exposure Assessment courses:** EOHS 411, EOHS 421, or EOHS 432; and select one of the following **Health Assessment Courses:** EOHS 455, or EOHS 551. In addition students must complete EOHS 480, and up to 9 semester hours of electives in consultation with their advisor.

Epidemiology Core Requirements: Students in Epidemiology must complete EPID 404, EPID **406**, EPID 410, EPID 411, EPID 591 and BSTT 401.

Health Policy and Administration Core Requirements: HPA students must complete HPA 403, HPA 444, HPA 460, HPA 467 and one of the following: HPA 430, HPA 432, HPA 445 or HPA 465.

Shared Credit Hours

Electives: Except for students in the *School Social Work concentration*, students may reduce the number of credit hours by six, counting six semester hours of public health coursework toward the MSW course electives. *Since School Social Work concentration students must take SPED 410 as a part of their required concentration-specific coursework, they only have 3 sh of electives instead of the 6 sh of electives in the other MSW concentrations.* Depending on the student's MPH concentration, the joint program may be reduced by an additional 1 to 9 semester hours by counting advisor-approved social work courses toward MPH elective hours. Available elective hours by MPH concentration: 2 sh CHS; 1 sh Epidemiology; up to 3 sh (one pre-approved SocW course) EOHS; 9 sh HPA].

Field Work/ Field Instruction Hours: With proper planning and approval of the SPH advisor, the joint program may be reduced by an additional three to five semester hours by incorporating a significant public health experience into the Social Work Field Instruction (SocW 570-573).

Maximum Permissible Shared Hours: The maximum allowable number of shared credit hours is 17 semester hours for students in the School Social Work Concentration. The maximum allowable number of shared credit hours for students in the other three MSW concentrations is 20 semester hours. The actual number of shared credit hours that will be permitted is dependent upon the student's division and advisor approval.

Progression through the Program: Students will typically alternate between the colleges beginning with the MSW; for example, in Year 1 students will complete the MSW core course requirements in Year 2. Students will complete the majority of MPH course requirements in Year 3. Students will return to the College of Social Work to complete their MSW concentration requirements and may also take MPH coursework. Students may require one additional semester to complete their MPH coursework within the School of Public Health.

Tuition and Fees: Tuition and fees charged by the two programs differ. Students will be charged MSW tuition and fees for their first year of study and MPH tuition and fees for the second year. In year three, MSW tuition and fees will be applied again. If students must then complete remaining credit hours for the MPH program, the student will be charged MPH tuition and fees for their final semester of attendance.

Transferring into MSW/MPH joint degree program: Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Students entering from the SPH individual degree program will begin the Social Work core sequence immediately.

Leaving the program before the requirements for the joint masters is complete: Students who leave after completing the necessary hours for one of the degrees, either the Master of Social Work or the Master of Public Health, but before completing the joint MSW/MPH, will receive the former degree. Students completing solely the Master of Public Health may (depending on background experience) be required to satisfy requirements of a comprehensive MPH program.

Contact Information:

School of Public Health

Susan Altfeld

Associate Dean for Academic Affairs

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Jane Addams College of Social Work

Christopher Mitchell, PhD

Associate Dean for Doctoral Studies and Academic Programs

(312) 996-8509

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DC/MPH COORDINATED PROGRAM

The UIC School of Public Health (SPH) and the National University of Health Sciences (NUHS) offer a coordinated program leading to the Doctor of Chiropractic (DC) and the Master of Public Health (MPH).

Programs of study leading to coordinated DC/MPH degrees are offered by each of the following SPH Divisions:

- Community Health Sciences
- Environmental and Occupational Health Sciences
- Epidemiology
- Health Policy and Administration

Program Goals: The goals of this coordinated program include: (1) providing students with a core understanding of the ways in which complementary and alternative medicine (CAM), chiropractic and public health work together and can be integrated for efficient and effective health care, health policy and research, (2) enhancing the educational value of each degree by coordinating respective curricula, and (3) increasing the professional impact of both degrees by developing a well-trained group of professionals capable of integrating and addressing issues at the intersection of public health and CAM.

Length of Program: Full time students may complete the programs in four and one-half years including twelve trimesters of required DC course work, concurrent UIC SPH courses and one full-time semester at UIC.

Admission Requirements: Students must apply to and be admitted separately to both the School of Public Health and the National University of Health Sciences Doctor of Chiropractic degree program. The policies of each program with respect to admission requirements, degree requirements, and other academic requirements are applicable.

To be considered for admission students must take the GRE, have earned a baccalaureate degree from an accredited institution, and satisfy other application requirements for each institution.

Applicants must be accepted into both schools and complete the DC/MPH application available from NUHS, Thomas Grieve, DC, MPH, phone: (630) 889-6442, tgrieve@nuhs.edu.

Program Requirements: Students must complete a minimum of 42 semester hours of course work at SPH as required by the specific SPH division. Students' work at UIC may qualify for up to twelve hours of elective credit at the National University of Health Sciences, depending on the specific courses chosen and applicability to the elective credit required for the NUHS DC program. Students will be required to meet all other curricular requirements of both NUHS and the UIC SPH division. Students are strongly encouraged to begin studies at both schools in the Fall term. Students receiving financial aid through NUHS will be designated as students with NUHS as the “home” school and UIC as the “host school” through an NUHS – UIC consortium agreement.

Progression through the Program: DC/MPH students will be enrolled in the year-round, 12 trimester NUHS DC program, concurrently taking UIC SPH courses. Students will take one full-time term at UIC (UIC intensive term) with no NUHS courses, permitting students to complete courses not offered on-line and to become immersed in the culture of research and academic inquiry at UIC. During the final 2 DC terms (clinical internship), students will be assigned to the NUHS Chicago Clinic located in the UIC Marketplace near the UIC SPH campus. In addition to the regular clinical hours, the student will complete MPH courses, field work or any required or elective courses not available on-line.

Advising: Students in the coordinated program have a NUHS DC faculty advisor and are mentored by Dr. Thomas Grieve, DC, MPH at NUHS. In addition, the DC/MPH students will be assigned a UIC SPH division specific advisor for the MPH program, take part in the UIC SPH orientation, and complete required non-credit training.

Contact Information

School of Public Health

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312-355-1134
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National University of Health Sciences
Thomas Grieve, DC, MPH
(630) 889-6442
tgrieve@nuhs.edu

JD/MPH COORDINATED PROGRAM

The UIC School of Public Health and the Chicago-Kent College of Law, Illinois Institute of Technology offer a coordinated program leading to the Juris Doctor (JD) and the Master of Public Health (MPH).

The program of study leading to the JD/MPH degrees is offered through the **Health Policy and Administration** division.

Length of Program: Full-time students may complete the degree in four and one-half years; part-time students in up to five and one-half years.

Admission Requirements: Students must apply and be accepted to both the Chicago-Kent College of Law, IIT and UIC School of Public Health. Interest in the coordinated program should be indicated in the admission applications. LSAT scores may be substituted for GRE scores as part of the application to the School of Public Health

Program Requirements: Students must complete a minimum of 42 semester hours of course work at SPH through the Health Policy and Administration (HPA) division. Students' work at UIC will qualify for twelve hours of elective credit at Chicago-Kent (approximately one semester's work). During the remaining semesters at Chicago-Kent, students will be required to meet all other curricular requirements of the law school. Students may begin their study by attending either school first, but cannot take courses at both schools during the same semester without special approval by both schools. Students receiving financial assistance are advised to attend only one school during an academic year.

The coordinated program is tailored to accommodate students on either a full-time or part-time basis. Each institution will assess its own tuition and fees.

Core Requirements by School (60 SH)

Juris Doctorate Core Courses (40 SH)		
Course	Title	Credits
Law 206	Legislative Process	3 SH
Law 251	Contracts	5 SH
Law 253	Torts	5 SH
Law 257	Criminal Law	3 SH
Law 258	Civil Procedure	5 SH
Law 259	Legal Writing 1	3 SH
Law 260	Legal Writing 2	2 SH
Law 261	Property	4 SH
Law 275	Constitutional Law	4 SH
Law 415	Professional Responsibility	2 SH
Law 431	Legal Writing 3	1 SH
Law 432	Legal Writing 4	3 SH
School of Public Health Core Courses (18-20 SH)		
Course	Title	Credits
IPHS 401	Determinants of Population Health	4 SH
IPHS 402	Analytic and Research Methods in Public Health (onsite)	6 SH
IPHS 404	Analytic and Research Methods in Public Health Part 1 (online)	3 SH
IPHS 405	Analytic and Research Methods in Public Health Part 2 (online)	3 SH
IPHS 403	Public Health Systems, Policy and Management	4 SH

IPHS 650	Field Experience in Public Health*	3 SH
IPHS 698	MPH Capstone Experience**	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Electives – (69 SH)

JD Electives (47 SH; inclusive of shared courses)

Through elective courses students may pursue a deeper understanding of a particular substantive, health-related area, including disability law, elder law, environmental and energy law, family law, food and drug law, genetics and law, health law, medical malpractice, and reproductive technologies law.

MPH Division Requirements and Electives (22-24 SH)

Students must satisfy requirements of the Health Policy and Administration's MPH Professional Enhancement Program. MPH course electives must at a minimum bring the total MPH program hours to 42 semester hours.

Shared Courses: Twelve hours of course-work (roughly one semester's worth of credit) taken at the School of Public Health will count toward elective credit at Chicago-Kent, enabling full-time students to complete both degrees in 4 ½ years. With proper planning, participation in clinical experiences and/or externships at Chicago-Kent also may satisfy the School of Public Health's field practicum requirement and provide a foundation for the MPH Capstone project.

Tuition and fees: While a student is attending one school, he or she will be considered on official leave of absence at the other school. Thus, the student will pay tuition and be eligible for scholarship support at only one school at a time. Students must file a leave of absence with SPH for the terms they will be attending Law School.

Advising: Students will be assigned joint advisors, one faculty member from Chicago-Kent College of Law and one faculty member from the School of Public Health.

Transferring into JD/MPH coordinated degree program: Students who enter either of the individual degree programs and later decide to transfer into the coordinated program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs.

Leaving the program before the requirements for the coordinated program are complete: Students who leave after completing the necessary hours for one of the degrees, either the Juris Doctor or the Master of Public Health, but before completing the coordinated JD/ MPH will receive the former degree. Students completing solely the Master of Public Health may (depending on background experience) be required to satisfy requirements of a comprehensive MPH program.

Contact Information

School of Public Health

William Kling, JD
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IIT Chicago-Kent College of Law

Harold J. Krent, JD
Dean, Chicago-Kent College of Law, IIT
(312) 906-5010
Hkrent@kentlaw.edu

DVM/MPH

The College of Veterinary Medicine at the University of Illinois Urbana-Champaign (UIUC) and the UIC School of Public Health offer a joint degree program leading to the Doctor of Veterinary Medicine (DVM) and Master of Public Health (MPH) degrees.

Within the School of Public Health, the program of study leading to the DVM/MPH joint degree is offered through the Epidemiology division:

Length of Program: Full-time students may complete the degree in five years.

Admission Requirements: Students must apply and be accepted to both the UIUC College of Veterinary Medicine DVM program and the School of Public Health. Students must have earned a baccalaureate degree to qualify for admission to the joint degree program. Applicants should indicate interest in the joint program on the admission applications.

Program Requirements

All students must satisfy the requirements for both the DVM and MPH program. The joint DVM/MPH program is a five year program of study consisting of a combination of on-line and on-site courses and concluding with a research based Capstone project. Students in the program must satisfy the required four years of the professional veterinary medicine curriculum as well as a minimum of 42 semester hours of required and elective courses in Public Health toward the Master of Public Health degree program; including required School-wide core and division requirements of Epidemiology.

Veterinary Medicine students are encouraged to complete one or more Public Health courses in the Summer preceding and following their DVM1 Year. Veterinary Medicine students will ordinarily complete Years 1 through 3 of their veterinary medicine training at UIUC, while taking some public health courses on-line. DVM students will spend a minimum of two semesters (fall and spring) in residence at the UIC School of Public Health following their third year of veterinary medicine training. Students are encouraged to spend a summer in Chicago to complete their field experience and capstone project in a public health- related setting. Students will return to UIUC to complete their fourth year clinical rotations.

Shared Courses: Up to 12 SH of required MPH courses may be counted toward the free electives required of DVM students during their 4th year clinical rotations. Between 3-5 semester hours of credit for field practicum and capstone experience (1 hour) may apply to the DVM degree. No more than 25% of total credit hours required may be shared between the programs.

Tuition and fees: While a student is attending one school, he or she will be considered on official leave of absence at the other school. Thus, the student will pay tuition and be eligible for scholarship support at only one school at a time.

Advising: Students will be assigned joint advisors, one faculty member from UIUC College of Veterinary Medicine and one faculty member from the UIC School of Public Health.

Transferring into DVM/MPH joint degree program: Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the joint masters is complete: Students who leave after completing the necessary hours for one of the degrees, either the DVM or the MPH, but before completing the joint DVM/MPH, will receive the former degree. Most students completing solely the MPH would be required to satisfy requirements of a comprehensive MPH program.

Contact Information

School of Public Health

Susan Altfeld
Associate Dean for Academic Affairs
312-355-1134
saltfeld@uic.edu

UIUC - College of Veterinary Medicine

Jack Herrmann, DVM, MPH
Director, DVM/MPH Program
(217) 265-6586
jah1110@uic.edu

MD/MPH

The UIC College of Medicine (COM) and the UIC School of Public Health offer a joint degree leading to the Doctor of Medicine (MD) and Master of Public Health (MPH) degrees.

Programs of study leading to the MD/MPH joint degree are offered by each of the SPH Divisions:

- Community Health Sciences
- Environmental and Occupational Health Sciences
- Epidemiology
- Health Policy and Administration

Length of Program: Full-time students may complete the degree in five years.

Admission Requirements: *Students must* apply and be accepted to both the UIC College of Medicine program and School of Public Health. Applicants should indicate interest in the joint degree program on the admission applications.

Program Requirements

All students must satisfy the requirements for both the MD and MPH program; including a minimum of 42 semester hours of MPH course work. (More may be required depending on SPH division.)

Concurrent public health course work during the M1 through M3 years is discouraged. However, SPH night or online courses might be allowed at the discretion of the advisors (subject to approval of the COM program governing body or Senior Associate Dean and the SPH Associate Dean for Academic Affairs) for select students who have established excellent academic standing in both the College of Medicine and School of Public Health

An example of progression through the joint degree MD/MPH program follows:

Course	Title	Credits
M1 YEAR		
FALL AND SPRING SEMESTERS		

Students complete M1 Year requirements		
SUMMER SEMESTER		
Students may take 1 or 2 of the aforementioned MPH courses in the Summer following M1 Year		
M2 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M2 Year requirements		
M3 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M3 Year requirements		
YEAR 4 (42 SH) - School of Public Health Courses		
Students pursue one year of full-time study at the School of Public Health. Students typically take 15 SH of course work in both the Fall and Spring semesters for a total of 42 SH.		
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit
YEAR 5		
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
M4 Rotations:		
Med or Peds Sub – 1 to 4 weeks Specialties – 18 weeks Anesthesia/ Radiology – 4 weeks Ophthalmology – 1 weeks Otolaryngology – 2 weeks Orthopaedics – 2 weeks		

Dermatology – 2 weeks Neurology – 2 weeks
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Shared Courses: With proper advisement, MD/MPH students may complete between 3 and 5 semester hours of the MPH field experience (IPHS 650) during the M4 year and receive (6 to 8) weeks of credit toward MD electives.

With proper planning and prior approval of the MPH advisor, joint degree students may take a non-clinical medical elective during their M4 year and receive independent study credit toward the MPH degree. [For example two semester hours of independent study may be awarded for completing the 30 contact hour multi-disciplinary course: “Patient Safety and Quality Outcomes”.

With proper planning and prior approval by the Medical School, joint degree students may receive credit toward the M4 electives by taking an advanced-level public health course.

No more than 25% of the total hours for both degrees will consist of shared course work.

Tuition and Fees: Tuition and fees charged by the two programs differ. Students will be charged the College of Medicine tuition and fees during their M1 through M4 years. The School of Public Health tuition and fees will be assessed while taking MPH courses during the Summer terms and during the year of study at the School of Public Health.

Advising: Students in the joint program will have two advisors, one from the College of Medicine faculty and one from the divisional School of Public Health faculty, to assist the student with each respective program. Joint advisors will ensure that the students understand the program requirements and any course sequence requirements. They will also suggest electives appropriate to the students’ interests.

Transferring into MD/MPH joint degree program: Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Medical students should contact Dr. Jorge Girotti, Associate Dean and Director, Admissions, Special Curricular Programs, COM, for assistance with putting together an application package for the MPH program.

Leaving the program before the requirements for the joint degree is complete: Students who leave after completing the necessary hours for one of the degrees, either the MD or the MPH, but before completing the joint MD/MPH, will receive the former degree. Most students completing solely the Master of Public Health would be required to satisfy requirements of a comprehensive MPH program.

Contact Information

School of Public Health

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INTERDEPARTMENTAL CONCENTRATIONS

MPH students may participate in the following Interdepartmental Concentrations :

Interdepartmental Concentration	CHS	EOHS	Epidemiology	HPA
<u>Gender and Women's Studies</u>	x	x	x	x
<u>Global Health</u>	x	x	x	x
<u>Survey Research</u>	x			
<u>Violence Studies</u>	x	x	x	x
<u>Women's Health</u>	x	x	x	x

GENDER AND WOMEN'S STUDIES

The School of Public Health is a participating department in the graduate concentration in Gender and Women's Studies offered by the Gender and Women's Studies Program at the University of Illinois at Chicago. Once admitted to SPH, students may apply to the GWS Program for admission to the concentration.

Experiencing GWS courses will allow students to critically examine issues of women and gender, as well as their complex intersections with race, class, ethnicity, and sexual identity; providing a rich, interdisciplinary focus.

For additional details about the program visit:

<http://www.uic.edu/depts/wsweb/academics/graduate.html>.

Contact Information

Jennifer Brier
Director of Gender and Women's Studies
312-413-2458
jbrier@uic.edu

GLOBAL HEALTH

The Global Health Concentration is designed to attract students at the master's level who are interested in preparing for international careers in government, health care agencies, NGOs, industry, and academic institutions. International students who undertake the concentration will be better prepared to return to their home countries to work in the country's ministry of health, international governmental agencies, and other health care organizations.

At the conclusion of the concentration, students will be able to:

- Describe key historical events that have shaped public health internationally;
- Analyze the economic, political, social, and other contextual properties of global health;
- Discuss the significance of gender in relation to health in a global context;
- Apply appropriate theoretical frameworks to public health program development in the global context;
- Identify and apply community health prevention and intervention models appropriate for diverse global contexts;
- Apply methodological skills appropriate to global studies including rapid assessment techniques and program evaluation;
- Promote ethical principles in international research and practice;
- Apply information and technology transfer techniques;
- Draw upon international or other relevant experience to inform their global health careers

Upon admission to the SPH division of their choice ([CHS](#), [Epidemiology](#), [EOHS](#) or [HPA](#)), students apply to the Global Health Concentration through submission of a Global Health Concentration Application and Program of Study. With proper planning the concentration can be completed during the same time period required for the MPH Professional Enhancement Program (PEP) or MPH Comprehensive program.

In addition to MPH program requirements, students electing the Global Health Concentration must complete a minimum of 9 semester hours consisting of the following courses:

Concentration Course Requirements (6 SH)

Course	Title	Credits
IPHS 409	Global Public Health Challenges	3 SH
IPHS 410	Global Public Health Solutions	3 SH

Electives (3 SH)

Taking a cross-disciplinary approach to public health, the Global Health Concentration draws upon course work and other resources throughout UIC that will help GH students to deepen their knowledge and understanding of the challenges, issues, and skills required to successfully address health problems globally. Selection of an elective should be made with the help of the student's academic advisor.

Students should select at least one of the courses listed below to satisfy the Global Health Concentration 3 SH elective requirement. Please note that registration is subject to the offering department's approval.

Additional Requirements for MPH Students

IPHS 650 MPH Field Experience in Public Health (3 to 5 SH)

IPHS 698 MPH Capstone Experience (1 SH)

MPH students must complete the **MPH Field Experience and the MPH Capstone Experience** with a **global health focus**. For most students it is anticipated the Capstone Project will be based upon the student's global health field experience. Students must assure that the MPH Field Experience and Capstone Experience meet the academic requirements of the division in which the student is enrolled. As such, students must meet with both the divisional field practicum coordinator and Alyson Lofthouse, Projects Coordinator, to assure the experience meets the academic requirements for both the division and the global health concentration.

Students are encouraged to complete a field experience based internationally or to identify an appropriate alternative. Global health field experiences include but are not limited to: working with an international NGO, a global health agency, or an ethnic community in the U.S.

With permission from their advisor, PEP MPH students with prior international experience suitable for their division have the option of either petitioning the Committee on Academic Progress (CAP) to waive the field experience or undertaking the internship. If the internship is waived, students in the concentration must complete an additional 3 SH elective in global health. (With proper planning, the substitute elective may satisfy both GHC and division requirements.)

For a current listing of approved Global Health Elective Courses and Offering Departments, students should contact Alyson Lofthouse, Senior Associate Director, Global Health Program.

Contact Information

Alyson Lofthouse, MUPP
Senior Associate Director, Global Health Program
(312) 996-0054
alofth2@uic.edu

Also, visit the School of Public Health Global Health website at <http://publichealth.uic.edu/globalhealthinitiative/>.

SURVEY RESEARCH METHODOLOGY

The Interdepartmental Graduate Concentration in Survey Research Methodology, for master's and doctoral students, provides graduate students with state-of-the-art knowledge and skills in scientifically-grounded survey research methodologies. Graduate students electing the Interdepartmental Graduate Concentration in Survey Research Methodology receive the master's or PhD after having fulfilled the requirements of the Graduate College, their major academic units, and the Interdepartmental Graduate Concentration in Survey Research Methodology.

Students must complete a minimum of 14 semester hours, consisting of at least 7 SH of approved core courses and electives. No more than 3 SH of independent study may be used toward satisfying the concentration.

Core Courses (minimum of 7 SH)

Students must complete three of the six courses listed below. (NOTE: If a student elects to complete both BSTT 440 and STAT 431, only one of those courses may be counted toward fulfilling the core course requirement):

Course	Title	Credits
CHSC 447	Survey Planning and Design	3 SH
CHSC 577	Survey Questionnaire Design	3 SH
BSTT 440	Sampling & Estimation Methods Applied to Public Health	3 SH
STAT 431	Introduction to Survey Sampling	4 SH
PA 588	Survey Data Reduction and Analysis	2 SH
PA 579	Practicum in Survey Research	2 SH

Elective Courses

Students must complete elective courses from the list below sufficient to complete 14 SH of total required coursework. (Elective courses may include courses from the list of core courses if those courses

are not used to complete the core requirement.) No more than one independent study course (1 to 3 SH) may be used as an elective.

Course	Title	Credits
POLS 467	Public Opinion and Political Communication	4 SH
PA 580	Survey Nonresponse	2 SH
PA 578	Polling, Public Opinion and Public Policy	4 SH
PA 581	Cross-Cultural Survey Measurement	2 SH
PA 582	Survey Data Collection Methods	2 SH
PA 583	Psychology of Survey Measurement: Cognitive and Social Processes	2 SH
PA 584	Internet Surveys	2 SH
PA 585	Survey Research Ethics	2 SH
PA 586	History of Survey Research	2 SH
STAT 531	Sampling Theory I	4 SH
STAT 532	Sampling Theory II	4 SH

Course Substitutions: Students may substitute another course with permission of their graduate degree academic advisor and the Director(s) of the Survey Research Methodology Concentration. In general, no more than one course or independent study course (1 to 3 SH) may be substituted. However, under special circumstances, a student may petition for approval of additional courses.

Election of the Concentration: Students must be admitted or enrolled as a regular graduate student in a master's or doctoral degree program in one of the participating academic units listed at the concentration web site. Students must prepare a proposed schedule of coursework that fulfills the Interdepartmental Graduate Concentration in Survey Research Methodology requirements. The proposal must be signed by the student and his/her academic advisor. The signed proposal must be submitted to the Director(s) of the Survey Research Methodology Concentration. Concentration Director(s) will notify

the student and academic advisor of the student's acceptance into the Concentration and whether the proposed coursework is approved.

Contact Information

Allyson Holbrook, PhD
Associate Professor, Public Administration
312-996-0471
allyson@uic.edu

Also, visit the Interdepartmental Graduate Concentration in Survey Research Methodology at <http://www.srl.uic.edu/gcsrcm.htm>.

VIOLENCE STUDIES

The School of Public Health is a participating department in the graduate concentration in Violence Studies offered in collaboration with the Departments of Criminology, Law, and Justice, Psychology, and Political Science as well as the Gender and Women's Studies Program and the Jane Addams College of Social Work. The concentration is administered jointly through the Department of Criminology, Law, and Justice and the College of Social Work.

Composed of courses from multiple disciplines, this concentration provides students with a holistic view of the problem of violence in society and deepens their knowledge and skill set to address it. This concentration aims to produce broadly trained individuals who can apply theories and methods from multidisciplinary perspectives to critically analyze and effectively respond to various types of violence in society through innovative programs of research, policy development, treatment, and prevention. The concentration requires a minimum of 11 semester hours (4 courses) with two courses selected from a list of foundational courses and then two additional supplementary courses.

For additional details about the program including the required course work, review the Graduate Catalog description at <http://www.uic.edu/gcat/SWVIOS.shtml>.

Contact Information

Patricia O'Brien, PhD
Associate Professor, Jane Addams College of Social Work
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WOMEN'S HEALTH

The Interdepartmental Graduate Concentration in Women's Health is co-sponsored by the UIC College of Nursing, the School of Public Health, and the Gender and Women's Studies program. The Concentration is housed within the College of Nursing.

This Concentration encompasses the multidisciplinary of Women's Health and provides training in the foundations of Women's Health through its structure and content. The Core courses provide a broad overview of the field and issues within Women's Health, and they address the need for a conceptual and applied background in Women's Health. The elective allows a student to pursue an issue or area of professional interest in Women's Health. The multidisciplinary requirement in this Concentration ensures that a student has significant exposure to a paradigm other than the dominant paradigms used within their own school or department.

This concentration is an elective concentration for graduate students, consisting of core and elective courses across several academic units. The Concentration curriculum can be completed without the need to change existing graduate college or departmental academic requirements. In the case of certain academic units, however, students may need to complete additional hours beyond the minimum required for a masters or a doctoral degree within their home school, college or department.

The Interdepartmental concentration in Women's Health requires 12 semester hours (SH) and is designed for completion in as little as four semesters by completing one course each semester. Students must complete at least 6 SH outside of their home area and take one core course from three separate areas: 1) Introductory Women's Health, 2) Women's Health Specific Issues, and 3) Theory/Methods.

For a complete description of the concentration, including its target audience, course requirements, and designated and affiliated faculty see the College of Nursing website at:
http://www.uic.edu/nursing/prospectivestudents/womens_health_concentration.shtml.

Contact Information

Carrie Klima, CNM, PhD
Concentration Director and Clinical Associate Professor of Nursing
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MPH DEGREE COMPETENCIES

The MPH program is designed so that an MPH student will achieve the 47 competencies listed below by the time he/she graduates. The competencies are grouped within ten learning domain. These competencies are limited in their focus to learning that is expected to occur as a result of completing core courses, field and capstone experiences, and other activities that are required of all MPH students. Competencies for the MPH degree within each academic division provide further specialized objectives appropriate to students in each division.

Graduates of the MPH program should be able to:

Basic Health Science Skills

Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.

Identify the research methods used in all basic public health sciences.

Apply the basic public health sciences, including epidemiology, health and policy administration, behavioral and social sciences, biostatistics, and environmental and occupational public health, to the prevention of illness and injury.

Describe the potential linkages and interactions among multiple determinants of health at intrapersonal, interpersonal, organizational, community, and societal levels (i.e., ecological model).

Communicate an understanding of theoretical explanations of racial and ethnic disparities in forces influencing health.

Describe the role of molecular determinants in health and illness within an ecological model of public health.

Analytic Skills

Define a problem in public health.

Use appropriate data and statistical methods for problem identification and resolutions and for program planning, implementation and evaluation.

Select and define variables relevant to defined public health problems.

Use data to illuminate ethical, political, scientific, economic and overall public health issues.

Synthesize core public health knowledge using analytic tools.

Integrate theory into public health practice.

Apply empirical knowledge to public health practice.

Apply rigorous critical thinking to the analysis of public health problems.

Cultural Skills

Demonstrate an in-depth understanding of the dynamic forces of cultural diversity and their implications for public health both within the United States and internationally.

Interact sensitively, effectively and professionally with people from diverse ethnic, socioeconomic, educational and professional backgrounds, and with persons of all ages and lifestyle preferences.

Identify the role of cultural factors in determining disease, disease prevention, health promoting behavior, and health care services organization and delivery.

Develop and adapt approaches to public health that take into account cultural differences.

Information and Technology

Define a public health problem for purposes of literature research process.

Demonstrate library skills, including the ability to conduct computerized literature searches, for researching problems in public health.

Use one of several statistical packages (e.g., EPI Info, SAS) to analyze data to address public health problems.

Use basic data management software in public health.

Use one of several graphics software packages (e.g., PowerPoint) to develop presentations for public health problems.

Describe the role of information systems in improving the effectiveness of public health activities.

Communication Skills

Communicate effectively both in writing and orally to diverse professional and lay audiences regarding public health issues.

Present accurately and effectively demographic, statistical, programmatic and scientific public health information for professionals and lay audiences.

Lead and participate in groups to address specific public health issues.

Use the media to communicate important public health information.

Policy Development

Understand the historical development and structure of state, local and federal public health-related agencies.

Describe the U.S. institutions and processes of policy-making in public health and recognize that these differ in different societies.

Communicate an understanding of the impact of public policies and policy-making on one's work in public health.

Recognize relevant theories of social policy and how they explain policy-making in public health.

Describe the use of evidence-based decision-making in policy-making in public health.

Describe processes and strategies used to inform and influence policy makers as they develop policies, laws, and regulations that impact on the public's health.

Leadership and Systems Thinking

Know what is required to assess a public health organization's structure and performance.

Participate in and contribute to strategic planning in public health.

Describe public health and health care delivery systems.

Describe the elements of organizational leadership including strategies for knowing how to coordinate teams, manage conflicts, motivate staff and continuous quality improvement.

Financial Planning and Management

Develop and justify a budget.

Manage public health programs within budget constraints.

Monitor performance of public health programs.

Understand the role of cost-effectiveness, cost-benefit, and cost utility analyses in the management of public health resources.

Community Dimensions of Practice

Establish and maintain linkages with key stakeholders in community-based initiatives to address public health issues.

Describe the process for developing, implementing, and evaluating a community public health assessment.

Describe the scientific, ethical, and practice dimensions of community-based participatory research.

Ethics

Use and apply ethical analysis to inform decision-making in public health.

Apply ethical principles to the collection, maintenance, use, and dissemination of data and information.

COMPETENCIES BY DIVISION AND CONCENTRATION

BIostatistics / QUANTITATIVE METHODS COMPETENCIES

In addition to school-wide competencies for all MPH graduates in Public Health, an MPH graduate in Quantitative Methods will attain skills in the practice of biostatistics for research in academic, government, and industry settings. Upon graduation s/he will be able to:

Apply standard biostatistics methods to public health problems.

Work with data files and statistical packages.

Demonstrate the ability to recognize the appropriate research design for an analysis problem.

Communicate effectively about biostatistical methods, results and interpretation.

COMMUNITY HEALTH SCIENCES COMPETENCIES

In addition to the school-wide competencies, for students pursuing the MPH degree in Community Health Sciences, the following competencies apply:

Design and develop approaches to public health problems, taking into account community and cultural health definitions, culturally-based health behaviors, and cultural communication styles in planning and implementing effective programs and evaluations. These approaches also involve the community in assessing health needs, selecting a program approach, and planning, implementing and evaluating health programs.

Work effectively in cross-cultural settings and with culturally diverse communities, promote cultural competence within an organization, and compare culturally appropriate public health interventions cross-culturally within the U.S. and internationally.

Access and use national/state/local data sets for data management, determining statistical significance of data; analyze primary and secondary data; monitor data gathering; and review data analysis. Use data and community assessment information to develop solutions to complex public health problems and demonstrate creative problem solving.

Design a health education program for a specific audience, including selecting an appropriate intervention strategy, program objectives and evaluation, and include a rationale for all decisions. They also will know when and how to use principles of mass media communication in selecting/designing a health education intervention.

Analyze public health policy, regulation and/or legislation; design a policy position; write a policy statement; design and implement an advocacy plan promoting the policy; and defend a policy position in a controversial area.

Identify components of a good research design; create a simple quantitative and qualitative research study; select the quantitative, qualitative or combination of analytical methods research process appropriate for a particular public health research problem; select/monitor appropriate research tools; select the qualitative research method appropriate for a public health research problem; and explain how qualitative research will "interact" with public health data sets and other quantitative information.

MATERNAL AND CHILD HEALTH CONCENTRATION

In addition to the Community Health Sciences MPH competencies, the following competencies apply for students pursuing the Maternal and Child Health concentration:

Scientific Basis

Students will have basic knowledge and demonstrate an understanding of:

The major domestic and international causes of mortality and morbidity within MCH populations, including differences between the U.S. and other developed and less developed countries.

The normal patterns of individual and family growth and development from an intergenerational and lifespan perspective.

The determinants of health and illness, and concomitant theories including biological, behavioral and socio-cultural influences such as racism, sexism, and economic disparity, as well as protective factors.

The characteristics of health care systems, including dimensions of, use of, and access to health care.

The principles and theories of population-based health promotion at the individual, family and community levels.

The theories and principles of community organization, change, and development.

A comprehension of the foundations of scientific inquiry, and the uses and limitations of conceptual frameworks.

Students will be able to:

Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity.

Identify the scientific underpinnings and determine the validity of evidence for interventions addressing MCH problems.

Apply knowledge of demographic, health, familial, socio-cultural, environmental and community factors to the design of MCH programs and services.

Critically analyze inequities in health status based on race, class, and gender.

Recognize different strengths, needs, values, and practices of diverse cultural, racial, ethnic, and socioeconomic groups and determine how these factors affect health status, health behaviors, and program design.

Methodological/Analytical skills

Students will have basic knowledge and demonstrate an understanding of:

Research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures.

Epidemiological concepts and descriptive epidemiology.

Use of data to illuminate ethical, political, scientific, economic and overall public health issues.

Strengths and limitations of qualitative and quantitative methods.

Data collection strategies and their strengths and limitations, including surveys, focus groups, and record-based information.

Principles and key features of community assessment, program design, implementation, and evaluation.

Students will be able to:

Prepare and interpret data from vital statistics, censuses, surveys, service utilization, and other relevant reports on the health of MCH populations, and have the ability to detect meaningful inferences from data and the translation of data into information.

Apply appropriate qualitative methods to understand maternal and child health status.

Conceptualize and appropriately use data and statistical/epidemiological methods for problem and asset identification, assessment, program planning, implementation, and evaluation.

Formulate hypotheses or research questions, develop and implement an analytic strategy.

Evaluate the integrity and comparability of data and identify existing gaps.

Extract data from primary and secondary sources; use basic statistical and graphics software, including programs such as EPID-info, SPSS, and SAS for data management, analysis, and the linkage of data sets.

Management and Communication

Students will have basic knowledge and demonstrate an understanding of:

Organizational and management theories and practices, and their administration in both public and private agencies.

The application of inter-organizational theories including contractual agreements and linkages and the use of principles of systems development, management, and analysis.

The purpose, rationale, activities, and performance measures for existing major MCH programs.

Appropriate use of networking, team building, small group processes, advocacy, negotiation, and conflict resolution skills, and the knowledge of community organization and coalition-building techniques to address maternal and child health issues and problems.

Techniques of soliciting and maintaining consumer and other constituency involvement at all levels of organization.

The processes, organization, and administration of quality management techniques in maternal and child health programs and agencies, including an understanding of the appropriate use, analysis, and interpretation of quality improvement data as it applies to employees, clients, and management.

Students will be able to:

Apply knowledge of management and organizational theories and practices to the development, planning, staffing, administration, and evaluation of public health programs, including the implementation of strategies promoting integrated service systems for MCH populations.

Integrate population-based health promotion and disease prevention strategies within primary care and other service delivery systems.

Develop mechanisms to monitor and evaluate programs and service networks for their effectiveness and quality, including the use of performance measures.

Develop, justify, and present a budget.

Develop the background and significance section of a grant application and/or develop the rationale for a program or intervention, incorporating scientific, methodological, and practice knowledge and skills as appropriate.

Effectively write and present reports to agency boards, administrative organizations, legislative bodies, consumers, and/or the media using demographic, statistical, programmatic, and scientific information.

Use appropriate techniques for development and dissemination of professional development and continuing education programs for MCH professionals.

Effectively resolve internal employee and/or organizational conflicts through knowledge of applicable management techniques.

Develop and maintain an affiliation with community/consumer boards, boards of directors, and coalitions.

Effectively and appropriately use information technology, including but not limited to computer graphics and other software necessary for efficient program management and communication.

Policy and Advocacy

Students will have basic knowledge and demonstrate an understanding of:

The historical development and scientific basis of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving maternal and child health populations.

Significant past and current national legislative mandates relevant to the development and delivery of MCH services.

The structure and roles of legislative, judicial and administrative bodies at the national, state and local levels.

The organization and financing of health services in the United States and the position of MCH within the system.

The theories and mechanisms of MCH policy development and implementation within the scope of health and other public policy programs in the United States.

The operation of federal entitlement programs in conjunction with private insurers to financially support maternal and child health services.

Students will be able to:

Identify essential gaps in existing MCH programs and implement appropriate policy and advocacy measures to assure optimal care.

Identify public health laws, regulations, and policies related to specific programs.

Place a maternal and child health program within the historical and current context of related programs.

Collect and summarize data relevant to a particular policy/problem; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.

State the feasibility and expected outcomes of and barriers to achieving each policy option and decide on the appropriate course of action.

Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience.

Develop a plan to implement a policy, including goals, outcome and process objectives, implementation steps and evaluation plan.

Translate policy into organizational plans, structures and programs.

Values/Ethics

Students will have basic knowledge and demonstrate an understanding of:

The philosophy, values, and social justice concepts associated with public health practices in MCH, and an appreciation that concepts and theories apply to all MCH populations, irrespective of socioeconomic or Title V eligibility status.

The principles and issues involved in the ethical and sensitive conduct of practice and research within MCH populations, and in the organization and delivery of public health services within communities and governmental agencies; including the ethical and confidential collection of data and its management, analysis, and dissemination.

The philosophical concepts and rationale underlying the delivery of family-centered, comprehensive, community-based, and culturally competent MCH and public health services and programs, including recognition of community assets.

Students will be able to:

Practice ethical conduct in program management, research, and data collection and storage.

Promote cultural competence concepts within diverse MCH settings.

Build partnerships within MCH communities and constituencies to foster community empowerment, reciprocal learning and involvement in design, implementation, and research aspects of MCH programs and systems.

MCH Leadership

Students will be able to:

Articulate my personal values and beliefs and how they align with public health values.

Understand how my personal attitudes, beliefs, and experiences (successes and failures) influence my leadership style.

Share thoughts, ideas, and feelings about MCH/Public health issues effectively in discussions, meetings, and presentations with diverse individuals and groups.

Understand how to develop and maintain positive relationships with community and agency partners, colleagues, administrative staff, and key stakeholders.

Understand the levels of evidence used in the guidelines of the U.S. Preventive Health Services Task Force.

Use a standard approach to critically review research articles, addressing such issues as study design, sample size, confidence intervals, and use of appropriate statistical tests.

Understand the theories pertaining to conflict management and negotiation affect groups with conflicting interests.

Understand the influence of personal biases and assumptions influence individual and organizational behavior.

Mentorship

Students will be able to:

Identify the characteristics of a positive mentoring relationship, including confidentiality, mutuality of purpose, and trust.

Understand the responsibility of both parties in the mentor-mentee relationship.

Participate in a mutually beneficial mentoring relationship.

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY

In addition to the school-wide competencies, the following competencies apply for students pursuing the Maternal and Child Health Epidemiology concentration:

Surveillance & Assessment

Students will be able to:

Identify the major domestic and international causes of mortality and morbidity within MCH populations, including differences between the U.S. and other developed and less developed countries.

Describe the normal patterns of individual and family growth and development from an intergenerational and lifespan perspective.

Understand the determinants of health and illness, and concomitant theories including biological, behavioral and socio-cultural influences such as racism, sexism, and economic disparity, as well as protective factors.

Apply understanding of human and environmental biology and behavioral sciences principles to determine potential biological mechanisms underlying maternal and child health status outcomes.

Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity.

Describe populations by age, race/ethnicity, culture, and other societal factors of relevance to the MCH population.

Identify environmental, social, and cultural factors that affect the health of women, children, and families in the community.

Identify key sources of population data needed to answer questions of interest in maternal and child health.

Synthesize key findings from primary and secondary data to determine whether and the extent to which an MCH public health problem exists.

Identify different types of surveillance methods for specific MCH public health problems.

Evaluate sources, quality, and limitations of surveillance data for MCH health problems.

Document the community health care delivery system in relation to the health needs of the MCH population.

Identify specific populations within a geographical entity that each MCH public health program seeks to reach.

Use principles and key features of community assessment, program planning and design, implementation, and evaluation.

Develop mechanisms to monitor and evaluate programs and service networks for their effectiveness and quality, including the use of performance measures.

Identify the scientific underpinnings and determine the validity of evidence for interventions addressing MCH problems.

Study Design and Implementation of Studies

Students will be able to:

Understand principles of research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures.

Identify the strengths and limitations of qualitative and quantitative methods.

Describe data collection strategies and their strengths and limitations, including surveys, focus groups, and record-based information.

Formulate hypotheses or research questions, develop and implement an analytic strategy.

Identify key variables including environmental and biological factors that are routinely considered in reproductive, perinatal and pediatric epidemiology analyses.

Describe the key theories underpinning studies of reproductive, perinatal and pediatric health outcomes (e.g., weathering hypothesis, life-course approach).

Describe the major epidemiologic study designs to be used to investigate maternal and child health problems, including the strengths, weaknesses and best uses of each.

Describe the relationship between epidemiologic study designs and other study design types (e.g., experimental and quasi-experimental designs) and know when various design types are appropriate for various types of investigations (e.g., evaluations, etiologic studies).

Outline key methodological issues in the studies of reproductive, perinatal and pediatric outcomes and approaches to successfully address these issues.

Identify knowledge gaps in reproductive, perinatal and pediatric epidemiology, synthesize relevant information, formulate focused research questions, and conduct analysis to address these gaps.

Data Analysis and Interpretation

Students will be able to:

Prepare and interpret data from vital statistics, censuses, surveys, service utilization, and other relevant reports on the health of MCH populations, and have the ability to detect meaningful influences from data and the translation of data into information.

Extract data from primary and secondary sources; use basic statistical and graphics software, including programs such as EPID-info, SPSS, and SAS for data management, analysis, and linkage of data sets.

Describe analysis issues and limitations of key MCH datasets.

Understand reasons to link data and challenges in linking data.

Develop a conceptual and statistical analysis plan appropriate to answer questions under investigation.

Use a variety of statistical methods appropriate to answer the questions under investigation.

Utilize data analysis strategies in a variety of applied situations: summarizing data including ranking, trend analysis, resource allocation, development and monitoring of performance measures.

Understand the difference between statistical and practical significance when describing and reporting on an MCH health problem.

Understand the use of stratified regression modeling as an alternative way to handle effect modification (interaction).

Perform basic multivariable analyses as needed and appropriately handle potential confounders and effect modifiers.

Interpret the relevance of analytic findings for the design, implementation and/or enhancement of MCH public health programs.

Use the appropriate cultural/social/political framework to develop recommendations for the design, implementation and/or enhancement of MCH public health programs.

Data Reporting, Translation, and Dissemination

Students will be able to:

Use appropriate networking, team building, small group processes, advocacy negotiation, and conflict resolution skills, and the knowledge of community organization and coalition-building techniques to address maternal and child health issues and problems.

Describe the pros and cons of different data reporting techniques.

Know when it is necessary or beneficial to report stratum-specific data.

Report study findings in relationship to existing MCH policies, regulations, and laws as well as the social, economic, political, and environmental context.

Report study findings using the appropriate cultural/social/political framework to develop recommendations or interventions.

Use the appropriate reporting techniques (e.g. correct graphs, pie charts, etc.) to communicate key MCH health status and health service issues to multiple stakeholders (e.g., general public, news media, policy-makers).

Use effective written and oral communication skills, including accurate and effective preparation and presentation of findings to a variety of MCH stakeholders (e.g., general public, news media, policy-makers).

MCH Leadership

Students will be able to:

Articulate their personal values and beliefs and how they align with public health values.

Identify how their personal attitudes, beliefs, and experiences (successes and failures) influence my leadership style.

Discuss principles and issues involved in the ethical and sensitive conduct of MCH practice and research, including the ethical and confidential collection of data and its management, analysis, and dissemination.

Share thoughts, ideas, and feelings about MCH/Public health issues effectively in discussions, meetings, and presentations with diverse individuals and groups.

Develop and maintain positive relationships with community and agency partners, colleagues, administrative staff, and key stakeholders.

Policy and Advocacy

Students will be able to:

Describe the historical development and scientific basis of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving maternal and child health populations.

Identify significant past and current national legislative mandates relevant to the development and delivery of MCH services.

Describe the structure and roles of legislative, judicial and administrative bodies at the national, state and local levels.

Identify the theories and mechanisms of MCH policy development and implementation within the scope of health and other public policy programs in the United States.

Collect and summarize data relevant to a particular policy/problem and articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.

Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience.

Develop a plan to implement a policy, including goals, outcome and process objectives, implementation steps and evaluation plan.

Values/Ethics

Students will be able to:

Describe the philosophy, values, and social justice concepts associated with public health practice in MCH, and articulate that concepts and theories apply to all MCH populations, irrespective of socioeconomic or Title V eligibility status.

Discuss principles and issues involved in the ethical and sensitive conduct of practice and research within MCH populations, and in the organization and delivery of public health services within communities and governmental agencies; including the ethical and confidential collection of data and its management, analysis, and dissemination.

Identify ethical conduct in public health research and practice.

Build partnerships within MCH communities and constituencies to foster community empowerment, reciprocal learning and involvement in design, implementation, and research aspects of MCH programs and systems.

ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES COMPETENCIES

In addition to the school-wide competencies, for students pursuing the MPH degree in Environmental and Occupational Health Sciences, the following competencies apply:

Demonstrate an understanding of the basic mechanisms by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, receptor and health effects) and the means to develop controls or interventions to protect humans and ecological systems.

Express a working knowledge of the basic sciences deemed most relevant for the study of environmental and occupational health – toxicology, epidemiology and environmental chemistry.

Be able to collect, analyze and interpret environmental and occupational data.

Describe the structure of regulations and policies that govern the efforts to protect workplace and environmental health.

Exhibit the ability to implement an occupational or environmental health investigation or project and clearly report the results.

ABET-ACCREDITED PROGRAM IN INDUSTRIAL HYGIENE

In addition to the EOHS MPH competencies, students in the **ABET-Accredited Industrial Hygiene** concentration have both applied science and industrial hygiene competencies. :

For applied science knowledge and skills, students will be able to:

1. Apply knowledge of mathematics, science, and applied sciences
2. Design and conduct experimental investigations
3. Analyze and interpret data
4. Formulate or design a system, process, or program to meet desired needs
5. Function on multidisciplinary teams
6. Identify and solve applied science problems
7. Demonstrate professional and ethical responsibility
8. Communicate effectively
9. Describe the impact of solutions in a global and societal context
10. Recognize the need for engaging in life-long learning
11. Discuss and critique contemporary issues relevant to environmental and occupational health
12. Use the techniques, skills, and modern scientific and technical tools necessary for professional practice

For industrial hygiene knowledge and skills, students will be able to:

1. Identify agents, factors, and stressors generated by, or associated with, defined sources, unit operations, or processes
2. Describe qualitative and quantitative aspects of generation of agents, factors, and stressors
3. Recognize, analyze, and evaluate the physiological and toxicological interactions of physical, chemical, biological, and ergonomic agents, factors, and stressors with the human body

4. Apply qualitative and quantitative methods to assess exposures through multiple routes of entry
5. Understand dose-response models and regulatory approaches to risk assessment
6. Integrate exposures with dose-response models to estimate health risk through multiple routes of entry
7. Compare exposure and risk estimates with guidelines and regulations to characterize the magnitude of health hazard
8. Employ statistical methods to analyze and interpret data
9. Apply epidemiologic methods to interpret exposure-health outcome relationships
10. Recommend and evaluate engineering, administrative, and personal protective equipment controls and other interventions to reduce or eliminate hazards
11. Apply management practices to health and safety programs
12. Be able to make a business case for workplace health and safety
13. Interpret and apply occupational and environmental regulations
14. Appreciate and apply a multidisciplinary perspective that includes occupational safety, occupational medicine, occupational health nursing, environmental health, occupational and environmental epidemiology, and injury prevention
15. Recognize the importance of life-long learning and attaining professional certification
16. Describe conceptual models used in the assessment, evaluation, and control of occupational hazards
17. Apply conceptual and mathematical models to the assessment, evaluation, and control of occupational hazards

ENVIRONMENTAL AND OCCUPATIONAL HEALTH POLICY

In addition to the Environmental and Occupational Health Sciences MPH competencies, students in the Environmental and Occupational Health Policy concentration will be able to:

Explain the structure of regulations and policies that govern the efforts to protect the environment and worker health, including the legal and economic principles that influence the development of such protections at different levels of government.

Demonstrate the ability to evaluate an environmental health policy problem, identify relevant stakeholders including government, businesses, community groups, and individuals, and communicate effectively with them and with the media.

OCCUPATIONAL SAFETY

In addition to the Environmental and Occupational Health Sciences MPH competencies, students in the Occupational Safety concentration will be able to:

Evaluate workplace safety hazards and anticipate related adverse health consequences.

Utilize exposure and injury data as the basis for developing solutions to workplace safety hazards.

WATER QUALITY AND HEALTH

In addition to the Environmental and Occupational Health Sciences MPH competencies, students in the Water Quality and Health concentration will be able to:

Evaluate water quality impairment and anticipate related adverse health consequences.

Utilize water quality data, geographic information, and regulatory requirements as the basis for developing solutions to impairments in water quality.

EPIDEMIOLOGY COMPETENCIES

In addition to the school-wide competencies, for students pursuing the MPH degree in Epidemiology, the following competencies apply:

Appreciate the history and philosophy of epidemiology as a public health science.

Understand the implications of epidemiology for other health specialists.

Understand the fundamental measures and study designs used in epidemiology.

Understand and be able to apply statistical methods commonly used in epidemiology.

Have substantive knowledge of epidemiology.

Have knowledge of protocol development, subject recruitment, data collection, quality control, reporting and presentation of findings.

Demonstrate the ability to conduct data analyses and interpret results.

Demonstrate the ability to manage and analyze data using statistical and epidemiological software packages.

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY

In addition to the school-wide competencies, please refer to the competencies listed under the Maternal and Child Health Epidemiology concentration in CHS, above.

HEALTH POLICY AND ADMINISTRATION COMPETENCIES

PUBLIC HEALTH POLICY AND MANAGEMENT (COMPREHENSIVE PROGRAM)

In addition to the school-wide competencies, for students pursuing the MPH degree in Health Policy and Administration, the following competencies apply:

- Communicate a basic understanding of American jurisprudence and its application to public health policies and programs.
- Describe the processes by which laws and regulations are made and the factors that influence those decisions.
- Analyze a particular state or federal policy making process to identify the determinants of its outcome.
- Demonstrate a theoretical understanding of the forces that have shaped and continue to shape those processes.
- Describe basic principles of economics and demonstrate an ability to interpret studies (as opposed to produce studies), knowing the lexicon of the technologies of economic analysis and their strengths and weaknesses.
- Illustrate different policy analytic and program evaluation techniques, again with an emphasis on interpretation, not production.
- Demonstrate an understanding of the institutions of public health and of the health services system in the United States.
- Display strong written and oral communication skills, as well as skills in negotiating and in advocacy, an understanding of the importance of community support for public health programs, an ability to communicate effectively with the community, an understanding of the role of the media in public health policy-making, and an ability to communicate effectively with the media.
- Identify ethical principles that are involved in public health policy-making and programming.
- Identify the skills necessary to administer public health programs, such as community assessment, strategic management, budgeting and organizational control, and leadership.

- Demonstrate the ability to evaluate a public policy problem and to communicate the results effectively in writing and orally.
- Put into practice the skills learned in previous coursework by engaging in a field experience.

HPA PROFESSIONAL ENHANCEMENT PROGRAM (PEP) - ONSITE AND ONLINE

In addition to the school-wide competencies, for students pursuing the PEP degree in Health Policy and Administration, the following competencies apply:

Demonstrate an understanding of the basic principles, practices and theories of public health.

Demonstrate an understanding of selected problems in public health administration and public health policy.

Apply selected tools to the solution of those problems.

Communicate these abilities in writing and orally.

In addition, students will work with their faculty advisor to identify additional competencies they wish to attain commensurate with their background and career goals, which are documented in students' program proposals.

ONLINE MPH IN PUBLIC HEALTH INFORMATICS

In addition to the school-wide competencies, for students pursuing the MPH degree in Health Policy and Administration in the Online Public Health Informatics Program, the following competencies apply:

Employ the basic principles of public health sciences in public health practice.

Analyze the role of public health information systems and informatics in public health decision-making.

Specify the requirements for the development or adaptation of public health-related information systems.

Plan, specify and manage the implementation of public health information systems projects.

Discuss the security, privacy and confidentiality issues involved in utilizing health data and information systems.

Explain the existence, structure and uses of public health and health care databases and networks.

Evaluate the basic functions and operations of information technologies that have significant application in public health practice such as geographic information systems, web-based information dissemination and data mining