GLOBAL HEALTH — M.P.H.

Program director
Ron Mataya

Program description

The M.P.H. degree earned in the Global Health Program prepares a graduate to practice public health with a transformational development worldview—seeking positive change in the whole of human life materially, physically, socially, psychologically, and spiritually. The M.P.H. degree in global health prepares graduates with technical competence and cross-cultural skills to create and manage sustainable health and development programs in diverse settings and populations worldwide.

Graduates of the global health program work in nongovernmental, civil-society, faith-based, and community-based organizations; county and state health departments; private foundations; public health enterprises; and public health practice organizations. Graduates also find positions in UN, international, and multilateral organizations, such as the World Health Organization, UNICEF, and the World Bank; and U.S. government organizations like the Centers for Disease Control and Prevention (CDC) and the United States Agency for International Development (USAID). Those with prior field experience and additional language/s proficiency (for example, French or Spanish) generally have advantages for these positions.

The curriculum is organized around principles of:

- a Christian, faith-based worldview that respects and includes all faiths, as faith plays a major role in how communities address adversity and make decisions about health;
- transformational development and the social, cultural, economic, and environmental determinants of health;
- social justice, human rights, and equity among vulnerable populations;
- support for and empowerment of communities, families, and individuals in their efforts to attain optimal health and development.

The program is designed to build capacity in global health through:

- a series of knowledge-based courses for broad, comprehensive knowledge of the major concepts and issues in global health, the structure and governance of global health, and analytical and program skills to design global, national, and local health programs.
- a series of skills-based courses building competencies in program planning, management, resource management and evaluation, project-proposal preparation, partnership relationships, teamwork, communication, collection and use of community data, quantitative and qualitative research, advocacy, and leadership through community partnerships and projects in the local and global environments.

Learner outcomes

Graduates are expected to demonstrate:

Analytical/Assessment Skills: Assesses the global burden of disease and health status of a population* and the factors influencing health (e.g., quality, availability, affordability, accessibility, and utilization of health services; access to other services).

Program Planning, Management, and Evaluation: Designs ethical and culturally appropriate interventions for population health programs, including goals, measurable objectives, results frameworks, activities, work plans, monitoring and evaluation plans, and program budgets. Uses evidence in developing, implementing, evaluating, and improving programs and services. Prepares proposals and applications for funding, complying with global health and health-care funding mechanisms and procedures. Implements population health programs and services, including monitoring and reporting on program progress and budget.

Cultural Competency: Understands and describes how language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, and historical experiences influence policies, programs, services, and the health of a population at a regional, national, subnational, or community level. Incorporates cultural diversity in program interventions and services. Seeks information and opportunities to learn about different cultures, customs, beliefs, and the perspectives of partners.

Community Dimensions of Practice Skills: Conducts community health assessments of health status, factors influencing health, and needs and assets. Collaborates with community partners to improve health in a community (e.g., participates in committees, shares information, connects people to resources). Engages community members to improve health in a community through community outreach and education, community mobilization, community organizing, and community accountability.

Leadership and Systems Thinking: Analyzes health systems in high-, medium-, and low-income countries—comparing health system coverage, utilization, equity, policies, organization, delivery, and financing of those systems. Demonstrates leadership, teamwork, and professionalism. Reflects self-awareness and concern for the welfare of the team and its individual members, as well as the population served.

Educational effectiveness indicators

Program learner outcomes as evidenced by:

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

Prerequisite

See entrance requirements for all M.P.H. degrees (http://llucatalog.llu.edu/public-health/masters-degrees/#admissionstext).

Program requirements

Public health core

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PCOR 501</td>
<td>Public Health for Community Resilience</td>
<td>5</td>
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<tr>
<td>PCOR 502</td>
<td>Public Health for a Healthy Lifestyle</td>
<td>5</td>
</tr>
<tr>
<td>PCOR 503</td>
<td>Public Health and Health Systems</td>
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Major

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GLBH 517</td>
<td>Cultural Issues in Health Care</td>
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<tr>
<td>GLBH 545</td>
<td>Integrated Community Development</td>
<td>4</td>
</tr>
<tr>
<td>GLBH 564</td>
<td>Fundamentals of Global Health I</td>
<td>3</td>
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<tr>
<td>GLBH 565</td>
<td>Interventions in Community Health and Development I</td>
<td>3</td>
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GLBH 566  Fundamentals of Global Health II  3
GLBH 567  Interventions in Community Health and Development II  3
GLBH 568  Fundamentals of Global Health III  3
GLBH 569  Interventions in Community Health and Development III  3
GLBH 605  Seminar in Global Health  1

**Religion**

RELE 534  Ethical Issues in Public Health (or REL_)  3

<table>
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<tr>
<th>Cognates/Electives</th>
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<tr>
<td>Total Units</td>
<td>56</td>
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**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))  8

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

1 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).

2 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 years (6-8 academic quarters) based on full-time enrollment; part time permitted

**Courses**

**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 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, socioeconomics, 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 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. Prerequisite: GLBH 564, GLBH 565, GLBH 566, GLBH 567, GLBH 568, GLBH 569.

**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 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 countering 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 Global Health I. 3 Units.
A three-course series that addresses the context and realities of global health and transformational development. Includes analysis of the burden of disease at global, national, and local levels; cultural, social, economic, and environmental determinants of health; infectious and noncommunicable diseases; reproductive, maternal, newborn, and child health; nutrition; injuries and violence; and current global health events. Students research a low-middle income country throughout the year.

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 Global Health II. 3 Units.
A 3-course series that addresses the context and realities of global health and transformational development. Analysis of public health systems at the global, national, and subnational levels— including assessment of health workforce, health financing, policies and programs, health supply logistics, the role of disasters, politics, and conflict and war in public health. Students begin to prioritize the problems of their study country and possible interventions. Prerequisite: GLBH 564 or consent of instructor.

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. Prerequisite: GLBH 565.

GLBH 568. Fundamentals of Global Health III. 3 Units.
A three-course series that addresses the context and realities of global health and transformational development. Study of nongovernmental, UN, bilateral, and multi-lateral organizations involved in global health, and how programs are financed; engagement in professional career development activities; and preparation of a complex funding application for the countries of study, modeled on The Global Fund to Fight AIDS, Tuberculosis and Malaria; or similar global health grant program. Prerequisite: GLBH 564, GLBH 566; or consent of instructor.

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 develop 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. Prerequisite: GLBH 565, GLBH 567.
**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 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 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.