GLOBAL HEALTH — M.P.H.

Program description
The M.P.H. 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, or 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 activities in the practice environment.

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

- capacity strengthening for enhancement of global public health programs, infrastructure, and workforce;
- collaborating and partnering with the ability to select, recruit, and work with a diverse range of global health stakeholders;
- ethical reasoning and professional practice with the ability to identify and respond with integrity to ethical issues in diverse economic, political, and cultural contexts, and promote accountability for the impact of policy decisions upon public health practice at local, national, and international levels;
- 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;
- program management with the ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes.
- sociocultural and political awareness and the conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national, and international political landscapes,
- strategic analysis, with the ability to use systems thinking to analyze a diverse range of complex and interrelated factors shaping health trends in order to formulate programs at the local, national, and international levels.

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/#mphtext)

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

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 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
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 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 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 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 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. Emphasizes the role of public health policy and advocacy in addressing global health challenges. Prerequisite: GLBH 564.

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. Prerequisite: GLBH 564.

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. Prerequisite: GLBH 565.
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. 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.