

# Global Health — M.P.H.

## Program Director

Donn Gaede

## Program description

The MPH degree in Global Health prepares committed professionals who are both technically competent and cross-culturally skilled in creating and facilitating sustainable health and development programs in diverse settings and populations. Utilizing an experiential, evidence-based model of learning while building on the global health competencies defined in the model developed by the Association of Schools and Programs of Public Health in 2011, the program enables graduates to contribute to a better quality of life for all people—especially those who are vulnerable, underserved, marginalized, and disadvantaged. The program's extensive network of global and local faculty and organizational resources affords a broad spectrum of options for students to learn and practice the “art and science” of this exciting discipline.

The program prepares career professionals who work in the nonprofit, relief, and development sectors. Graduates of the program may qualify for positions in nongovernmental, faith-based, and community-based organizations; county, state, and national health departments; private foundations; and public health enterprises and public health practice organizations. Graduates also find positions in government and transnational organizations, such as the World Health Organization, UNICEF, the World Bank, Centers for Disease Control and Prevention (CDC); and national assistance organizations like the United States Agency for International Development (USAID). Further academic training is also an option for graduates interested in teaching and research. Those with prior field experience and additional language/s proficiency (for example, French or Spanish) are generally given preference both during student admission and later, when applying for jobs.

Utilizing an experiential approach, the competency-based curriculum is built around three primary themes:

- Developing and maintaining a sustainable, healthy environment
- Supporting and empowering communities, families, and individuals in their efforts to attain optimal health and development
- Advocating for social justice, human rights, and equity among vulnerable populations.

The program is designed around three learning domains that enable graduates to have:

- a broad, comprehensive knowledge base or theoretical framework covering the major concepts and key issues in global health
- appropriate competencies and skill sets (for example, in program planning/evaluation, grant proposal preparation, communication and informatics, research, advocacy, leadership, etc.)
- a Christian, faith-based worldview that informs their activities in the practice environment

## Learner outcomes

Graduates are expected to apply cross-cultural skills and demonstrate technical competence in:

- assessing systems, services, capacity, needs, resources, and the multifactorial determinants of health and disease

- planning, implementing, managing, monitoring, and evaluating comprehensive, integrated health and development programs
- building and facilitating multidisciplinary, intersectoral collaborations within and between countries/regions
- advocating for justice, equity (including gender equity), human rights, and universal access to health and social services that contribute to individual and community well-being
- contributing to basic, applied, operational, and translational research to advance health and development

## Educational effectiveness indicators

Program learner outcomes as evidenced by:

- Signature assignments linked to course and non-course requirements
- Field practicum report
- Culminating experience (<http://llucatalog.llu.edu/public-health/masters-degrees/#mphtext>)

## Prerequisite

In addition to the entrance requirements for all MPH degrees (<http://llucatalog.llu.edu/public-health/masters-degrees/#admissionstext>), applicants to the MPH program in Global Health must have:

- Anatomy and physiology
- Microbiology

## Program Requirements

### Public health core

PCOR 501	Public Health for Community Resilience	5
PCOR 502	Public Health for a Healthy Lifestyle	5
PCOR 503	Public Health and Health Systems	5

### Major

GLBH 545	Integrated Community Development <sup>1</sup>	4
GLBH 564	Fundamentals of Community Health and Development I	2
GLBH 565	Interventions in Community Health and Development I	3
GLBH 566	Fundamentals of Community Health and Development II	2
GLBH 567	Interventions in Community Health and Development II	3
GLBH 568	Fundamentals of Community Health and Development III	2
GLBH 569	Interventions in Community Health and Development III	3
GLBH 605	Seminar in Global Health	1
STAT 515	Grant- and Contract-Proposal Writing	3

### Religion

RELE 534	Ethical Issues in Public Health (or REL_)	3
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### Cognates/Electives <sup>2</sup>

15

### Practicum

Practicum units are in addition to the minimum graduate units required for the degree

Choose one option

### Option 1

PHCJ 798D	Public Health Practicum (Minimum of 8 units/400 hours)
or PHCJ 798A	Public Health Practicum
or PHCJ 798B	Public Health Practicum
or PHCJ 798C	Public Health Practicum

**Option 2**

GLBH 797	MIP Residency in Global Health (12 units)
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Total Units	56
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- This field-based course involves international travel and fulfillment of required prerequisites. A separate laboratory fee must be paid at the time of registration into this course (subject to change, if needed).
- Choose from defined cognates (<http://llucatalog.llu.edu/public-health/#programstext>) or select from electives, in consultation with advisor.

**Culminating experience**

See standard culminating experience requirements (<http://llucatalog.llu.edu/public-health/masters-degrees/#mphtext>).

**Normal time to complete the program**

2.33 years (9 academic quarters) based on full-time enrollment; part time permitted

**Courses****GLBH 205. Essentials of Microbiology. 3 Units.**

A one-quarter course specifically designed to meet the needs of global health students. Covers the basic concepts of microbiology, microbes, metabolism, genetics of microorganisms, and communicable diseases. Emphasizes diseases of global public health significance.

**GLBH 514. Ethnographic Methods in Public Health. 3 Units.**

Systematically examines issues of health-care access, policy, disease burden, and client-provider interactions within social, historical, and cultural contexts for at-risk populations.

**GLBH 515. Understanding Health Disparities. 3 Units.**

Systematically examines issues of disease distribution, health-care access, policy, and client-provider interactions within social, economic, historical, and cultural contexts for the main minority groups in the U.S.: Asian and Pacific Islanders, Blacks, Latinos, and Native Americans.

**GLBH 516. HIV/AIDS: Implications for Public Health. 3 Units.**

Historical, epidemiological, and public health aspects of HIV/AIDS. Viral, immunologic, laboratory, and clinical manifestations associated with HIV/AIDS. Approaches to preventing/controlling the epidemic. Socioeconomic, political, and health impact of HIV/AIDS; and the related implications in terms of legal, ethical, and health-care management issues. Laboratory/field work earned by the student's active participation and involvement in a variety of field-based activities, such as: clinic-intake interviews, analysis of existing epidemiologic databases, grant writing, health education, and hospice care.

**GLBH 517. Cultural Issues in Health Care. 3 Units.**

Critical analysis of broad sociocultural and political forces that impact health and health-care access and delivery both domestically and internationally. Through a seminar-style learning environment, students increase their awareness of how culture informs the understanding and experience of health and illness. Introduces students to assessment of race relations and ethnocentric beliefs and attitudes that contribute to the gap between marginal populations and health-care providers, and that teach strategies of sociocultural change within the context of power and privilege.

**GLBH 519. Principles of Disaster Management I. 3 Units.**

Through a variety of disaster case studies both current and historical, familiarizes students with the complex discipline of emergency and disaster management as well as the core principles that form its foundation both nationally and internationally.

**GLBH 520. Principles of Disaster Management II. 3 Units.**

Utilizes a case-study approach to examine the actions and interventions of emergency managers in multiple phases of a disaster. Emphasizes development of an operational understanding of the emergency support functions that have national and global application.

**GLBH 521. Principles of Disaster Management III. 3 Units.**

Utilizes a case-study approach to examine the actions and interventions of emergency managers to multiple phases of a disaster. Emphasizes development of an operational understanding of the emergency support functions that have local and regional application.

**GLBH 524. Cultural Competence and Health Disparities. 2 Units.**

Introduces and examines diversity and cultural responsiveness in public health and health care. Examines the roles played by population diversity, health professions diversity, and cultural responsiveness in addressing and eliminating health and health-care disparities in both national and global health. Discusses the historic context of social inequities impacting health and health care; and the roles played by biological inheritance, race and ethnicity identifiers, socioeconomic, socioenvironment, and health-care beliefs and behavior in health-care services delivery. Introduces cultural competency in public health and tenets for developing and applying cultural awareness in the field. Explores culture--defined as the values and beliefs that generate patterned behaviors, expectations, and world view--and its role in accessing, utilizing, and delivering positive outcomes in health care.

**GLBH 534. Agriculture in Development. 3 Units.**

Food-production systems and issues in agricultural development. Attitudes and approaches for rural development practitioners.

**GLBH 543. Epidemiology of Infectious Disease Projects. 1 Unit.**

Appropriate project/study or a comprehensive review of an infectious disease of major public health significance.

**GLBH 544. Epidemiology of Infectious Disease. 3 Units.**

Introduces the fundamental epidemiologic concepts, methods, and principles in the study of infectious diseases of public health significance. Emphasizes "old" diseases that remain real or potential problems; diseases with changing ecology due to the development of drug/vector resistance and advances in treatment, immunizations, and other preventive/control measures; and emerging and re-emerging diseases that have increasingly become problems through the evolution of modern society. Discusses the role of surveillance systems in infection control in varied settings. Explores the potential of developing appropriate public health interventions in the context of prevention, control, and possibly eradication programs.

**GLBH 545. Integrated Community Development. 4 Units.**

Analyzes issues, challenges, resources, and strategies in implementing and managing integrated community development and health projects. Focuses on basic development needs of rural and urban communities. Taught from the perspectives of anthropology, sociology, agriculture, economic development, and public health. The final course in the GLBH core curriculum. Restricted to students in the major.

**GLBH 547. Refugee and Displaced Population Health. 3 Units.**

Studies the current global issue of refugees and displaced persons--including internally displaced persons (IDPs)--focusing on physical and psychological health risks to the affected populations. Addresses public health organization of a refugee/IDPs camp--including triage systems, levels of health care, environmental control, and social organization; as well as international legal and regulatory issues, and targeted programs to promote health and security by international, national, and private organizations. Discusses economic, political, and ethical issues relating to the repatriation and resettlement of displaced populations.

**GLBH 548. Violence and Terrorism Issues. 3 Units.**

Different types of violence and terrorism, methods of attack, training, funding, communication, and responses to terrorism (counter-terrorism). Socioeconomic, political, and medical impact of violence and terrorism, with focus on approaches for intervention and prevention. Public health implications of violence and terrorism. Design of a violence intervention/prevention program.

**GLBH 550. Women in Development. 3 Units.**

Global epidemiological profile of women in terms of educational patterns, economic productivity, social status, and mortality and morbidity patterns. Risks to physical and psychosocial health. National and international legal and regulatory issues and programs to promote access to health care, economic productivity, and the health of women.

**GLBH 555. Technology in Emergency Management. 3 Units.**

Overview of technology concepts and tools that support decision-making, communication, and incident command toward more effective preparedness, response, recovery, and mitigation efforts. Explores application of the Internet, networks and communication systems, maps and geographic systems (GIS and GPS), direct and remote sensing, decision-support systems, hazard analysis and modeling, and warning systems. Discusses current operational problems and limitations, and emerging tools and trends in application of technology.

**GLBH 556. Community Data Analysis for Sustainable Development. 3 Units.**

Explores analysis of community-health aspects in local and international settings, applying GIS tools and techniques to pertinent health and development data sets for the purpose of identifying assets and risk factors contributing to and affecting sustainable development in marginalized and underserved communities.

**GLBH 557. Epidemiology of Disasters. 3 Units.**

Assesses the health effects of natural and man-made disasters and identifies factors that contribute to these effects. Addresses selection of health indicators in disaster situations; means of evaluating data collected within the constraints of the disaster situation; reporting systems; techniques of statistical sampling; and modern information-technology systems used for emergency preparedness, including rapid computerization of post-disaster health information. Analyzes risk factors for adverse health effects; discusses baseline for measuring trends over time and monitoring population-based mortality; and identifies limitations and weaknesses of methods of disaster assessment.

**GLBH 558. Public Health Issues in Emergencies. 3 Units.**

Explores the immediate, critical public health considerations and environmental health issues of concern in an emergency or disaster, including safe drinking water and food, shelter, sanitation, and prevention of communicable diseases. Explores these topics in depth as they pertain to disaster and emergency planning, response, and mitigation. Utilizes case studies and a table-top exercise to ensure practical application of the principles presented in the class.

**GLBH 559. Psychosocial Models and Interventions. 3 Units.**

Major models of stress, crisis, and psychological trauma; and how they relate to health-care providers. Psychosocial reactions and responses of populations, individuals, and care providers to societal disruption and trauma, medical emergencies, and death and dying. Applies principles for suicide intervention, critical-incident debriefings, and death notification. Roles of psychiatrists, psychologists, social workers, family therapists, and chaplains. Methods of providing temporary, adequate psychological care for individuals in psychosocial crisis.

**GLBH 560. Economic, Legal, and Policy Issues in Disasters. 3 Units.**

Addresses economic, legal, and policy issues arising from disasters. Overview of economic disaster-assistance models and practices for individuals and communities, including grants, loans, and hazard-mitigation programs. Examines the confluence of disaster legislation and policy; public health law; disaster declarations; and the authority of federal, state, and local governments. Implications of vulnerable populations, socioeconomic assessments, population displacement, and sustainable development.

**GLBH 561. Epidemiology of Tobacco Use and Control I. 3 Units.**

A module-based course (the first of a three-part series) that presents a comprehensive overview of the tobacco pandemic and provides a foundation for understanding global/national tobacco-prevention and -control issues and strategies. Explores the epidemiology of this growing public health challenge and its significant impact on societal health and economics. Examines the underlying principles governing the multi-sectoral and multidisciplinary approaches developed as part of the coordinated public health response (within the context of the WHO Framework Convention on Tobacco Control). Introduces basic techniques of monitoring, surveillance, and evaluation as used in tobacco- prevention/control programs.

**GLBH 562. Epidemiology of Tobacco Use and Control II. 3 Units.**

Explores the theoretical foundation for tobacco control. Considers the impact of tobacco-control policy and legislative and regulatory measures on prevalence, initiation, and cessation of tobacco use. Compares the effect of socioeconomic status variables on measures of smoking behavior among racial/ethnic groups. Reviews validity studies in tobacco use. Explores clustering of tobacco use with other drugs, other risk behavior, and psychiatric disorders. Estimates sensitivity and specificity of individual and environmental factors that influence the susceptibility of individuals to tobacco dependence. Includes issues such as counteracting the tobacco industry and forming effective partnerships in tobacco control; monitoring, surveillance, evaluation, and reporting of tobacco use and control; and developing a national plan of action for tobacco control.

**GLBH 564. Fundamentals of Community Health and Development I. 2 Units.**

Utilizing an experiential, evidence-based model of learning and building on the global health competencies as defined by the Association of Schools of Public Health (ASPH), this three-part course series focuses on improving the health, safety, and well-being of all people in local and global settings by promoting wellness; preventing avoidable disease, disabilities, and deaths; and eliminating social and health disparities. Students conduct population-based analyses that include the assessment and examination of health determinants, practices, and solutions to improve the quality of life for all people--especially the vulnerable and disadvantaged. Emphasizes the basic framework within which global health is conducted; analyzes health problems at a macrolevel by conducting comprehensive social, epidemiological, and ecological assessments of basic issues that affect the health of families and individuals; and enhances understanding of current and future global threats to health.

**GLBH 565. Interventions in Community Health and Development I. 3 Units.**

Utilizing an experiential, evidence-based model of learning, and building on the public health competencies as defined by the Association of Schools of Public Health (ASPH), this three-part course series focuses on selected methodological techniques and skills applicable in the planning, implementation, and evaluation of primary health-care programs that serve to improve the health, safety, and well-being of all people in local and global settings by promoting wellness; preventing avoidable disease, disabilities, and deaths; and eliminating social and health disparities. Introduces the theoretical foundations and practical applications of program planning, implementation, and evaluation of sustainable public health programs. Students have an opportunity to practice these skills both in the classroom and in local community settings as part of their structured service learning projects. By the end of this course, students will demonstrate capacity to develop reciprocal, collaborative relationships with community and academic partners; use a program-planning model and create a program theory to guide in the process of assessing community needs; use social and behavioral theories/models to guide the creation of tools used to collect qualitative and quantitative data in identifying individual and group assets and needs; conduct systematic literature reviews; develop and present a project-specific, detailed implementation proposal both orally and in written format.

**GLBH 566. Fundamentals of Community Health and Development II. 2 Units.**

Utilizing an experiential, evidence-based model of learning, and building on the global health competencies as defined by the Association of Schools of Public Health (ASPH), this three-part course series focuses on improving the health, safety, and well-being of all people in local and global settings by promoting wellness; preventing avoidable disease, disabilities, and deaths; and eliminating social and health disparities. Students conduct population-based analyses that include assessment and examination of health determinants, practices, and solutions to improve the quality of life for all people--especially the vulnerable and disadvantaged. Emphasizes the role of public health policy and advocacy in addressing global health challenges.

**GLBH 567. Interventions in Community Health and Development II. 3 Units.**

Utilizing an experiential, evidence-based model of learning, and building on the public health competencies as defined by the Association of Schools of Public Health (ASPH), this three-part course series focuses on selected methodological techniques and skills applicable in the planning, implementation, and evaluation of primary health-care programs that serve to improve the health, safety, and well-being of all people in local and global settings by promoting wellness; preventing avoidable disease, disabilities, and deaths; and eliminating social and health disparities. Focuses on the theoretical foundations and practical applications of program planning, implementation, and evaluation of sustainable public health programs. Students have an opportunity to practice these skills both in the classroom and in local community settings as part of their structured service learning projects. By the end of this course, students demonstrate capacity to create a program theory and logical framework to provide a conceptual and practical foundation for formulating measurable process, impact, and outcome objectives and indicators; designing implementation methods; developing a monitoring and evaluation plan; constructing a timeline, budget, and work plan; and preparing a scope of work/terms of reference document. Students develop an operational understanding by implementing the proposed intervention; collecting relevant implementation; monitoring and evaluating data; and presenting a report both orally and in written format.

**GLBH 568. Fundamentals of Community Health and Development III. 2 Units.**

Utilizing an experiential, evidence-based model of learning and building on the global health competencies as defined by the Association of Schools of Public Health (ASPH), this three-part course series focuses on improving the health, safety, and well-being of all people in local and global settings by promoting wellness; preventing avoidable disease, disabilities, and deaths; and eliminating social and health disparities. Students conduct population-based analyses that include the assessment and examination of health determinants, practices, and solutions to improve the quality of life for all people--especially the vulnerable and disadvantaged. Focuses on the application of global research methods in response to global health concerns.

**GLBH 569. Interventions in Community Health and Development III. 3 Units.**

Utilizing an experiential, evidence-based model of learning, and building on the public health competencies as defined by the Association of Schools of Public Health (ASPH), this three-part course series focuses on selected methodological techniques and skills applicable in the planning, implementation, and evaluation of primary health-care programs that serve to improve the health, safety, and well-being of all people in local and global settings by promoting wellness; preventing avoidable disease, disabilities, and deaths; and eliminating social and health disparities. Focuses on the theoretical foundations and practical applications of program planning, implementation, and evaluation of sustainable public health programs. Students have an opportunity to practice these skills both in the classroom and in local community settings as part of their structured service learning projects. Course culminates with a series of workshops that reinforce the skills learned throughout the course series. Students demonstrate capacity to analyze qualitative and quantitative data gathered from the service learning project; report research/evaluation results through peer-reviewed channels; present intervention results orally and in written format; prepare and submit the results of an external evaluation both orally and in written format; synthesize the lessons learned from the service learning project; and discuss how skills acquired during the series could be used to address global health challenges and inequities.

**GLBH 584. Special Topics in Global Health. 1-3 Units.**

Lectures and discussions on a current topic in global health. May be repeated for a maximum of 3 units applicable to degree program.

**GLBH 605. Seminar in Global Health. 1 Unit.**

Issues, trends, organizational structure, and practice of international public health. Issues impacting global health, the structure and functions of government and NGOs in the delivery of public health services, and preparation to practice international health. Selected guest lecturers and student participation.

**GLBH 606. Advanced Seminar in Global Health. 2 Units.**

Research methodologies applied to program operations and health and development problems in developing countries. Cultural, ethical, and technical issues in conducting research in other societies. May be repeated for additional credit. Limited to doctoral degree students.

**GLBH 607. Principles of Global Maternal and Child Health. 1 Unit.**

Discusses and analyzes topics in maternal and child health from a global perspective.

**GLBH 685. Preliminary Research Experience. 2 Units.**

Various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation/research project. Limited to doctoral degree students.

**GLBH 692. Research Consultation. 2 Units.**

Individual advice on research design, data collection, data analysis, and reporting of results.

**GLBH 694. Research. 1-4 Units.**

Independent research on problems being studied in the School of Public Health or associated institutions; collaboration with researcher/faculty member. Research program arranged with faculty member(s) involved and approved by advisor. Minimum of thirty hours required for each unit of credit. Written report required. Limited to qualified master's and doctoral degree students.

**GLBH 695. Practicum in Field-Based Survey and Evaluation. 3 Units.**

Individualized, arranged participation in field survey and evaluation, with preceptorship by affiliating nongovernment organizations (NGOs) in the developing world or underserved population settings. Limited to doctoral degree students.

**GLBH 696. Directed Study/Special Project. 1-4 Units.**

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

**GLBH 698. Dissertation. 1-12 Units.**

Student prepares manuscript presenting results of doctoral research study. Limited to doctoral degree candidates.

**GLBH 699. Applied Research in Global Health. 2,4 Units.**

Focuses on operations/evaluation research and/or program development that involves application of knowledge/skills acquired earlier in the academic program. Field sites may include private or governmental health organizations functioning in a cross-cultural environment. Guidance to be provided by supervising faculty and agency personnel. Written paper per departmental guidelines.

**GLBH 700. MIP-Peace Corps Field Practicum. 0 Units.**

Designed for students who must maintain continuous registration in the School of Public Health as a condition of the twenty-seven month Peace Corps field practicum that is part of their master's degree program.

**GLBH 796. Internship. 12 Units.**

Individual, mentored study in organizational management and development under the direction of an international nongovernmental organization that has a contractual agreement with the department. Limited to graduate GLBH students who have been recommended by the department and accepted by the nongovernmental organization for this internship experience and whose project proposals have been approved by both entities.

**GLBH 797. MIP Residency in Global Health. 12 Units.**

Individual, guided study in operational field practice, under faculty supervision. Limited to graduate students in the INTH Master's Internationalist Program (M.P.H./MIP) whose projects have been approved by their committee.

**GLBH 798. Culminating Activity/Field Practicum. 1-12 Units.**

Written report, proposal, or evaluation of a program or project in which the student has been or will be involved. Student applies concepts and skills taught in course work, under the guidance of department faculty and agency supervisors. For students who lack relevant professional experience in an international or cross-cultural health/development program, a three-week (forty hours/week) assignment to an approved agency will be arranged. Students with appropriate experience register for 3 units and write a culminating activity paper under the direction of department faculty.