

# IU Richard M. Fairbanks School of Public Health

## Welcome to the IU Richard M. Fairbanks School of Public Health!

The IU Richard M. Fairbanks School of Public Health offers the following programs\*:

### Degree Programs

- Doctor of Public Health (DrPH) in Global Health Leadership
- Doctor of Philosophy (Ph.D.) in Biostatistics
- Doctor of Philosophy (Ph.D.) in Epidemiology
- Doctor of Philosophy (Ph.D.) in Health Policy and Management
- Master of Health Administration (M.H.A.)
- Master of Public Health (M.P.H.)
  - M.P.H. Major in Environmental Health
  - M.P.H. Major in Epidemiology
  - M.P.H. Major in Health Policy & Management
  - M.P.H. Major in Public Health Informatics
  - M.P.H. Major in Social & Behavioral Sciences
- Master of Science in Biostatistics (M.S.)
- Master of Science in Product Stewardship (M.S.)
- Bachelor of Science in Health Data Science (B.S.H.D.S.)
- Bachelor of Science in Health Services Management (B.S.H.S.M.)
- Bachelor of Science in Public Health (B.S.P.H.)
  - B.S.P.H. Major in Community Health
  - B.S.P.H. Major in Environmental Health Science
  - B.S.P.H. Major in Epidemiology

### Certificate Programs

- Graduate Certificate in Health Policy
- Graduate Certificate in Health Systems Management
- Graduate Certificate in Public Health
- Undergraduate Community Health Certificate
- Undergraduate Population Health Science Certificate

### Minors

- Ph.D. Minor in Biostatistics
- Ph.D. Minor in Environmental Health Science
- Ph.D. Minor in Epidemiology
- Ph.D. Minor in Health Policy and Management
- Ph.D. Minor in Health Systems and Services Research
- Ph.D. Minor in Public Health
- Ph.D. Minor in Social and Behavioral Sciences
- Undergraduate Community Health Minor
- Undergraduate Environmental Health Science Minor
- Undergraduate Epidemiology Minor
- Undergraduate Health Systems Administration Minor
- Undergraduate Population Health Sciences

\*Additional Programs may have been added since the last publication of this Bulletin. For the most up-to-date program information on degree programs in the Fairbanks

School of Public Health, please visit our school's website at <https://fph.iupui.edu/>.

Updated November 2014

## Department Overview

The Fairbanks School of Public Health is dedicated to the pursuit of health for all people. Health is defined as the capacity to develop full human potential, not simply the absence of disease. In promoting the health of communities, we emphasize the prevention of disease and injury and recognize the interconnectedness of the physical environment and ecosystem to the health of the community. We strive to ensure that the interests of the public are represented in health policies and practices and supports activities that promote this comprehensive view.

The School is committed to the principles of equality, shared decision-making, and a focus on the social, biological and environmental determinants of health which are central tenets of healthy communities and social justice. We embrace collaborative and participatory activities as a means of working collectively with other institutions and organizations in the community, across the state, nationally and internationally to ensure healthy communities and populations, a prerequisite for social justice.

While the traditional regulatory, legal and legislative functions of public health remain as important as ever today, public health is dynamic and must respond in innovative ways to emerging challenges to world health.

The IU Richard M. Fairbanks School of Public Health is proud to be fully accredited by the Council on Education for Public Health (CEPH). Our academic programs focus on public health and health care administration and include undergraduate and graduate degrees.

Our 120-credit Bachelor of Science in Health Data Science (BSHDS), Bachelor of Science in Health Services Management (BSHSM) and Bachelor of Science in Public Health (BSPH) offer strong foundations, and three majors (Community Health, Epidemiology and Environmental Health) are available in the BSPH degree. The 45-credit Master of Public Health (MPH) degree offers concentrations in the five core areas of public health: Environmental Health Science, Epidemiology, Health Policy and Management, Public Health Informatics, and Social and Behavioral Sciences. The 51-credit Master of Health Administration (MHA) degree is fully accredited by the Council on the Accreditation of Healthcare Management Education (CAHME). The 42-credit Master of Science (MS) degree in Biostatistics provides highly focused training in statistical theory and biostatistical methods, with an emphasis on their application in a broad array of health sciences. The 90-credit Doctor of Philosophy (PhD) degrees are available in Biostatistics, Epidemiology, and Health Policy and Management. The 45-credit Doctor of Public Health in Global Health Leadership is fully accredited by the Council on Education for Public Health (CEPH).

We invite you to join us as we prepare future leaders, discover best practices, and implement innovative approaches to building a healthier world.

## Mission, Vision, and Values

### Mission:

The mission of the Indiana University Richard M. Fairbanks School of Public Health at IUPUI is to cultivate innovative, interdisciplinary, community engaged education, research and service and prepare leaders in public health and health care.

### Vision:

The Indiana University Richard M. Fairbanks School of Public Health at IUPUI is a leader in improving the health of the people of Indiana, the nation and the world.

### Values:

The faculty, staff, and students of the Indiana University Richard M. Fairbanks School of Public Health at IUPUI strive to incorporate the following core values into all aspects of research, education, and service.

- Collaborative
- Committed to Social Justice
- Environmentally Conscious
- Culturally Competent
- Equitable
- Innovative
- Respectful
- Sensitive to Diversity

Updated January 2014

## Graduate Policies

The academic policies and procedure pertaining to graduate programs in the School of Public Health are available in the student handbooks on the School's Web site at <https://fsph.iupui.edu/student-portal/student-handbooks.html>.

## Policies and Procedures

The School of Public Health policies and procedures for undergraduate education graduate programs are applicable to all Public Health degrees and students. Questions about policies should be directed to the appropriate program director. Contact information is available at the Fairbanks School of Public Health website at: <https://fsph.iupui.edu/>.

## Undergraduate Policies

The following academic policies of the IU Richard M. Fairbanks School of Public Health are applicable to all School of Public Health undergraduate programs.

### Policies for Good Academic Standing, Dismissal and Reinstatement

#### Good Academic Standing

**Matriculation Prior to January 1, 2012:** Students are in good academic standing when their semester and their cumulative grade point averages are 2.0 or above, and their grade point average in all courses included in the School of Public Health major requirements is at least 2.3. Students must be in good academic standing to graduate.

**Matriculation Beginning January 1, 2012:** Students are in good academic standing when their semester and their cumulative grade point averages are 2.5 or

above. Students must be in good academic standing to graduate.

#### Probation

**Matriculation Prior to January 1, 2012:** A student will be placed on academic probation if his/her cumulative or semester grade point average is below 2.0 **or** if his/her School of Public Health major GPA falls below 2.3. In order for the major GPA to be considered, students must have completed 12 or more credit hours in the major. If a student is not making satisfactory progress toward a degree at the conclusion of the probation semester, the student may be dismissed from the School.

**Matriculation Beginning January 1, 2012:** A student will be placed on academic probation if his/her cumulative or semester grade point average is below 2.5. If a student is not making satisfactory progress toward a degree at the conclusion of the probation semester, the student may be dismissed from the School.

#### Critical Probation

**Matriculation Prior to January 1, 2012:** Under special circumstances, students may be placed on critical probation. If the student is given the opportunity to enroll under critical probation, the Undergraduate Academic Progress Committee will establish strict conditions that must be met before the student will be allowed to register for future classes. Students who fail to return to good standing at the conclusion of critical probation may be dismissed from the academic program.

**Matriculation Beginning January 1, 2012:** Under special circumstances, students may be placed on critical probation. If the student is given the opportunity to enroll under critical probation, the Undergraduate Academic Progress Committee will establish strict conditions that must be met before the student will be allowed to register for future classes. Students who fail to return to good standing at the conclusion of critical probation may be dismissed from the academic program.

#### Dismissal

**Matriculation Prior to January 1, 2012:** If in the opinion of the Undergraduate Academic Progress Committee, a student is not making satisfactory progress toward his/her degree, he/she may be dismissed. Dismissed students will have their upcoming semester courses cancelled.

**Matriculation Beginning January 1, 2012:** If in the opinion of the Undergraduate Academic Progress Committee, a student is not making satisfactory progress toward his/her degree, he/she may be dismissed. Dismissed students will have their upcoming semester courses cancelled.

**Reinstatement:** Students who have been formally dismissed may appeal their dismissal. Students who have been formally dismissed must apply to the Undergraduate Academic Progress Committee for reinstatement. Students who have been dismissed are not eligible for reinstatement until at least one full regular semester (spring or fall) has passed since the dismissal.

Students petitioning for reinstatement must demonstrate by their petitions that they have prepared themselves to succeed in their studies at IUPUI.

Reinstatement is not automatic and depends on a determination that the student will succeed. This determination is based on a careful review of the student's grades leading up to the dismissal, the students' reinstatement petition, and any other relevant information. Before being reinstated, students may be required to participate in testing, advising, workshop sessions, or other activities designed to enable the student to succeed academically.

### **Policies for Dean's List, Grading, Grade Replacement, Grade Appeal, Incomplete, Withdrawal, Forgiveness**

**Dean's List:** Students who are enrolled in 6 or more hours of coursework are named to the Dean's List if they have earned a GPA of 3.5 or higher for the fall or spring terms. Courses must be taken for a letter grade; pass/fail credit hours are not counted in the Dean's List determination. The Dean's List is not computed for the summer sessions. Students with a grade of incomplete cannot be named to the Dean's List until the incomplete is removed.

**Grading Policies:** The School of Public Health follows the official grading system of Indiana University, described in the introductory section of the bulletin.

**Grade Replacement:** The School of Public Health students who have retaken a course (must be same department and course number) may request to have only the last grade computed in their grade point average. If a student earns the same or a higher grade after repeating a course, only the second grade will be counted in the GPA. Students may replace five grades for a total of 15 credit hours. Replacement does not occur automatically. Students must notify the School of Public Health recorder that the course has been taken a second time and that they wish to use grade replacement for the course.

**Grade Appeal:** A student may appeal a course grade at the completion of a course to resolve a grade discrepancy or a grade dispute. The appeal must be made within 90 days of the date when the grade was issued. In those rare instances when a student is unable to contact the professor who issued the grade, the student must give a notice of intent to appeal the grade within 90 days of the date when the grade was issued. The appeal should be made to the Director of Undergraduate Education.

**Incomplete:** A grade of incomplete must be removed within the time specified by the instructor of the course; if not, the grade automatically changes to an F one calendar year after the Incomplete was given.

**Withdrawal:** Students must formally withdraw from courses in the timeframe allowed by the Registrar's office. This information can be found at the [IUPUI Office of the Registrar](#).

**Forgiveness Policy:** This policy applies to former IU students pursuing a first undergraduate degree who have been away from the IU system and have not attended any other college or university, including any campus of IU, for the last five years. This policy, which first became available to students returning to IUPUI in the fall of 1996, states that students may apply for forgiveness upon application for admission to a degree-granting unit. If the student has not yet been admitted to a degree-granting unit, the student should submit a notification of intent to

petition for academic forgiveness as part of the academic advising process. If the petition is approved, the student starts with a fresh cumulative grade point index, after which all the rules of academic probation and dismissal (for the School of Public Health) will apply. The School of Public Health will evaluate the student's transcript, and all courses taken previously will remain on the permanent record. Only credit hours for courses with grades C or above, P, or S may be counted toward degree completion. After approval, the student must complete a minimum of 32 credit hours on the IUPUI campus in order to meet the graduation residency requirement.

### **Policies for Student Rights and Responsibilities, Confidentiality, and Academic Integrity**

**Student Rights and Responsibilities:** The School of Public Health fully supports the rights and responsibilities of students as defined in the IUPUI *Code of Student Rights, Responsibilities, and Conduct*. The *Student Code* spells out the expectations for faculty and students, and it provides the framework for the School of Public Health's judicial process, which can be accessed at the School of Public Health website.

A student is entitled to rights in the pursuit of his or her education; freedom from discrimination and harassment; and freedom of association, expression, advocacy, and publication. A student also has the right to contribute to University governance, to receive accommodations for disabilities, and to access records and facilities.

In accordance with federal law, student records are confidential and are available to other persons only under specific conditions as outlined in university regulations.

A student is responsible for upholding and following all applicable codes of conduct, including the IUPUI Student Code and course policies on classroom etiquette and disorderly conduct, and for obeying all applicable policies and procedures and all local, state, and federal laws. A student is responsible for facilitating the learning process, attending class regularly, completing class assignments and coming to class prepared. In addition, a student is responsible for planning his or her own academic program, planning class schedules, and for meeting the requirements for his or her degree or certificate programs. Faculty and academic advisors are available to assist students in meeting degree requirements. A student is responsible for maintaining and regularly monitoring his or her university accounts including e-mail and bursar accounts. A student is responsible for using university property and facilities in the pursuit of his or her education, while being mindful of the rights of others to do the same. A student is responsible for upholding and maintaining academic and professional honesty and integrity.

**Confidentiality of Student Records:** In accordance with Indiana University regulations, student records are confidential and are available to other persons only under specific conditions as outlined in university regulations.

**Academic Integrity:** Academic integrity is a basic principle of intellectual life that holds students responsible for taking credit only for ideas and efforts that are their own. Academic dishonesty violates that principle and undermines the bonds of trust and cooperation among members of the university community, and it is not

tolerated. Academic misconduct includes cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. Students are responsible for knowing what behaviors and activities constitute these different forms of academic misconduct.

Penalties and procedures that are applicable when academic misconduct or dishonesty occurs are described in the IUPUI *Code of Student Rights, Responsibilities, and Conduct*. More information about the IU Richard M. Fairbanks School of Public Health policy and procedures is available by linking to [Academic Integrity](#).

#### **Sex Offenders Screening Policy for Students/**

**Applicants:** Students and applicants should be aware that criminal convictions may result in ineligibility for participation in certain courses/activities within the School of Public Health. Questions regarding the School's policy on such matters should be addressed to the appropriate program director.

### **Policies Concerning Degree Requirements**

#### **Applicability of Degree, Certificate and Minor**

**Requirements** Students may choose to complete either the specific degree, certificate, or minor requirements published in the appropriate bulletin at the time of entry into the university or those in the bulletin current at the time of graduation.

**Application for Degree:** All students must fill out an application for degree at the School of Public Health records office. This application should be completed by May 15 for a December graduation, October 15 for May or January 15 for August graduation.

**Degree Completion:** Students are expected to complete the requirements for their undergraduate degree within 10 years of admission to the School of Public Health. Students are allowed to continue beyond this time period only at the discretion of the Director of Undergraduate Education. If a student has not taken classes for three years or more, he/she must satisfy program requirements of the School of Public Health in effect at the time of reactivation. Requests for deviation from requirements listed in the bulletin must be approved in writing by the Director of Undergraduate Education, whose decision is final.

**Course Substitution and Course Waiver** Requests for course substitutions and course waivers must be made to the faculty advisor.

**Degrees Awarded with Distinction** The IU Richard M. Fairbanks School of Public Health recognizes outstanding performance by awarding bachelor's and associate degrees with three levels of distinction to students who rank in the upper 10 percent of their IU Richard M. Fairbanks School of Public Health graduating class by major and have completed a minimum of 60 hours at Indiana University for a B.S. The levels of distinction are as follows: highest distinction, 3.90 and above; high distinction, 3.70 through 3.89; distinction, 3.50 through 3.69.

**Double-Counting** Generally, courses taken to meet a specific degree requirement cannot be double-counted (i.e., used to satisfy any other degree requirement). Students earning a School of Public Health major, minor, or certificate may double-count two courses across any allowable combination of these programs. The following

restrictions apply: 1) students are limited to two minors and 2) School of Public Health students may not earn a certificate or minor in the same area as their major.

#### **Grade Point Average Requirement**

**Matriculation Prior to January 1, 2012.** A minimum cumulative GPA of 2.0 is required for the Bachelor of Science degrees. In addition, a School of Public Health major GPA of 2.3 must be maintained in order to graduate. For students seeking certificates or minors from School of Public Health, the minimum GPA requirement is 2.0 in all applicable course work.

**Matriculation Beginning January 1, 2012.** A minimum cumulative GPA of 2.5 is required for the Bachelor of Science degrees.

**Hours Requirement:** Students must successfully complete a minimum of 120 credit hours for most Bachelor of Science degrees. Students may transfer no more than 90 credit hours (60 credits from a junior college) toward a Bachelor of Science degree. Class standing, based on total credit hours that count toward minimum degree requirements, is as follows: senior, 86 or more; junior, 56-85; sophomore, 26-55; freshman, fewer than 26.

**Independent Study Credit:** With prior approval, a student may take three courses totaling no more than 10 credit hours by **correspondence** through the IU Division of Extended Studies, Independent Study Program. Under no circumstances may a student satisfy a major requirement by correspondence.

**Internship Credit:** With IU Richard M. Fairbanks School of Public Health faculty approval, a student in good standing may earn a 3-6 credit hours through the Fairbanks School of Public Health **internship** program. The Fairbanks School of Public Health internship program is described in more detail at the [Fairbanks School of Public Health website](#).

**Other Academic Programs:** School of Public Health students may choose to pursue a **minor** or **certificate** from another school or department or within School of Public Health in an area other than their degree or major. Students interested in a minor should contact that department for additional information.

**Pass/Fail Credit** Deadlines for exercising this option are published on the Registrar's office website (<http://www.registrar.iupui.edu>) and are strictly enforced.

**Matriculation Prior to January 1, 2012.** A student in good academic standing may choose to take a maximum of eight elective courses (two per academic year) **Pass/Fail** for a B.S. degree.

**Matriculation Beginning January 1, 2012.** A student in good academic standing may choose to take a maximum of four elective courses (one per academic year) but not to exceed 12 credit hours total **Pass/Fail** for a B.S. degree.

#### **Requirements for a Second Bachelor's**

**Degree:** Students must petition the School of Public Health for approval to work toward a second bachelor's degree. If permission is granted, students are required to take a minimum of 30 credit hours beyond the credits used for the first bachelor's degree and to satisfy all the requirements for the second degree. Generally, the School of Public Health encourages students to work toward

a graduate degree or graduate certificate rather than a second bachelor's degree. Petitions should be submitted to the Undergraduate Program Committee.

## Honors College and Accelerated Master's Programs

The School of Public Health has two programs for academically talented students. Both programs provide students with an opportunity to earn advanced degrees in an accelerated timeframe.

### Honors College Professional Admissions Program (HPS)

The HPS program provides incoming freshman with an opportunity to earn the bachelor's and master's degrees in five years, rather than six years. This option is available for students interested in environmental health or health administration. For more information about admission requirements, contact the IUPUI Honors College at <http://honorscollege.iupui.edu/about/>.

### Accelerated Master's Program (AMP)

The Accelerated Master's Program is a competitive program for outstanding School of Public Health students who are seeking an advanced degree in health administration or environmental health. Participation in this program allows students to fulfill some graduate program requirements as undergraduates, and the graduate courses count for both graduate and undergraduate degree requirements. Students seeking admission to these programs must have at least 60 credit hours in the IU system at the time of admission and a cumulative GPA of 3.5 at the time of admission. For additional information students should contact the program director or academic advisor.

Updated April 2016

## Admissions

**Effective January 1, 2012, students who transfer** into the undergraduate Richard M. Fairbanks School of Public Health programs with college credit, must have completed at least 12 credit hours at IUPUI and have at least a 2.5 cumulative and term GPA to be admitted. To remain in good standing, students must also maintain a cumulative grade point average of 2.5.

Students can be admitted to the School of Public Health through direct admission or as transfer students within the IU systems or from other institutions.

Students admitted to the School of Public Health are required to attend the Undergraduate Orientation, which is scheduled during the early part of the fall and spring semesters. The orientation provides students with an opportunity to become acquainted with the undergraduate teaching faculty and staff, and orients students to the School of Public Health's policies and procedures to ensure a successful transition to the School.

### Direct and Dual Admission

The School of Public Health has a special program to admit freshman students simultaneously to the School of Public Health and to the University College. To be eligible for this dual admission, applicants must meet the general university and campus requirements for admission, have a minimum combined Scholastic Aptitude Test (SAT) math and critical reading test score of 1000 or ACT of 21 and have a 3.0 high school grade point average.

Students who do not qualify for dual admission at Indianapolis, or who choose not to apply for freshman-level direct entry may be admitted to the School of Public Health after they have completed 12 credit hours with 2.5 or better cumulative and semester grade point averages.

### Undergraduate External and Intercampus Transfer

#### Admission External Transfer

Students transferring from other institutions will receive direct admission to the School of Public Health, provided students have completed 12 hours of coursework at IUPUI and earned cumulative and semester (last semester at previous institution) grade point averages of 2.5 or better.

#### Intercampus Transfer

Permanent intercampus transfer students transferring from any campus of Indiana University will receive direct admission to the School of Public Health, provided students have completed 12 hours, have earned cumulative and semester (last semester at previous institution) grade point averages of 2.5 or better.

#### Undergraduate Probationary Admission

Applicants who do not meet the undergraduate admission requirements are not eligible for admission until they have met the admission requirements. Applicants who do not meet the School of Health's admission requirements may seek admission to University College.

For the most current Undergraduate admission requirements for the Fairbanks School of Public Health, please visit our school's website at: [Richard M. Fairbanks School of Public Health - Undergraduate Programs](http://www.fairbanks.iupui.edu/school-of-public-health/undergraduate-programs).

Last Updated: October 2017.

## Certificate in Public Health (18 credit hours)

The Undergraduate Certificate in **Community Health** curriculum consists of nine 3-credit hour courses (27 credit hours). The certificate provides students with the knowledge, skills and hands-on experience that prepares them to tackle real-world health problems. The coursework for this certificate prepares students to take the Certified Health Education Specialist (CHES) exam.

The Undergraduate Certificate in Public Health (18 credit hours) includes two areas of concentration: **Health Administration** and **Population Health Science**. The certificate is designed to provide students in these emphasis areas with an overview of each area followed by more focused study in areas basic to each field.

The Health Administration option is designed for students interested in learning more about the administrative functions of public health or healthcare organizations. Completing the Certificate in Public Health-Health Administration will help prepare graduates new to these fields for entry-level work in such organizations as well as provide additional skills to current public health professionals interested in career development.

The Population Health Science option is designed for students interested in learning more about the core areas of study in Public Health related to Population Health and integration of those concepts with various areas of discipline in healthcare and public health delivery systems.

Completing the Certificate in Public Health-Population Health Science will help prepare graduates new to these fields for entry-level work in such organizations as well as provide additional skills to current public health professionals interested in career development.

For the most current information on Undergraduate Certificates in the Fairbanks School of Public Health, please visit our schools website at [Richard M. Fairbanks School of Public Health - Undergraduate Certificates](#).

## Resources

[Student Consumer Information About this Program](#)

Updated March 2016

## Degree Programs

The Fairbanks School of Public Health currently offers three Bachelor of Science degrees, a Bachelor of Science in Health Data Science, a Bachelor of Science in Health Services Management and a Bachelor of Science in Public Health with concentrations in Community Health, Epidemiology or Environmental Health Science. For the most current information on Fairbanks School of Public Health Undergraduate Degree programs, please visit our school's website at: <https://fsph.iupui.edu/index.html>.

### [Bachelor of Science in Health Data Science](#)

Health data science is a burgeoning, interdisciplinary field requiring a diverse set of skills to extract knowledge and insights from data. Health data scientists will be at the center of an estimated \$300 billion value added to the American health sector annually by big data and analytics.

The Bachelor of Science in Health Data Science features an interdisciplinary curriculum that integrates biostatistics, computer science and informatics that will create an attractive package for employers working with health data locally, nationally and internationally. Students will receive either a minor in computer science from the Department of Computer and Information Science, or a minor in Informatics from the IU School of Informatics and Computing at IUPUI.

Please refer to the [Health Data Science curriculum](#) for more information.

### [Bachelor of Science in Health Services Management](#)

The Bachelor of Science in Health Services Management combines coursework in general education (communications, liberal arts, science, and quantitative methods), health care policy, finance and management to prepare students for positions in the health care arena in nonclinical work. The health care arena includes acute care, physician practice, and long-term care, insurance companies, and government. Positions are available in government and the private and not-for-profit sectors. Available positions include office manager, billing agent, project coordinator, HR recruiting specialist, marketing manager, claims adjudicator, clinical liaison, customer service representative, admissions staff, marketing specialist, and others.

Please refer to the [Health Services Management curriculum](#) for more information.

### [Bachelor of Science in Public Health](#)

The Bachelor of Science in Public Health (B.S.P.H.) degree combines coursework in communications, mathematics, the basic sciences (biology, chemistry, physics) and public health with an emphasis on protecting human health and the quality of the built and natural environment from environmental hazards through pollution prevention and control. Employment areas include indoor and outdoor pollution, water supply and wastewater treatment, solid and hazardous waste, workplace health and safety, general environmental health, childhood lead poisoning and asthma control, environmental health education, environmental toxicology and microbiology, sustainability, housing safety and vector control, food safety and defense, hazardous materials, homeland security, and others.

### [Community Health](#)

The B.S.P.H. major in Community Health will prepare students to provide health education, promote healthy lifestyles and healthy choices, prevent diseases, and enhance quality of life in communities. Students will obtain a foundation in understanding the social determinants of health, distribution of health and illness in diverse populations, and the disease risks among human populations. The Community Health major focuses on interdisciplinary efforts to address the physical, social, behavioral, mental, and environmental health concerns of communities and population at risk for disease and injury. Graduates will plan and evaluate health services in communities. They will coordinate the community efforts of government agencies and private organizations.

Please refer to the [Community Health curriculum](#) for more information.

### [Environmental Health Science](#)

The B.S.P.H. major in Environmental Health Science features an interdisciplinary curriculum that integrates the environmental and health sciences with management and public policy. You will be trained to address pressing environmental health problems and will be prepared for an impact career or for graduate study in public health or the traditional sciences. The environmental health science major also meets the core science requirements for pre-professionals in medicine and is an attractive option for other pre-professional students.

Please refer to the [Environmental Health Science curriculum](#) for more information.

Last Updated: October 2017

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The Fairbanks School of Public Health currently offers two Bachelor of Science degrees, a Bachelor of Science in Public Health with concentrations in Community Health or Environmental Health Science and a Bachelor of Science in Health Services Management. For the most current information on Fairbanks School of Public Health Undergraduate Degree programs, please visit our school's website at: <https://fsph.iupui.edu/index.html>.

### [Health Data Science curriculum](#)

The Bachelor of Science in Health Systems Management combines coursework in general education (communications, liberal arts, science, and quantitative methods), health care policy, finance and management to prepare students for positions in the health care arena in

nonclinical work. The health care arena includes acute care, physician practice, and long-term care, insurance companies, and government. Positions are available in government and the private and not-for-profit sectors. Available positions include office manager, billing agent, project coordinator, HR recruiting specialist, marketing manager, claims adjudicator, clinical liaison, customer service representative, admissions staff, marketing specialist, and others.

#### **Degree Map for Health Services Management**

Beginning in the Fall of 2013, Degree maps were finalized for the 2012-2014 Bulletin years. Click Health Services Management to find the Degree map. Please refer to the [Degree Map](#) website for future updates.

#### **[Health Services Management curriculum](#)**

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The BSPH major in Community Health will prepare students to provide health education, promote healthy lifestyles and healthy choices, prevent diseases, and enhance quality of life in communities. Students will obtain a foundation in understanding the social determinants of health, distribution of health and illness in diverse populations, and the disease risks among human populations. The Community Health major focuses on interdisciplinary efforts to address the physical, social, behavioral, mental, and environmental health concerns

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Health data science is a burgeoning, interdisciplinary field requiring a diverse set of skills to extract knowledge and insights from data. Health data scientists will be at the center of an estimated \$300 billion value added to the American health sector annually by big data and analytics.

The Bachelor of Science in Health Data Science features an interdisciplinary curriculum that integrates biostatistics, computer science and informatics that will create an attractive package for employers working with health data locally, nationally and internationally. Students will receive either a minor in computer science from the Department of Computer and Information Science, or a minor in Informatics from the IU School of Informatics and Computing at IUPUI.

Please refer to the [Health Data Science curriculum](#) for more information.

#### **[Bachelor of Science in Health Services Management](#)**

The Bachelor of Science in Health Services Management combines coursework in general education (communications, liberal arts, science, and quantitative methods), health care policy, finance and management to

prepare students for positions in the health care arena in nonclinical work. The health care arena includes acute care, physician practice, and long-term care, insurance companies, and government. Positions are available in government and the private and not-for-profit sectors. Available positions include office manager, billing agent, project coordinator, HR recruiting specialist, marketing manager, claims adjudicator, clinical liaison, customer service representative, admissions staff, marketing specialist, and others.

Please refer to the [Health Services Management curriculum](#) for more information.

### **Bachelor of Science in Public Health**

The Bachelor of Science in Public Health (B.S.P.H.) degree combines coursework in communications, mathematics, the basic sciences (biology, chemistry, physics) and public health with an emphasis on protecting human health and the quality of the built and natural environment from environmental hazards through pollution prevention and control. Employment areas include indoor and outdoor pollution, water supply and wastewater treatment, solid and hazardous waste, workplace health and safety, general environmental health, childhood lead poisoning and asthma control, environmental health education, environmental toxicology and microbiology, sustainability, housing safety and vector control, food safety and defense, hazardous materials, homeland security, and others.

#### **Community Health**

The B.S.P.H. major in Community Health will prepare students to provide health education, promote healthy lifestyles and healthy choices, prevent diseases, and enhance quality of life in communities. Students will obtain a foundation in understanding the social determinants of health, distribution of health and illness in diverse populations, and the disease risks among human populations. The Community Health major focuses on interdisciplinary efforts to address the physical, social, behavioral, mental, and environmental health concerns of communities and population at risk for disease and injury. Graduates will plan and evaluate health services in communities. They will coordinate the community efforts of government agencies and private organizations.

Please refer to the [Community Health curriculum](#) for more information.

#### **Environmental Health Science**

The B.S.P.H. major in Environmental Health Science features an interdisciplinary curriculum that integrates the environmental and health sciences with management and public policy. You will be trained to address pressing environmental health problems and will be prepared for an impact career or for graduate study in public health or the traditional sciences. The environmental health science major also meets the core science requirements for pre-professionals in medicine and is an attractive option for other pre-professional students.

Please refer to the [Environmental Health Science curriculum](#) for more information.

Last Updated: October 2017

## **General Degree Requirements**

### **Bachelor of Science in Health Data Science**

The BS in Health Data Science is a 120-credit program with 39 credits of general education courses, 12 credits in public health classes, 27 credits in the major, 20-21 credits depending on the minor and 15-16 credits of electives. Specific degree requirements can be found at on our school's website at: [Richard M. Fairbanks School of Public Health – BS in Health Data Science](#).

### **Bachelor of Science in Health Services Management**

The BSHSM degree consists of a minimum of 30 credit hours of general education requirements, 71 credit hours of coursework in the major, and 19 credit hours of electives to total 120 credit hours. Specific degree requirements can be found on our school's website at: [Richard M. Fairbanks School of Public Health - B.S.P.H. in Health Services](#).

### **Bachelor of Science in Public Health - Community Health**

The BSPH-CH degree consists of a minimum of 35 credit hours of general education requirements, 69 credit hours of coursework in the major and 16 credit hours of electives to total of 120 credit hours. Specific degree requirements can be found on our school's website at: [Richard M. Fairbanks School of Public Health - B.S.P.H. in Community Health](#).

### **Bachelor of Science in Public Health - Environmental Health Science**

The BSPH-EHS degree consists of a minimum of 65 general education requirements, 49 credit hours of coursework in the major and 6 credit hours of electives to total 120 credit hours. A minimum 114 credit hours of required courses are listed for this curriculum. Specific degree requirements can be found on our school's website at: [Richard M. Fairbanks School of Public Health - B.S.P.H. in Environmental Health Science](#).

### **Bachelor of Science in Public Health - Epidemiology**

To complete this degree, you will take general education courses, major courses, and general electives that together total at least 120 credits. Specific degree requirements can be found on our school's website at: [Richard M. Fairbanks School of Public Health - B.S.P.H. in Epidemiology](#).

Last Updated: April 2018.

## **Bachelor of Science in Health Services Management Learning Outcomes**

A student who is awarded the Bachelor of Science in Health Services Management should be able to anticipate, recognize, evaluate, and solve problems in health services organizations using knowledge, tools, and skills appropriate to entry- and mid-level health services management positions. At the completion of the degree program, a student should demonstrate the following learning outcomes:

1. Communicate effectively with diverse stakeholders, including public health and health care professionals, individually and in group settings using verbal, written, and electronic modes of communication.



2. Use statistical and other quantitative analysis tools and techniques to understand issues and problems in health care organizations and systems.
3. Use basic financial tools, principles and practices to review and analyze financial performance of organizations and implement controls as required.
4. Apply human resource best practices for management of human capital in an organization.
5. Use marketing concepts and skills to analyze markets, develop marketing plans, and measure the impact of marketing activities to raise awareness and increase growth of the organization's market share.
6. Participate in developing and implementing plans and policies to improve the delivery of health services.
7. Work individually and within a team-setting by applying organizational knowledge and leadership skills.
8. Recognize and demonstrate sensitivity to diverse points of view.
9. Seek principled solutions to health services delivery issues.

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at: [pbhealth@iupui.edu](mailto:pbhealth@iupui.edu).

Updated January 2014

## **Bachelor of Science in Public Health - Community Health Science Major Student Learning Outcomes**

The BSPH major in Community Health will prepare students to work with groups of people to improve their health and the health of their communities. You will learn to address the social determinants of health and advocate for better health, while also advancing research to understand and solve emerging issues.

- Recognize the social determinants of health that impact individuals and communities in the U.S. and globally.
- Explain the principles of epidemiology, environmental health, health care systems, and health policy, and apply them to issues of public health.
- Describe the role and importance of data in public health.
- Describe the historical impact of public health nationally and globally.
- Identify and understand the key public health challenges – current and future – faced by the U.S. and the world.
- Assess individual and community needs for health and health education.
- Choose appropriate and quality sources of public health data, and correctly interpret the information provided.

- Implement health and health education interventions and programs.
- Administer health and health education interventions and programs.
- Communicate the role of fairness and justice in health equity.
- Communicate effectively orally and in writing with individuals at the community level, as well as with diverse health stakeholders, providers, policy makers, etc.
- Based on evidence and data, advocate for practices, programming, and policies that address health equity issues.
- Demonstrate networking skills and cultural competency when engaging with colleagues and diverse stakeholders.
- Demonstrate ethical decision making whenever serving in the role of a public health practitioner.

Students will have opportunities to develop research skills, team work and leadership skills, and have international health experiences through additional coursework and practical opportunities.

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at [B.S.P.H. in Community Health](#).

Updated April 2018

## **Bachelor of Science in Public Health - Environmental Health Science Major Student Learning Outcomes**

This degree prepares students to begin a career in health protection and injury and disease prevention. At the completion of the degree program, a student should demonstrate the following learning outcomes:

- Describe a framework to anticipate, recognize, evaluate, prevent, and control environmental exposures.
- Use analytical tools and methods to characterize and address environmental health issues.
- Practice critical thinking to characterize and address environmental health issues.
- Acquire experience in communicating effectively with diverse stakeholders – both written and oral, public and interpersonal, professional and technical – on environmental health issues.
- Classify human health effects of environmental exposures.
- Identify barriers to health equity related to environmental health.

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at: [B.S.P.H. in Environmental Health Science](#).

Updated April 2018

## **Certificates and Minors**

### **Undergraduate Certificate in Public Health**

This certificate offers two different concentrations: Health Administration and Population Health Science.

### Concentration in Population Health Sciences

Upon completion of this Certificate Concentration, students will be able to:

- Describe the scientific foundation of the field of public health
- Distinguish the characteristics of a population-based health problem
- Recognize common linkages and relationships among multiple factors affecting health
- Analyze and evaluate key policy, political, social, ethical, financing and managerial challenges that confront the current health care system
- Recognize the biological (e.g., physical and psychological) and cultural factors that influence resilience and vulnerability, and resistance to certain disease

### Concentration in Health Administration

Upon completion of this Certificate Concentration, students will be able to:

- Discuss the structure and organization of the U.S. health care system and its components, including financing
- Recognize various ways of leading and managing health delivery systems
- Analyze and evaluate key policy, political, social, ethical, financing and managerial challenges that confront the current health care system
- Analyze the complex and dynamic external and specific environments in which health care functions and evaluate ideas for health care administration strategy, policy and management

### Minor in Environmental Health Science

A student who earns the Minor in Environmental Health Science will demonstrate the following learning outcomes:

- Describe the ways humans can have a negative impact on their environment.
- Identify contaminants and common sources of these contaminants that pollute the air, land, and water, and built environment.
- Explain ways humans are exposed to environmental pollution and the adverse effects it can have on health and safety.
- Explain the approaches that are used to assess the scope and extent of risk associated with environmental/occupational hazards.
- Describe the techniques that are used to eliminate or control hazards that can cause harm to human health and the environment.

## Student Learning Outcomes

A student who is awarded a degree or certificate from the IU Fairbanks School of Public Health will demonstrate the [IUPUI Principles of Undergraduate Learning \(PULs\)](#), which were initially approved in 1998 and revised in 2007 by the faculty.

The PULs, which underpin an IUPUI students general education and permeate education in the major, tell our students and other stakeholders what an IUPUI

undergraduate will know and be able to do upon graduation. The PULs provide the overarching learning outcomes for each students education at IUPUI, and these, in turn, are linked to the learning outcomes for each degree program and for courses in each degree program.

### Bachelor of Science

- [Bachelor of Science in Health Data Science](#)
- [Bachelor of Science in Health Services Management](#)
- [Bachelor of Science in Public Health – Community Health](#)
- [Bachelor of Science in Public Health – Environmental Health Science](#)
- [Bachelor of Science in Public Health – Epidemiology](#)
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### Certificates and Minors

- [Community Health Certificate](#)
- [Public Health Certificate](#)
- [Community Health Minor](#)
- [Environmental Health Science Minor](#)
- [Epidemiology Minor](#)
- [Health Systems Administration Minor](#)
- [Population Health Sciences Minor](#)

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at: <https://fsp.h.iupui.edu/>.

Updated October 2017

## Bachelor of Science in Health Services Management Learning Outcomes

This degree prepares students to begin a career in Health Data Science an interdisciplinary field requiring a diverse set of skills to extract knowledge and insights from Data. Upon completing the Bachelor of Science in Health Data Science, students will be able to:

- Demonstrate computing knowledge and “hacking” skills (data capture and visualization)
- Analyze results using appropriate biostatistical methods (analytical skills)
- Think critically and creatively to solve problems and discover meaning in large data (open-mindedness, curiosity)
- Conduct biostatistical analyses in an ethical and responsible manner (professionalism)
- Effectively communicate results of analyses to non-experts (communication, “story telling”, presentation skills).

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at: [B.S. in Health Data Science](#).

Created April 2018

## Bachelor of Science in Public Health - Epidemiology Student Learning Outcomes

The BSPH major in Epidemiology will prepare students to identify and address serious health disparities that influence entire populations and improve population health by focusing on prevention and treatment. Upon completing this degree, students will be able to:

- Recognize the existence of a public health problem
- Collaborate with others inside and outside the agency to identify the problem
- Identify surveillance data needs
- Assist in design of investigation, including creating hypothesis
- Develop an understanding of the social and behavioral determinants of health
- Analyze the complex economic and financing systems in Public Health and Health Administration
- Analyze the people-pollution-environmental-health interrelationships
- Analyze and understand complex biological and disease risk factors in the US and globally
- Describe fundamental research methods used in the field of Public Health

Students will also have opportunities to develop research skills, team work and leadership skills, and have international health experiences through additional coursework and practical opportunities.

For the most current information on Undergraduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at [B.S.P.H. in Epidemiology](#).

Created April 2018

### Accreditation

The IU Richard M. Fairbanks School of Public Health is proud to be fully accredited by the Council on Education for Public Health (CEPH). Accreditation is the culmination of a rigorous multi-year process involving an extensive self-study and a site visit by an accreditation team.

The Fairbanks School of Public Health is accredited by the Council on Education for Public Health.

The MHA program is accredited by the Commission on Accreditation Healthcare Management Education.

The Environmental Health Science major of the BSPH is accredited by the Environmental Health Science and Protection Accreditation Council.

Learn more about our [accreditation on our website](#).

## Undergraduate Programs

### General Information

The Fairbanks School of Public Health offers undergraduate degrees, certificates, and minors.

### Bachelor of Science Degrees

- [Bachelor of Science in Health Data Science](#)
- [Bachelor of Science in Health Services Management](#)

- [Bachelor of Science in Public Health – Community Health](#)
- [Bachelor of Science in Public Health – Environmental Health Science](#)
- [Bachelor of Science in Public Health – Epidemiology](#)

### Certificates

- [Community Health](#)
- [Public Health](#)

### Minors

- [Community Health](#)
- [Environmental Health Science](#)
- [Epidemiology](#)
- [Health Systems Administration](#)
- [Population Health Sciences](#)

For more information on Undergraduate degree programs in the Fairbanks School of Public Health, please visit our school's website at: [Richard M. Fairbanks School of Public Health - Undergraduate Programs](#).

Updated April 2018

### Minors

The Fairbanks School of Public Health minors include:

- [Community Health](#) (15 credits)  
Many groups of people face significant challenges to living healthy lives. These challenges are influenced not only by individual choices but also by where we live, work and play. Through the Minor in Community Health, students gain knowledge, skills and hands-on experience that prepares them to tackle these real-world problems. The coursework for this minor prepares students to take the Certified Health Education Specialist (CHES) exam.
- [Environmental Health Science](#) (15 credits)  
The minor in environmental health science is designed to introduce students to selected aspects of current thinking on the nature, causes, and solutions of environmental public health problems. After completing the initial survey course on environmental health (PBHL-A 316), students select four additional courses from the electives list.
- [Epidemiology](#) (15 credits)  
The minor in public health epidemiology is designed to introduce students to the application of epidemiological methods to real world public health challenges and research. After completing the two required courses, students may select three courses from the list of elective courses below.
- [Health Systems Administration](#) (15 credits)  
Are you interested in learning what it takes to run a health care delivery system after the implementation of the Affordable Care Act? If so, this is the minor for you. You'll learn what top thought leaders say about key aspects of administration of today's health systems. This is a minor that is easy to customize to your specific interests. You'll take one required health administration course, then you'll choose four electives from a list that includes health care finance

and budgeting, economics, policy, marketing, legal issues, management care, and planning.

- [Population Health Sciences](#) (15 credits)  
Population health management is one of the biggest initiatives in healthcare today. It's all about changing our healthcare model from one that focuses on treatment of disease and injury to one that promotes prevention and protection. The IU Richard M. Fairbanks School of Public Health allows you to discover the social, economic, behavioral, biological, and environmental influences that can be the difference between a successful population health strategy and one that misses the target. This is a perfect minor for anyone who is interested in a career that allows them to impact the health of populations of people.

For more information on undergraduate minors in the Fairbanks School of Public Health, please visit our school's website at: [Richard M. Fairbanks School of Public Health](#).

Last Updated October 2017

## Admissions

For the most current information on Admission requirements for Ph.D. Programs in the Fairbanks School of Public Health, please visit our school's website at: .

- PhD in Biostatistics
- PhD in Epidemiology
- PhD in Health Policy and Management
- DrPH in Global Health Leadership

For the most current information on Admission requirements for Master's Programs in the Fairbanks School of Public Health, please visit our school's website at: .

- Master of Health Administration (MHA)
- Master of Public Health (MPH)
- Master of Science in Biostatistics (MS)
- Master of Science in Product Stewardship (MS)

For the most current information on Admission requirements for Graduate Certificates in the Fairbanks School of Public Health, please visit our school's website at: .

- Health Policy
- Health Systems Management
- Public Health

Updated October 2017

## Degree Programs

### Doctoral Programs

- [PhD in Biostatistics](#)
- [PhD in Epidemiology](#)
- [PhD in Health Policy and Management](#)
- [DrPH in Global Health Leadership](#)

### Master's Programs

- [Master of Health Administration \(MHA\)](#)
  - [Master of Public Health \(MPH\)](#)
- Concentration Areas:

- [Environmental Health](#)
- [Epidemiology](#)
- [Health Policy and Management](#)
- [Public Health Informatics](#)
- [Social and Behavioral Sciences](#)

- [Master of Science in Biostatistics \(MS\)](#)
- [Master of Science in Product Stewardship \(MS\)](#)

### Dual & Joint Degrees and Coordinate Curricula

- [MHA-MPH](#)
- [JD-MHA](#)
- [MBA-MHA](#)
- [JD-MPH](#)
- [MD-MPH](#)
- [MD-Certificate](#)
- [DDS-MPH](#)
- [MSW-MPH](#)
- [MS-Certificate](#)

### Graduate Certificates

- [Health Policy](#)
- [Health Services Management](#)
- [Public Health](#)

For the most current information on Graduate Degree programs in the Fairbanks School of Public Health, please visit our school's website at: <https://fsp.h.iupui.edu/index.html>.

Last Updated: October, 2017.

## Master of Health Administration

The graduate program in health administration is offered by IU Fairbanks School of Public Health. The Master of Health Administration has a long and distinguished history of preparing students for leadership positions in healthcare organizations. Recognized for its exceptional faculty, ground breaking research, study abroad opportunities, an amazing network of alumni and mentors, and networking opportunities with visiting experts. We're located minutes from the top five Indianapolis health systems and we have the largest health administration alumni network in Indiana.

The Master of Health Administration (MHA) degree has a long and distinguished history of preparing students to assume management and leadership positions in healthcare organizations. Our graduates go on to work in health systems, hospitals, physician practices, HMOs, long term care facilities and health insurance organizations, as well as serving as consultants. Many of CEOs of health organizations in Indiana are graduates of the Fairbanks School of Public Health MHA program.

As an MHA student, you'll take courses that develop your business skills and you'll become knowledgeable about the dynamic health care environment. Advanced courses include project work for health care organizations. You'll acquire practical experience through a variety of experiential learning opportunities, including paid summer internships, our mentor program, which matches individual students with local health care executives, and health-related part-time positions. The programmatic competencies integrated into the program include an understanding of the American health care system,

leadership and professionalism in the workplace, human resources management, health law/ethics, quantitative skills, financial skills, information skills, decision making, implementing change, and personal development.

This advanced program attracts professionals and students interested in a variety of leadership opportunities in hospitals, managed care, ambulatory care, and voluntary health agencies. Opportunities also exist in consulting firms, corporate health programs, insurance, government, and other regulatory agencies. The program is fully accredited by the Commission on Accreditation of Healthcare Management Education and is a member of the Association of University Programs in Health Administration.

Approximately one-third of the students in the program have professional backgrounds; the remaining two-thirds come directly from undergraduate programs. In the classroom, this mix creates a dynamic environment of fresh perspectives and practical experience. The versatile faculty teach a rigorous interdisciplinary curriculum interwoven with current research and events. The M.H.A. program requires 51 graduate semester credit hours.

A summer internship between the first and second year of study is an excellent opportunity to learn from a health industry leader. The internship offers students valuable experience in the health care field and is an excellent opportunity to blend academic preparation with hands-on experience. Positions are available throughout the United States.

A mentorship program utilizing local M.H.A. alumni and friends of the school gives students the opportunity to meet a variety of practicing health care professionals. Mentors are available in all segments of the health care field and range from recent graduates to corporate officers and senior public officials.

Our students are successfully competing for national administrative fellowships after graduation. Fellowships have been awarded to M.H.A. program graduates from institutions that include Good Samaritan Health System in Nebraska; Winston Fellowship and Washington Hospital Group in Washington, D.C.; Baylor Medical Center in Houston; Cleveland Clinics in Cleveland; and the American College of Healthcare Executives in Chicago. Most fellowships provide a two-year paid administrative experience.

Students seeking admission must apply online through the Schools of Public Health Application System (SOPHAS) at <https://sophas.org> or HAMPCAS at <https://hampcas.liaisoncas.com/applicant-ux/#/login>. Applicants must submit three letters of recommendation, official transcripts from all undergraduate and graduate institutions attended, personal statement, resume, and scores from the Graduate Record Examination (GRE) general test. The TOEFL is also required if the applicant's native language is not English and none of the applicant's previous degrees is awarded by a US accredited institution or other institution where English is the official language.

Application Deadlines

US Applicants: May 31, 2018

International Applicants: February 15, 2018

### **Degree Requirements (51 credit hours)**

Part-time students must complete at least 6 credit hours each semester to remain in good standing. All students must complete the program's academic requirements within five calendar years of matriculation.

To complete this degree, you will take a combination of required Health Administration courses and Practical Experience courses that together total 51 credits. The specific distribution of courses is as follows:

The specific distribution of courses is as follows:

### **Health Administration Required Courses**

*Take all 16 courses for a total of 48 credits*

- H507 Management of Individual and Group Behavior (3 credits)
- H508 Managing Healthcare Accounting Information for Decision-Making (3 credits)
- H509 Financial Management Principles of Healthcare (3 credits)
- H514 Health Economics (3 credits)
- H516 Health Services Delivery and the Law (3 credits)
- H518 Statistical Methods for Health Services (3 credits)
- H521 Management Science for Health Services Administration (3 credits)
- H523 Health Services Human Resources Management (3 credits)
- H610 Lean Principles for Healthcare (3 credits)
- H612 Marketing Health Services Delivery (3 credits)
- H623 Healthcare Applications of Strategic Management (3 credits)
- H624 Developing Strategic Capability (3 credits)
- H628 Healthcare Information Systems (3 credits)
- H670 Leadership in Healthcare Administration (3 credits)
- H670 Operations Management for Healthcare Organizations (3 credits)
- P506 Population and Public Health (3 credits)

### **Health Administration Practical Experience**

H702 Internship in Health Services Management (3 credits)

Part-time students must complete at least 6 credit hours each semester to remain in good standing. All students must complete the program's academic requirements within five calendar years of matriculation.

## Master of Health Administration– Doctor of Jurisprudence (M.H.A.-J.D.)

The Indiana University School of Public Health and the School of Law-Indianapolis have established a four-year, full-time program for the combined study of law and health administration. This course of study addresses the need for professionals who understand the legal and administrative frameworks necessary to function successfully as a health lawyer or a health services administrator.

The Master of Health Administration (M.H.A.) and the Doctor of Jurisprudence (J.D.) are awarded when the student meets the degree requirements of both schools. All courses are offered on the Indianapolis campus. Successful completion of this rigorous 127-credit-hour program provides the graduate sufficient depth and breadth in each discipline to be able to function effectively in the swiftly changing health field.

The delivery of health care and health services is the second largest industry in the United States, accounting for almost 14 percent of the gross national product. The importance of health care to our citizens has long been obvious.

What has become more apparent recently, however, is the growing impact of case law, statutes, and regulations on access to and availability of care; on the delivery of health care services; and, increasingly, on decisions relating to the appropriateness of individual treatment. For this reason, the Schools of Law and School of Public Health have sought jointly to develop a strong academic curriculum to address the educational needs of health lawyers and health service administration executives as they seek to serve the public's needs.

### Application and Admission

Applicants must apply for admission to each school and must meet the admission criteria published in each school's bulletin. Normally, applicants should apply to both the School of Law-Indianapolis and the School of Public Health-Indianapolis at the same time. However, a person enrolled in the School of Law may apply for admission to the Graduate Program in Health Administration up to the end of the second year of law study (approximately 57 credit hours). A student formally enrolled in the study of health administration may seek admission to the School of Law-Indianapolis up to the end of the first year of full-time study leading to the award of the Master of Health Administration (approximately 30 hours of graduate credit).

**Academic Standing** Grade point averages in the School of Law-Indianapolis and the School of Public Health-Indianapolis are computed separately. To continue in the joint program, the student must meet the academic standards in each school. A student failing in one school but meeting academic standards in the other may complete course work for the degree in the school in which the student is able to meet the academic

standards. Such completion must be according to the same conditions (credit hours, internship, etc.) required of regular (noncombination) degree candidates. Students are eligible for honors in the School of Law based on the criteria of their school.

**Residency** The student customarily completes the first 34 credit hours in the School of Law-Indianapolis. Thereafter, the student divides the remaining course work between the two schools, taking health administration courses and law courses concurrently. Thus, the student has a continuing educational experience in both schools.

### Program Requirements (127 credit hours)

#### MHA Course Requirements

Students must take all 15 courses for 45 credit hours.

- PBHL-H 507 Management of Individual and Group Behavior (3 cr.)
- PBHL-H 508 Managing Health Care Accounting Information for Decision Making (3 cr.)
- PBHL-H 509 Financial Management Principles of Health Care (3 cr.)
- PBHL-H 514 Health Economics (3 cr.)
- PBHL-H 518 Statistical Methods for Health Services (3 cr.)
- PBHL-H 521 Management Science for Health Services Administration (3 cr.)
- PBHL-H 523 Health Services Human Resources Management (3 cr.)
- PBHL-H 610 Lean Principles for Healthcare (3 cr.)
- PBHL-H 612 Marketing for Health Services Delivery (3 cr.)
- PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)
- PBHL-H 624 Developing Strategic Capability in Healthcare (3 cr.)
- PBHL-H 628 Health Care Information Systems (3 cr.)
- PBHL-H 670 Population and Public Health (3 cr.)
- PBHL-H 670 Operations Management for Healthcare Organizations (3 cr.)
- PBHL-H 735 Research in Health Administration (3 cr.)

PBHL-H 735 Research in Health Administration is to be completed in the last year of the combined program and jointly supervised by advisors from both schools.

### J.D. Requirements (82 credit hours)

Students are required to complete 82 credit hours of law courses and to satisfy all requirements for the Doctor of Jurisprudence degree.

## Master of Health Administration– Master of Business Administration (M.H.A.-M.B.A.)

The combined M.H.A.-M.B.A. program enables the student to take a sequence of courses leading to the attainment of both degrees. Successful completion of this 78-credit-hour program provides the graduate student with sufficient depth and breadth in each discipline to function effectively in a health care delivery system that is driven by business principles.

**Admissions** To participate in the joint program, students must apply to and be accepted into both the Indiana University School of Public Health, Master of Health Administration program and the Indianapolis Kelley School of Business Master of Business Administration program.

**Academic Standing** Grade point averages for the two schools are computed separately. To continue in the joint program, the student must meet the academic standards in each school. Students failing in one school but meeting academic standards in the other school may complete work for the degree in the school in which they are able to meet the standards. Such completion must be upon the same conditions as required of regular (noncombination) degree candidates.

**Program Advisors** Once students have been accepted into this joint degree program, they should meet with academic advisors to plan course sequencing. All M.B.A. core courses must be taken as intact modules. Full-time students typically take two M.H.A. and two M.B.A. courses each semester. Part-time students take either two M.H.A. or two M.B.A. courses each semester. Since M.B.A. courses must be taken as a cohort, part-time students will need to sequence all the M.B.A. courses in a block.

### Program Requirements (78 credit hours)

The following degree requirements are required of all students admitted to the program.

#### M.H.A. Requirements (39 credit hours)

Students are required to complete 34.5 credit hours of PBHL courses and to satisfy all requirements for the joint degree.

- PBHL-H 670 Population and Public Health (3 cr.)
- PBHL-H 507 Management of Individual and Group Behavior (3 cr.)
- PBHL-H 508 Managing Health Care Accounting Information for Decision Making (3 cr.)
- PBHL-H 509 Financial Management Principles in Healthcare (3 cr.) (P: UG accounting)
- PBHL-H 514 Health Economics (3 cr.)
- PBHL-H 516 Health Services Delivery and the Law (3 cr.)
- PBHL-H 518 Statistical Methods for Health Services (3 cr.)
- PBHL-H 521 Management Science for Health Services Administration (3 cr.)
- PBHL-H 523 Health Services Human Resources Management (3 cr.)
- PBHL-H 612 Marketing Health Services Delivery (3 cr.)
- PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)
- PBHL-H 624 Developing Strategic Capability in Healthcare (3 cr.)
- PBHL-H 702 Internship in Health Services Management (3 cr.) **OR**
- PBHL-H 735 Research in Health Administration (3-6 cr.)

#### M.B.A. Requirements (39 credit hours)

Students are required to complete 39 credit hours of business administration courses and to satisfy all requirements for the joint degree. For specific guidelines,

see the Indianapolis Kelley School of Business Graduate Bulletin.

## Master of Public Health

The Indiana University MPH Program is a unique program which can be completed on a part-time basis in three years, or on a full-time basis in two years. Most of the required MPH courses are offered in the evening to allow working professionals the opportunity to continue their education. Through case studies, group and individual projects, and internships, students will explore public health problems and issues, learn how to think critically and work in teams. Courses are taught by scholars and practitioners drawn from many disciplines and perspectives.

The MPH Program at IU School of Public Health is fully accredited by the [Council on Education for Public Health](#).

### Concentrations

#### Environmental Health

Students enrolled in the Environmental Health Science concentration learn to anticipate, recognize and assess environmental hazards that affect human health. Students study the impact of biological, physical and chemical factors on the health of communities. Students will acquire the skills necessary to identify susceptibility and intervention factors that lead to disease and/or its prevention.

#### Epidemiology

The Epidemiology concentration provides a balance of academic theory and real world experience, ensuring students are prepared for a career in public health. The principles and methods of epidemiology constitute a foundation essential for policy development related to surveillance activities and prevention strategies. Students will learn how to design and conduct studies, analyze data, and present findings in a variety of formats and for diverse audiences, as well as how to integrate the social, biological, environmental and analytic approaches to understanding determinants of health in populations.

#### Health Policy and Management

The Health Policy and Management concentration provides a balance of academic theory and real-world experience, ensuring students are prepared for a career in public health. Students will acquire skills in policy process, development, and analysis. Students explore current national and state public health issues and make policy recommendations to address those issues, as well as develop strategic capability for managing health services organizations in a policy context.

#### Public Health Informatics

Public Health Informatics studies and applies information science and computing techniques to public health practice. This concentration provides a foundation for engineering data and information systems within health systems, as well as governmental and non-profit public health organizations to support the collection, storage, management, analysis, application and sharing of information to improve population health outcomes. Students will learn how to think critically about population level data and apply informatics approaches to address pressing public health issues, such as the integration of comprehensive care services for vulnerable

populations, engaging populations in health behaviors using information technologies, regional and global health surveillance, management of very large data sets across the health system, comparative effectiveness analysis, and appropriate use of population health data analytics to influence public health programs and policies.

### Social and Behavioral Sciences

The Social and Behavioral Sciences concentration will prepare students to use behavioral science and educational content and research methods in the development, implementation, and evaluation of interventions designed to affect health behaviors in populations. Health assessment and program planning and evaluation are essential in understanding the psychosocial factors associated with health status. Students will learn how to use research, communications, and management tools to solve health problems in various professional settings including clinical, school, work site and community programs.

## Master of Science in Biostatistics

### Master of Science in Biostatistics

**School URL:** <https://fsph.iupui.edu/academics/masters/ms-biostatistics/index.html>

### Master of Science in Product Stewardship

**School URL:** <https://fsph.iupui.edu/academics/masters/msps/index.html>

**School E-mail:** [fsphinfo@iu.edu](mailto:fsphinfo@iu.edu)

The Indiana University Richard M. Fairbanks School of Public Health (FSPH) Master of Science in Product Stewardship (MSPS) will officially launch in fall 2017! FSPH is the first academic institution in the U.S. to offer a graduate degree in this emerging field. The course schedule is ideal for both traditional students and working professionals, as courses will be offered via distance education.

In a world of rapidly evolving consumer values, society is demanding that products are not only high quality, but environmentally sustainable, safe and healthy for workers and consumers, and socially responsible. [Product stewardship](#) is the "responsible management of the health, safety, and environmental aspects of raw materials, intermediate, and consumer products throughout their life cycle and across the value chain in order to prevent or minimize negative impacts and maximize value." It is an emerging and evolving profession which addresses local, national, and global issues related to the environment, worker health and safety, and social accountability as they relate to the design, use and disposal of everyday products. The product stewardship profession is growing and evolving to meet this societal demand.

The Indiana University Richard M. Fairbanks School of Public Health's strong ties with industry, including adjunct faculty who are active in the product stewardship field, assures that students will receive content and skills that are aligned with specific needs of the workforce.

The Master of Science in Product Stewardship is an entirely online and interactive, 30 credit distance education program which includes public health fundamentals,

environmental health science fundamentals, and specialized product stewardship coursework. All courses are required and a minimum GPA of 3.0 is mandatory to remain in good academic standing and graduate. Although classes will be recorded, regular attendance of all online classes is expected. Applicants are allowed to enroll in the MS as a full-time or part-time student and complete the degree within five years.

Students seeking admission must apply online through the School of Public Health web site by clicking on the Apply to IUPUI button at <https://fsph.iupui.edu/admissions/apply/msps-applicants.html>. Applicants must submit one letter of recommendation, official transcripts from all undergraduate and graduate institutions attended, personal statement, and resume or CV. The TOEFL is also required if the applicant's native language is not English and none of the applicant's previous degrees is awarded by an US accredited institution or other institution where English is the official language.

### Application Deadlines

The application deadline for Fall 2018 admission is July 1. All required application documents must be submitted by this deadline.

### Master of Science in Product Stewardship

*Take all five courses for 15 credits*

- A680 Fundamentals of Product Stewardship (3 credits)
- A678 Product Improvement & Sustainability (3 credits)
- A677 Product Hazard, Exposure & Risk Assessment (3 credits)
- A675 Regulatory Affairs for Product Stewardship (3 credits)
- A676 Product Stewardship Strategy & Management (3 credits)

### Required Public Health Courses

*Take both courses for six credits*

- Introduction to Public Health (3 credits)
- Public Health Elective (3 credits)

### Required Environmental Health Science Courses

*Take all three courses for nine credits*

- A661 Fundamentals of Toxicology (3 credits)
- A662 Human Health Risk Assessment (3 credits)
- A623 Management & Leadership in Health Protection (3 credits)

## Doctor of Public Health in Global Health Leadership

This exciting new doctoral degree will prepare students to be knowledgeable and innovative leaders capable of effectively addressing the challenging and complex public health issues facing the world today. Based in the school's Health Policy and Management department, the degree is a three-year, cohort-based distance program offered online. Classes will be delivered in real time via internet video. Students will meet face-to-face three times each year in Year One and Year Two. Most in-person sessions will take place in Indianapolis, Indiana, although some



may take place elsewhere in the U.S. or around the world. Students will complete their dissertations in Year Three.

Some international students admitted into the DrPH program may need visas to enter the United States for the three short residential visits in program years one and two. For those who require it, the [IUPUI Office of International Affairs](#) will assist with issuance of a form I-20 required for an F-1 visa.

The target audience is mid- to senior-level professionals who are working full-time in organizations in which they have the ability to influence the health of populations anywhere in the world. We seek students from a wide range of backgrounds, including non-profit and for-profit health care settings, NGOs, non-profit organizations, pharma, government agencies, Ministries of Health, and foundations, as well as non-traditional settings.

A hallmark of the program is the diversity of backgrounds, experiences and home bases of our students. Our goal is to admit cohorts of 12 to 15 students who are as different from each other as possible, since diverse cohorts of learners inspire each other to think creatively.

Successful applicants will have strong academic records, at least a master's degree (not necessarily in public health), and a minimum of several years of experience in a wide range of healthcare settings in roles with substantial management responsibility. We seek individuals who aspire to practice-oriented careers and leadership roles in organizations in which they can have maximum influence on the public's health.

Leadership skills are cultivated through diverse experiences and exposure to a wide range of perspectives. Learning is achieved experientially, through highly interactive debates and discussions. Small class sizes and live internet video allow for rich exchanges in real time, regardless of where in the world students are located.

The Fairbanks School of Public Health offers unique advantages, including:

- **Global curriculum.** All courses will be internationalized. Competencies gained will be applicable whether individuals live and work in Indiana, the U.S., or anywhere in the world.
- **Global faculty.** In addition to U.S.-based faculty, program faculty will include international faculty based in other parts of the world.
- **Global network.** The program will leverage relationships with other schools and programs, including opportunities to collaborate with faculty and students based around the world.

There is no U.S. accreditation for DrPH programs, or for most individual degree programs. The Richard M. Fairbanks School of Public Health is accredited by the [Council on Education for Public Health \(CEPH\)](#).

However, the Association of Schools and Programs in Public Health (ASPPH) led a task force, "Framing the Future: The Second Hundred Years of Education for Public Health." A DrPH Expert Panel was convened to examine key considerations and design and content issues related to the DrPH degree. The panel issued a [final report and recommendations](#) in November 2014. These recommendations were the catalyst for refinements

to the CEPH accreditation criteria in 2016, including new guidance for DrPH programs. [The CEPH 2016 revised criteria can be found here](#). The DrPH program at Fairbanks complies with these criteria.

### Application Deadlines

US Applicants: July 1, 2018

International Applicants: April 1, 2018

Applicants must submit three letters of recommendation, official transcripts from all undergraduate and graduate institutions attended, personal statement, and resume or CV. The TOEFL is also required if the applicant's native language is not English and none of the applicant's previous degrees is awarded by an US accredited institution or other institution where English is the official language.

### DrPH in Global Health Leadership Curriculum

To complete this degree, you will take a combination of leadership courses, public health courses, and research courses that together total 45 credits.

### DrPH Leadership Courses

*Take all seven courses for 15 credits*

- H755 Organizational Leadership Theory and Practice (2 credits)
- H756 Leadership in Global Health Law and Ethics (2 credits)
- H759 Leadership in Global Health Systems (2 credits)
- H762 The Science of Global Health Implementation (2 credits)
- H765 Financing Global Health (3 credits)
- H767 Executive Communication for Global Health Leaders (2 credits)
- H770 Leadership for Global Marketing, Public Relations and Fund-raising (2 credits)

### DrPH Public Health Courses

*Take all four courses for seven credits*

- H757 A Population Perspective for Global Health (1 credit)
- H760 Essentials of Practice-based Research (2 credits)
- H763 Leadership Challenges in Global Health Informatics (2 credits)
- H768 Global Health Policy Analysis and Advocacy (2 credits)

### DrPH Research Courses

*Take all eleven courses for 23 credits*

- H758 Initiating the Research Process (1 credit)
- H761 Literature Review & Appraisal (2 credits)
- H777 Dissertation Preparation and Planning (2 credits)
- H766 Fundamentals of Research Analysis (3 credits)
- H769 Strategic Theory and Practice in Global Health Leadership (2 credits)

- H777 Dissertation Preparation and Planning (1 credit)
- H771 Program Evaluation for Global Health Leaders (2 credits)
- H778 Dissertation Preparation and Planning II (1 credit)
- H805 Doctoral Dissertation (3 credits)
- H805 Doctoral Dissertation (3 credits)
- H805 Doctoral Dissertation (3 credits)

## Doctor of Philosophy in Epidemiology (Ph.D.)

Upon completion of the PhD degree in Epidemiology, graduates will be able to:

- Design investigations of acute and chronic conditions as well as other adverse health outcomes in targeted populations.
- Analyze and evaluate data from epidemiologic investigations and surveillance systems.
- Differentiate special populations by race, ethnicity; culture; societal, educational, and professional backgrounds; age; sex; religion; disability; and sexual orientation.
- Critically evaluate results of epidemiologic studies, including analyses, interpretation and conclusions.
- Use current knowledge of causes of disease to guide epidemiologic practice.
- Prepare written and oral reports and presentations to effectively communicate necessary information to professional audiences, policy makers, and the general public.
- Develop community partnerships to support epidemiologic investigations.
- Prepare proposals for extramural peer-reviewed funding.
- Promote and model ethical conduct in epidemiologic practice.
- Bring epidemiologic perspectives to the development and analysis of public health policies.

## Doctor of Philosophy in Health Policy and Management (Ph.D.)

Upon completion of the PhD degree in Health Policy and Management, graduates will be able to:

- Demonstrate in-depth knowledge of the history, structure, and operation of health care systems domestically and internationally.
- Understand and apply bioethical principles and theories and utilize them in research, policy and practice.
- Design and conduct health policy and services research studies.
- Access, manage and utilize administrative and other secondary data sources in research studies.
- Prepare grant applications and manage research projects.
- Analyze and evaluate policies and programs.
- Utilize and report the results of advanced quantitative and qualitative data analysis.
- Interpret and report the findings of original research for scholarly audiences.

- Translate and apply findings from original and existing research in policy and practice.
- Educate and train students and professionals about health policy and management.

## Student Learning Outcomes

### Graduate Student Learning Outcomes

- [PhD in Biostatistics](#)
- [PhD in Epidemiology](#)
- [PhD in Health Policy and Management](#)
- [DrPH in Global Health Leadership](#)
- [Master of Health Administration \(MHA\)](#)
- [Master of Public Health \(MPH\)](#)

#### Concentration Areas:

- [Environmental Health](#)
- [Epidemiology](#)
- [Health Policy and Management](#)
- [Social and Behavioral Sciences](#)
- [Master of Science in Biostatistics \(MS\)](#)
- [Master of Science in Product Stewardship \(MS\)](#)

For the most current information on Graduate Student Learning Outcomes in the Fairbanks School of Public Health, please visit our school's website at [fsph.iupui.edu](https://fsph.iupui.edu).

## Master of Health Administration (M.H.A.)

Upon completion of this Master's program, graduates will have acquired competencies in several domains.

1. **Context of healthcare system**
  - Understand how decisions are made within the private, non-profit, and government sectors; understand connections across these sectors
  - Have a broad knowledge of legal and economic contexts for health administration
2. **Leadership/professionalism**
  - Develop verbal and written communication and negotiation skills
  - Understand the principles of effective management leadership
  - Develop skills in relationship/team building
  - Understand unique criteria of ethical standards and values for the profession
  - Understand the process of organizational development and change management
3. **Decision Making (Strategic Management and Operations Management)**
  - Understand the principles of effective recruitment and personnel management
  - Be able to identify the most appropriate business strategies, develop business plans around these strategies, and follow through with effective project management
  - Be sensitive to diversity in the population and its implications for health care delivery
4. **Technical skills**
  - Quantitative
    - Have a basic working knowledge of statistical analysis

- Be able to measure and assess health status and health risks
  - Evaluate health care process improvements and performance
  - Develop analytic skills for effective decision making, including, economics and management science
  - Financial
    - Have a command of the basic skills of accounting and financial management (e.g., prepare and manage budgets)
    - Understand principles of sound capital investment decisions
  - Information Technology
    - Understand and appreciate how information technology supports business and clinical security and issues
5. **Self-Development**
- Self-Assessment
  - External Measurement

Last Updated: February, 2014.

## **Master of Public Health (M.P.H.)**

Upon completion of this Master's program, graduates will have acquired the competency to:

- Use biostatistical methods to analyze and report public health data.
- Specify approaches to assess, prevent and control environmental and occupational hazards to human health and safety.
- Use epidemiologic methods to collect, study, analyze and report the patterns of disease in human populations for diverse audiences.
- Identify and analyze the components and issues of leadership, including financing and delivery of public health services and systems.
- Apply policy process, development and analysis methods to address current national, state and local public health issues.
- Identify social and behavioral science factors, theories and models and develop, implement and evaluate interventions designed to positively affect health behaviors in populations.
- Collect and disseminate public health data through the use of technology and media.
- Explain how human biology influences health and public health practice.
- Exhibit high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- Use systems methods to analyze the effects of political, social and economic influences on public health systems at the individual, community, state, national and international levels.
- Demonstrate the impact of diversity and culture on public health across discipline areas.
- Demonstrate an understanding of the basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of public health data.

## **Epidemiology Concentration Competencies**

- Understand and apply descriptive epidemiology to assess health status and the burden of disease in populations.
- Understand, apply, and interpret epidemiologic research methods and findings to the practice of public health.
- Demonstrate the ability to identify and use existing sources of epidemiologic data at the local, state, national, and international level.
- Understand the key components of public health surveillance and public health screening programs.
- Develop written and oral presentations based on epidemiologic analyses for both public health professionals and lay audiences.
- Demonstrate a basic level of epidemiologic data management and analysis using software such as SAS.

## **Environmental Health Science Concentration Competencies**

- Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- Specify current environmental risk assessment methods.
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- Explain the general mechanisms of toxicology and eliciting a toxic response to various environmental exposures.
- Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.

## **Health Policy and Management Concentration Competencies**

- Discuss the policy process for improving the health status of populations.
- Apply principles of strategic planning and organizational development to public health agencies.
- Demonstrate communication and leadership skills required for building community and organizational capacity.
- Apply the principles of budgeting, management and performance evaluation in organizational and community initiatives.

## **Social and Behavioral Science Concentration Competencies**

- In collaboration with others, prioritize individual, organizational, community, and societal concerns and resources for public health programs, policies and interventions.
- Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- Apply evidence-based approaches in the development, implementation, and evaluation of social and behavioral science interventions in diverse populations.

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes and conditions linked to social and behavioral factors that affect health of individuals and populations.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

### Biostatistics Concentration Competencies

- Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
- Apply descriptive techniques commonly used to summarize public health data.
- Apply common statistical methods for inference.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Interpret results of statistical analyses found in public health studies.
- Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

## Doctor of Philosophy in Biostatistics (Ph.D.)

Upon completion of the PhD degree in Biostatistics, graduates will be able to:

- Acquire biostatistical knowledge and interpersonal skills needed to collaborate with health sciences investigators.
- Formulate a health related question in statistical terms including appropriate hypotheses in order to develop appropriate statistical analysis plans.
- Recognize important methodological issues through collaborative research.
- Derive improved methods as solutions to methodologic problems.

## Accreditations

The IU Richard M. Fairbanks School of Public Health is proud to be fully accredited by the Council on Education for Public Health (CEPH). Accreditation is the culmination of a rigorous multi-year process involving an extensive self-study and a site visit by an accreditation team.

The MHA program is accredited by the Commission on Accreditation Healthcare Management Education.

The Environmental Health Science major of the BSPH is accredited by the Environmental Health Science and Protection Accreditation Council.

Learn more about our [accreditation on our website](#).

## Certificate Programs

Three graduate certificates are offered by the Fairbanks School of Public Health: Certificate in Public Health, Certificate in Health Policy, and Certificate in Health Systems Management. Certificate programs are flexible and adaptable to the needs of either pre-career or in-

service students. Program descriptions, admission requirements and curriculum requirements are available at our school's website: <https://fsph.iupui.edu/academics/certificates/>.

### Certificate in Public Health

The Graduate Certificate in Public Health is a 15-credit-hour program of study. The certificate program is designed to meet the needs of public health professionals who are seeking the opportunity to continue their education while working. This program consists of evening classes and is available to US citizens and permanent residents.

### Certificate in Health Policy

The IU Richard M. Fairbanks School of Public Health Graduate Certificate in Health Policy is an 18-credit hour program of study designed to meet the needs of working public health professionals who wish to advance their careers by continuing their education. Completing the Certificate will provide students with an introduction to health policy that will incorporate the rapid changes occurring in health care, complex ethical issues, and complicated financing systems. Courses are taught by faculty from the IU Richard M. Fairbanks School of Public Health, as well as the IU Schools of Medicine, Law, Nursing, Public and Environmental Affairs, and Liberal Arts.

### Certificate in Health Systems Management

This 15 credit hour program is designed to meet the needs of working health care administrators and physicians who are actively engaged in managerial duties, as well as physicians and health care professionals who wish to advance their careers by continuing their education. Completing this Certificate will provide greater knowledge of the structure, processes, and goal-setting approaches of health care organizations and enhance understanding of the environment in which they currently operate.

Updated April 2018

## Contact Information

### Indiana University

Health Sciences Building (RG)1050 Wishard Boulevard, Floors 5 & 6 Indianapolis, IN 46202 Phone:(317) 274-2000 Fax:(317) 274-3443

You may also contact the Fairbanks School of Public Health via email at [fsphinfo@iu.edu](mailto:fsphinfo@iu.edu).

## Graduate Programs

At the graduate level, students can pursue advanced study in public health through doctoral and master degrees and certificates and minors.

### Doctoral

The 90-credit PhD degrees in Biostatistics, Epidemiology, and Health Policy and Management can be completed on a part-time or full-time basis. The 45-credit DrPH in Global Health is completed on a part-time basis. To learn more about all doctoral programs, please visit the [Fairbanks School of Public Health website](#).

The Fairbanks School of Public Health offers [seven, 12-credit doctoral minors](#).

### Masters

The Fairbanks School of Public Health offers four master's degrees and multiple dual, joint and coordinated curricula degrees.

The 45-credit [Master of Public Health \(MPH\)](#) degree offers five concentrations: Biostatistics, Environmental Health Science, Epidemiology, Health Policy and Management and Social and Behavioral Sciences. The MPH program is fully accredited by the [Council on Education for Public Health](#).

The 51-credit [Master of Health Administration \(MHA\)](#) degree offers advanced study in health administration. The MHA program is accredited by the [Commission on Accreditation of Healthcare Management Education \(CAHME\)](#). The MHA program is also a member of the Association of University Programs in Health Administration.

The 36-credit [Master of Science in Biostatistics \(MS\)](#) provides a solid grounding in study design and data collection, management, and analysis, as well as appropriate interpretation and communication of study findings. Graduates will have competencies in three areas, public health, biostatistics, and data management and computation.

The 30-credit [Master of Science in Product Stewardship \(MS\)](#) degree trains students to help businesses protect people and the environment through all stages of a product's life cycle.

The following degrees offer coordinated curricula on the IUPUI campus:

- [MHA-MPH](#)
- [JD-MHA](#)
- [MBA-MHA](#)
- [JD-MPH](#)
- [MD-MPH](#)
- [MD-Certificate](#)
- [DDS-MPH](#)
- [MSW-MPH](#)
- [MS-Certificate](#)

### Certificates

Graduate Certificate programs include:

- [Graduate Certificate in Health Policy](#) (18 credits)
- [Graduate Certificate in Health Systems Management](#) (15 credits)
- [Graduate Certificate in Public Health](#) (15 credits)

### Resources

[Student Consumer Information About this Program](#)

## Faculty

**Paul Halverson, DrPH, FACHE** Professor and Founding Dean

Emily Ahonen, PhD, MPH	Assistant Professor, Social & Behavioral Sciences
	Joint appointment with Environmental Health Science

Suzanne Babich, DrPH	Associate Dean for Global Health Professor, Health Policy & Management
Giorgos Bakoyannis, PhD	Assistant Professor, Department of Biostatistics
Silvia M. Bigatti, PhD	Associate Professor, Social and Behavioral Sciences
Charity Bishop, MA	Lecturer, Department of Social & Behavioral Sciences
Gary Brumitt, MHA, MPAcc	Lecturer, Health Policy & Management
Kathryn Coe, PhD	Professor Emerita, Social and Behavioral Sciences
Brian Dixon, PhD, MPA	Assistant Professor, Department of Epidemiology
Tom Duszynski, MPH	Lecturer, Department of Epidemiology
Joan Duwve, MD, MPH	Associate Dean for Public Health Practice Clinical Associate Professor, Health Policy & Management
William Fadel, PhD	Visiting Assistant Clinical Professor, Dept of Biostatistics
Paul K. Halverson, DrPH, MHSA, FACHE	Founding Dean, Richard M. Fairbanks School of Public Health Professor, Dept. of Health Policy and Management
Jiali Han, PhD	Chair and Professor, Department of Epidemiology Rachel Cecile Efrogmson Professor in Cancer Research Co-Director of Cancer Prevention & Control Program, IUSCC
Christopher A. Harle, PhD	Associate Professor, Department of Health Policy & Management Director, HPM Doctoral Program
Ann Holmes, PhD	Associate Professor, Health Policy & Management
Sula Hood, PhD	Assistant Professor, Social & Behavioral Sciences

Stephen Jay, MD	Professor Emeritus, Health Policy and Management	Bill Pfeifle, EdD, MBA	Clinical Professor, Department of Health Policy and Management
Ann Johnston, EdD, MHA	Assistant Professor, Dept of Health Policy & Management Director, Master of Health Administration Program	Ross D. Silverman, JD, MPH	Director of Faculty Affairs Professor, Department of Health Policy & Management
Carole Kacius, PhD	Associate Dean of Education and Training Associate Professor, Social & Behavioral Sciences	Yiqing Song, MD, ScD	Professor, Public Health Law (secondary appt McKinney School of Law)
Barry Katz, PhD	Professor and Chair, Department of Biostatistics	Lisa Staten, PhD	Professor, Department of Epidemiology Director, Epidemiology Doctoral Program
Steven Lacey, PhD	Chair & Associate Professor, Dept. of Environmental Health Science	Gregory Steele, DrPH, MPH	Chair & Associate Professor, Dept. of Social & Behavioral Sciences Clinical Associate Professor, Epidemiology
Shanshan Li, PhD	Assistant Professor, Biostatistics	Cynthia Stone, DrPH, RN	Clinical Professor, Health Policy & Management Director, Health Policy & Management MPH Program
Xin Li ScD	Visiting Assistant Professor, Dept of Epidemiology	Jack Turman, Jr., PhD	Professor, Dept. of Social & Behavioral Sciences
Yuan Lin, MD, PhD	Visiting Assistant Professor, Dept of Epidemiology	Joshua Vest, PhD, MPH	Associate Professor, Health Policy & Management Director, Center for Health Policy
Ziyue Liu, PhD	Assistant Professor, Biostatistics	Yi Wang, PhD	Assistant Professor, Environmental Health Science
Ramon Lopez, PhD	Assistant Research Professor, Dept. of Environmental Health Science	Dennis P. Watson, PhD	Associate Professor, Health Policy & Management
Spencer Lourens, PhD	Assistant Professor, Dept of Biostatistics Director, Health Data Science BS Program	Jennifer Wessel, PhD	Associate Professor, Dept. of Epidemiology
Olena Mazurenko, MD, PhD	Assistant Professor, Health Policy & Management	John Woods, PhD	Health Policy & Management
Nir Menachemi, PhD, MPH	Chair and Professor, Department of Health Policy & Management	Huiping Xu, PhD	Assistant Professor, Dept. of Biostatistics
Max Jacobo Moreno, PhD	Assistant Professor, Environmental Health Science	Valerie A. Yeager, DrPH, MPH	Associate Professor, Dept of Health Policy & Management
Hongmei Nan, MD, PhD	Associate Professor, Dept. of Epidemiology Director, Epidemiology Consultation Core (IUSCC)	Constantin Yiannoutsos, PhD	Professor, Department of Biostatistics
Shahid Parvez, PhD	Assistant Professor, Environmental Health Science	Jianjun Zhang, MD, PhD	Associate Professor, Dept. of Epidemiology
		Ying Zhang, PhD	Professor, Department of Biostatistics

Director of Education,  
Biostatistics

## Undergraduate Courses

The abbreviation "P" refers to course prerequisites and "R" to recommended prerequisite courses. Prerequisites can be waived by the instructor of the course. The number of hours of credit is indicated in parentheses following the course title. Courses are listed in three groups: environmental health science, health services management, and public health.

**PBHL-A 115 ENVIRONMENT AND HUMAN HEALTH (3 cr.)** Environment where people live, work, play has a profound impact on human health and wellbeing. Through case-based learning, we will examine contemporary and emerging global environmental issues, their links to human health effects, and ways to solve these problems. We will explore future approaches to making environments sustainable and health-promoting.

**PBHL-A 120 REGIONAL CULTURES AND MORTALITY (3 cr.)** In the US we don't have one culture. We have regional cultures which influence our environmental and health. Students of all majors can learn about mortality patterns in different cultural regions of the country, and learn to use concept maps to understand cultural influences on those patterns in death.

**PBHL-A 310 Exposure Assessment Laboratory and Data Analysis (4 cr.)** This course will improve students understanding of principles in environmental exposure assessment through a two prong approach. Students will first learn to apply math and chemistry principles to environmental problems in small group learning activities. Laboratory experiments will then demonstrate exposure assessment techniques and allow student to evaluate health concerns.

**PBHL-A 316 Environmental Health Science (3 cr.)** The purpose of this course is to familiarize students with human / environment interaction and the potential impact of environmental hazards on human health and safety. This course focuses on the study of disease and injury-causing agents in the environment, where they come from, and their impact on human populations and communities. A variety of man-made and natural environmental agents will be studied. We will focus on biological, chemical, physical, and psychosocial agents and the illnesses and injuries produced by them. A variety of environmental control strategies, including technology, health promotion, and policy, will be examined throughout the course.

**PBHL-A 320 PREVENTION STRATEGIES TO IMPROVE POPULATION HEALTH (3 cr.)** Fundamentals of strategies to prevent injury and illness at the population level. We will explore the concepts of primary, secondary, and tertiary prevention with emphasis on regulatory, design, and clinical solutions.

**PBHL-A 325 INJURY PREVENTION (3 cr.)** An examination of intentional and unintentional injury in our homes, on our streets, and in our workplaces. We will explore major injury classes, the impact on the public's health, identification of causal factors, and intervention strategies.

**PBHL-A 330 HUMANS IN EXTREME ENVIRONMENTS (3 cr.)** Exploration of human performance, resilience, and adaptation to extreme environmental conditions, with emphasis pertaining to the occupational environment. We will examine physiological response and other human factors in these environments, including temperature extremes, low and high altitude, and in air/space travel.

**PBHL-A 380 Environmental Health Science Internship (3-6 cr.)** P: Permission of Instructor. The internship in environmental health science provides students with an opportunity to gain meaningful and appropriate experience in any of the disciplines within environmental health. Students may seek internships in local, state, national, or international organizations in the government, not-for-profit, business, or industrial sectors, providing the work of the internship reflects one of the environmental health disciplines. Internships may be paid or unpaid.

**PBHL-A 404 Topics in Public Health: Public Health Applications of GIS Jointly offer with A640 (3 cr.)**  
C: PBHL-A 640  
Using ArcGIS Desktop software, this course aims to familiarize students with applications of Geographic Information Systems (GIS) in the context of public health. Public Health cases will be used to explain and teach principles, methods, and techniques. Topics include creating layer packages in ArcMap, health data visualization, map design, health data downloading, geocoding tabular data, and spatial analysis and spatial joins. Downloading, processing and visualization of satellite data on environmental parameters commonly determinants of public health will be covered at the end of the course. The course will provide practical experience to students through exercises and a final project.

**PBHL-A 410 FUNDAMENTALS OF TOXICOLOGY (3 cr.)** This course is structured for those students desiring a basic understanding of the principles and practices of toxicology and how these are applied in the environmental regulator arena.

**PBHL-A 415 EXPLOSIONS, COLLAPSES, AND TOXIC SPILLS: PREVENTION & RESPONSE (3 cr.)** An exploration of catastrophic global incidents that have caused large scale fatalities, injury, illness, and massive destruction. We will examine select case studies to determine events leading to the incident, the subsequent rescue and recovery efforts, impact on the public's health, and identification of causal factors to inform prevention strategies.

**PBHL-A 420 ARMED CONFLICT, NATURAL DISASTERS, AND HEALTH (3 cr.)** Explores the environmental public health concerns facing refugee populations from armed conflict, natural disasters, and other forced migration. Examines the response from local and international organizations, the effects of inadequate resources, and future solutions to improve refugee health.

**PBHL-A 425 HIGH COST OF FASHION: ENVIRONMENTAL HAZARDS & CHEAP LABOR (3 cr.)** We will consider clothing through the lens of environmental public health. Using the lifecycle of the garment as a frame, we will examine processes of production and use, accounting for the people who do

the work, and the environment which provides the raw materials and absorbs the results.

**PBHL-A 428 Public Health Sanitation (3 cr.)**

In this course, students will learn the fundamentals of proper food, water, and waste sanitation, and the impact healthy living conditions have on public health. We will discuss these fundamentals from the perspective of developed and developing countries and how the process of sanitation differs during emergencies and natural disasters.

**PBHL-A 430 E-waste, Toxic Materials, and Conflict Minerals (3 cr.)**

We will consider modern electronics from an environmental public health perspective. Using the lifecycle of electronics as a frame we will examine processes of production and use, consideration the people who do the work and the environment which provides the raw materials and absorbs the results.

**PBHL-A 433 Industrial Hygiene (3 cr.)**

There are nearly 5,000 workplace fatalities in the United States – about 13 deaths per day – and an estimated 50,000 annual deaths from work-related diseases. Approximately 10 million non-fatal injuries and illnesses occur each year. In this course, we will learn to anticipate, recognize, evaluate and control the hazards that face workers each day, including chemical, physical, biological, and psychosocial stressors. Through problem-based learning, we will focus on applied problem solving.

**PBHL-A 435 Energy, Climate Change, Resilience, and Health (3 cr.)**

Climate change is a contentious, complex and important topic. In this course, we will address the whole complexity of climate change, explore its connection to energy consumption and discuss its impacts on human health and welfare and the possible remediation to together navigate a sustainable path of going forward both as a society and an individual.

**PBHL-A 440 Terrorism as a Public Health Threat (3 cr.)**

Explores mass casualty / high disruption weapons as a public health threat, with an emphasis on health protection of community members and first responders. We will examine multi-hazard emergency response frameworks; the structure/function of these weapons and their health effects; and the cycle of preparedness, response, recovery and mitigation.

**PBHL-A 445 Global Environmental Health & Sustainable Development (3 cr.)**

Analysis of how the global model of development is characterized by and influences relationships between the environment and human activities, and how such relationships influence human health. Based on the comprehension of such relationships, this course examines the possible approaches to control major environmental health problems in a sustainable manner.

**PBHL-A 450 Food and Water: Safety, Scarcity, Security (3 cr.)**

An exploration of food and water use, sanitation and safety, and its availability. We will examine the impact

of human activity, including the demands of population growth, industrial development, and advancement in technology on food, water, and human health.

**PBHL-B 275 PROBABILITY WITHOUT TEARS AND WITHOUT CALCULUS (3 cr.)**

This is a course teaching fundamental concepts in biostatistics through computer simulation. While this is a self-contained course, working knowledge of R or another computer language is desirable.

**PBHL-B 280 Biostatistics for Health Data Scientists A Computational Approach (3 cr.)**

This course introduces students to the fundamental concepts of biostatistics through computational methods. Topics such as exploratory analysis of health data, probability and probability distributions, and the basics of inference from both the frequentist and Bayesian perspective will be presented. Prerequisite: PBHL-B 275 Probability Without Tears and Without Calculus.

**PBHL-B 285 Classical Biostatistical Regression Methods (3 cr.)**

This is the first course in a two-semester sequence teaching fundamental concepts of classical regression methods in biostatistics, both linear (i.e., least squares) and non-linear (e.g., logistic, Poisson, etc.). While this is a self-contained course, working knowledge of the R statistical environment is desirable. Pre-requisites for this course is PBHL B-300 or equivalent or at least one semester of an introductory statistics course or permission of instructor. Prerequisite: PBHL-B 275 Probability Without Tears and Without Calculus and PBHL-B 280 Biostatistics for Health Data Scientists a Computational Approach.

**PBHL-B 300 INTRODUCTION TO BIOSTATISTICS (3 cr.)**

This is an introductory survey of statistical reasoning and analysis.

**PBHL-B 325 Introduction to Biostatistical Computing (3 cr.)**

This is a course teaching fundamental concepts of *biostatistical computing*, a broad set of skills required for data acquisition, processing and visualization. At the end of the course the student will be able to analyze and manage statistical data, produce plots, and write functions using the statistical package R. Additional skills that will be acquired include preparation of scientific documents and presentations using R markdown, use of basic tools in the Linux environment and use of scientific text editors. Prerequisites: PBHL-B 275 Probability Without Tears and Without Calculus and PBHL-B 280 Biostatistics for Health Data Scientists: A Computational Approach.

**PBHL-B 385 Contemporary Biostatistical Regression Methods (3 cr.)**

This is the second course in a two-semester sequence teaching fundamental concepts of contemporary regression methods in biostatistics, linear and non-linear. Advanced topics like shrinkage methods (principal components, ridge regression, Lasso, etc.), random effects and repeated measures, non-parametric regression (smoothing) and additive models will be



presented. Pre-requisites are PBHL B-285 (Classical biostatistical regression methods) or permission of instructor. While this is a self-contained course, working knowledge of the R statistical environment is desirable.

#### **PBHL-B 401 Health Data Science Internship I (3 cr.)**

This course provides real-world experience applying data science techniques in the form of an internship within the university or industry setting. Students in the Bachelor of Science program in Health Data Science will be matched with internship supervisors or organizations and undertake projects geared applying skills they have acquired from the BS in Health Data Science curriculum. Satisfactory completion of the course will be determined jointly by internship supervisor and HDS Faculty. Students should expect to submit a final project and oral report to either the organization internship supervisor, appointed HDS Faculty, or both.

#### **PBHL-B 402 Health Data Science Internship II (3-4 cr.)**

This course provides real-world experience applying data science techniques in the form of an internship within the university or industry setting. Students in the Bachelor of Science program in Health Data Science will be matched with internship supervisors or organizations and undertake projects geared applying skills they have acquired from the BS in Health Data Science curriculum. Satisfactory completion of the course will be determined jointly by internship supervisor and HDS Faculty. Students should expect to submit a final project and oral report to either the organization internship supervisor, appointed HDS Faculty, or both. Students taking PBHL-B 402 may wish to continue their work from PBHL-B 401 within the same organization.

#### **PBHL-B 420 Introduction To Statistical Learning (3 cr.)**

This is a course teaching fundamental concepts of *statistical learning*, a broad set of methods which refers to making sense of complex data. Such methods include, but are not limited to, the sparse regression (e.g. LASSO), classification and regression trees (CART) and support vector machines. This course is intended for students starting out in this area who perhaps lack the mathematical training to absorb a very technical treatment of these topics. For this reason, this course focuses on the application with less focus on the mathematical details.

#### **PBHL-B 430 Advanced Biostatistical Computing (3 cr.)**

This is a second course in biostatistical computing covering advanced concepts including understanding the basics of statistical algorithms and creating data products. At the end of the course the student will be able to implement their own computational algorithms, create a distributable program in a form of an R package as well as implementing algorithms using web tools. Prerequisite: PBHL-B 325 Introduction to Biostatistical Computing.

#### **PBHL-E 109 Introduction to Public Health (3 cr.)**

Introduction to public health using Indianapolis as case study. Well-being, illness, injury, education, violence, housing, work, cultural and neighborhood variability will be examined to demonstrate the public health perspective on any situation and to see how the state of health in our city connects to the nation and the world.

#### **PBHL-E 202 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

#### **PBHL-E 210 Zombie Apocalypse and Doomsday**

**Infections (3 cr.)** The focus is infectious diseases, the possibility of a zombie infection. We will discuss infections that have changed the course of history. Included topics are: disease transmission, outbreak investigations, control measures, assessment, and field investigations.

#### **PBHL-E 303 Buzzed and Stoned - The Impact of Substance Abuse on Public Health (3 cr.)**

This course will introduce students to substance abuse research from a public health perspective. We will utilize epidemiological concepts and tools to study distribution of alcohol, tobacco, and other drug use; identify social-behavioral factors that predispose individuals to engage in substance abuse and discuss health behavior theories and models; and review health and drug-control policy interventions. Students will learn key principles and concepts of substance abuse and addiction, and discuss short- and long-term effects of the primary drugs of abuse. Instructional methods will include lectures (in-class and/or online), interactive discussions, readings, exercises and individual and/or group assignments. This course is designed to help create a foundation of knowledge and understanding of substance abuse, utilizing public health concepts, tools, and strategies that will also be useful to students in other public health undergraduate and graduate courses.

#### **PBHL-E 303 Topics in Public Health (3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

#### **PBHL-E 322 Principles of Epidemiology (3 cr.)**

This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

#### **PBHL-E 323 Chasing Disease: Field Epidemiology**

**(3 cr.)** Describing the application of epidemiology in unexpected conditions in a population. This course, through the use of case studies, will explore the world of disease outbreaks and the field response. Preventing disease spread, discovery of disease etiology, and causal factors by using the prescribed steps of public health field epidemiology.

#### **PBHL-E 335 The Lurking Pandemic: Chronic Disease Epidemiology (3 cr.)**

This course is designed to introduce the student to the ever-expanding area of chronic health conditions and

diseases from an epidemiological perspective. First, fundamental concepts in chronic disease epidemiology including descriptive and analytical epidemiologic techniques as well as disease surveillance are presented. The remainder of the course draws upon these techniques to examine the epidemiology of risk factors, chronic conditions, and chronic diseases as well as approaches to prevention and control. Throughout the semester students will learn how to find and apply credible information to describe the epidemiology of chronic disease at various population levels.

**PBHL-E 404 TOPICS IN PUBLIC HEALTH (3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-E 335 The Lurking Pandemic: Chronic Disease Epidemiology (3 cr.)**

This course is designed to introduce the student to the ever-expanding area of chronic health conditions and diseases from an epidemiological perspective. First, fundamental concepts in chronic disease epidemiology including descriptive and analytical epidemiologic techniques as well as disease surveillance are presented. The remainder of the course draws upon these techniques to examine the epidemiology of risk factors, chronic conditions, and chronic diseases as well as approaches to prevention and control. Throughout the semester students will learn how to find and apply credible information to describe the epidemiology of chronic disease at various population levels.

**PBHL-H 100 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 101 Influencing the Public's Health (3 cr.)**

This course exposes students to the role of policy in influencing the health of human populations in our work, civil society and our own lives. Students from all disciplines will benefit from exploring empirical patterns and historical contexts that influence health policy decisions for our country's complex healthcare and public health systems.

**PBHL-H 120 Contemporary Health Issues (1-3 cr.)** An examination of current public health, environmental health, and health service delivery issues in the U.S. Topics include the organization and costs of health systems, access to care, and the interrelationships between risk factors and health; also, environmental challenges facing our society and their impact on health.

**PBHL-H 120 HEALTH CARE DELIVERY IN THE US (1-3 cr.)** An overview of the health care delivery system in the US from the lens of health care managers, this course will introduce the history of US health care, management in the health care delivery context, the role of government and policy in health care delivery, and the interconnectedness of health care delivery and public

health. Health care administration career pathways will also be explored.

**PBHL-H 200 Health Care Accounting (3 cr.)** Health Care Accounting will provide the students with a foundation in health care accounting from long-term to acute care.

Topics will include balance sheet of financial position, income statement of revenues and expenses, journals, ledgers, trial balances and discrimination of formatting financial statements between acute care and long-term care organizations.

**PBHL-H 202 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 220 Policy and Management in Population Health (1-3 cr.)**

This course will examine the concepts of health policy and management and its impact on social behavioral and environmental public health sciences.

Content covered will include fundamental characteristics and organizational structure of the public health system. Basic concepts of legal, ethical, economic and regulatory dimensions of health care, public health policy and the roles, and responsibilities of different agencies and branches of government will be addressed. Strategies to advocate for policies and provide public education will also be introduced.

**PBHL-H 245 PROFESSIONALISM IN THE HEALTHCARE WORKPLACE (3 cr.)**

This course provides an overview of healthcare organizational structures, professional self-presentation, business etiquette, and strategies for professional success in a healthcare workplace. An emphasis will be placed on each student's development and application of professional skills and behaviors required in healthcare administration and other sectors of the healthcare industry.

**PBHL-H 303 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 303 Introduction to Medical Group Management (3 cr.)**

Introduction to Medical Group Management is a survey course that will provide students with a foundation in understanding the fundamental skills needed to manage medical group practices. The course will mainly examine the management of physician practices, including primary care, and physician specialty service lines. The course will also include some brief practice management discussion around dental practices, wellness centers, and home health agencies.

**PBHL-H 310 LEAN METHODOLOGY IN HEALTHCARE ORGANIZATIONS (3 cr.)**

Using a combination of experiential (learn by doing) and lectures, students will be introduced to: the history of Lean and its rise in healthcare, identification and quantification of the value of waste removal in process oriented work systems, Lean thinking, facilitation, tools and leadership. Students will work independently and in small groups.

**PBHL-H 315 High-Risk Health Behavior and Harm Reduction (3 cr.)** In this course, we will look at high-risk health behaviors through a public health lens. The term "high-risk" can refer to both behaviors and groups. High-risk behaviors are activities people engage in that make them more vulnerable to contracting specific health problems, while high-risk groups are collections of individuals prone to engage in high-risk behaviors. The effects of high-risk health behaviors extend beyond the individual who engage in them. This is a writing intensive course.

**PBHL-H 320 Health Systems Administration (3 cr.)** This course explores components of the United States health care system and associated managerial, organizational, financial, insurance, delivery, quality improvement, workforce, performance, structures, issues and challenges. In addition, this course explores the organization and structure of public and private healthcare systems, and how recent changes in regulation and reimbursement are affecting significant change in the healthcare industry. Successful completion of this course will help provide students with a general foundation of knowledge about the U.S. health care system and major structural and organizational components, and how changes in health policy and regulation, along with changes in reimbursement, are helping to drive the integration of public health, private health, and social service organizations towards population health management.

**PBHL-H 325 HEALTH INFORMATION TECHNOLOGY MANAGEMENT AND POLICY (3 cr.)** This course will familiarize students with current issues associated with health information technology (IT) and their impact on the U.S. healthcare system. Health IT applications are playing an increasingly important role in assuring high quality care and have the potential to transform the nature of healthcare delivery. This course will review the evidence on the impact of Health IT from the perspectives of hospitals, physicians, patients, payers, and society.

**PBHL-H 330 Global Public Health (3 cr.)** All public health is global in today's world. This course will explore the key global public health issues that face countries throughout the world, ranging from malnutrition to the use of new technologies to improve health. The course will focus on the ways in which health policy of both developed and developing countries, impacts public health strategies, specific interventions, and outcomes.

**PBHL-H 345 Operations Management and Quality Improvement in Healthcare (3 cr.)** This course provides an overview of the healthcare operations management (OM), with emphasis on quality improvement. You will apply OM principles to develop more effective operational processes, mitigate risks, and improve quality. Discussions, case studies and assignments will focus on strategies and techniques of quality improvement processes, project management and others.

**PBHL-H 346 ORGANIZATIONAL BEHAVIOR & HUMAN RESOURCES FOR HEALTHCARE (3 cr.)** This course introduces disciplines of organizational behavior and human resources management (HRM) and their application to the management of healthcare organizations. The course examines how to effectively

manage individuals, teams and systems in the dynamic legal, social, and economic healthcare environment.

**PBHL-H 352 Health Finance and Budgeting (3 cr.)**  
P: BUS-A 200 or BUS-A 201.

Health Finance and Budgeting is the study of the financial management of healthcare facilities based on generally accepted business practices. The topics will include: provider payment systems, healthcare financial statements, presentation and analysis, principles and practices in healthcare accounting, working capital management, budgeting and variance analysis.

**PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.)** P: PBHL-H 352.

Advanced Health Finance and Budgeting builds on the elements learned in H352. The topics will include capital expenditure decisions, financing capital expenditures, defining cost information, time value analysis, and cost allocation strategies.

**PBHL-H 354 Health Care Economics (3 cr.)** This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

**PBHL-H 361 LEADERSHIP IN HEALTH MANAGEMENT RESOLVING DISPUTES AND DIFFICULT CONVERSATIONS (3 cr.)** P: PBHL-H 320; junior standing. Negotiation occurs every day in our professional and personal lives. Through readings, lectures, reflection, writing, and numerous in class exercises and simulations, this course will help students build principled dispute resolution and assertive communications skills critical to thriving in and leading through challenges arising in any healthcare setting.

**PBHL-H 365 Health Services Practicum (3 cr.)**  
P: PBHL-H 320; junior standing. The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

**PBHL-H 375 Management of Health Service Organizations (3 cr.)**

This course explores the discipline of management and its major components relating to health service organizations. This course will provide students with a foundation of basic fundamentals, principles and techniques of management which have particular relevance and application in healthcare. Students will learn about management theory and its practical application in healthcare in fundamental areas such as planning, organizing, leading, and controlling. Other key elements of management such as communication, decision making, delegation, participatory management, leadership style, managing staff, teamwork, and change and innovation will be explored. Successful completion of this course will help provide students with a general foundation of knowledge about management and its application in health service organizations. Instructional methods used will include lectures, interactive

discussions, readings, in-class exercises and individual and group homework assignments using a wide range of management terms, concepts, fundamentals, theories, methods, techniques, and practices used in managing health service organizations. Special emphasis will be given to the role and application of leadership in the management of a diverse healthcare workforce, in a variety of health service settings. This course is designed to help create a foundation of knowledge and understanding of management that students will use in other courses in the public health undergraduate programs.

**PBHL-H 379 CAREER PREPARATION IN HEALTH SERVICES MANAGEMENT (3 cr.)**

This course will emphasize career planning and professional development in health services management. Students will be led through the internship search process in preparation for their practical experience in health administration. Health care workplace culture will also be explored.

**PBHL-H 380 Health Services Management Internship (1-6 cr.)** P: Permission of Instructor. The Internship

Course is designed to provide students with work experience that compliment their classroom preparation. The internship program is a self-directed program in which eligible students are responsible for identifying internship opportunities. Students are expected to identify potential opportunities and work with their faculty advisor to ensure these opportunities are appropriate to the student's knowledge and skills and suitable for the student's goals. It is offered from 1 to 6 credits with 80 hour increments of an internship experience equivalent to 1 credit hour.

**PBHL-H 401 Strategic Planning for Health Care Organizations (3 cr.)** This course examines the importance of the strategic planning process and its design, major components, structure, techniques and process as applied in health service organizations. Students will examine and apply the strategic management process; compose its major components; and recognize and describe the supportive activities including the initial organizational "plan to plan"; board of directors "Kick off" meeting or retreat; stakeholder interviews; directional strategies; environmental assessment; service area competitive analysis; internal analysis; SWOT analysis; strategy formulation; action plan development and implementation; monitoring, measurement and evaluation; and strategic momentum.

**PBHL-H 401 Topics in Public Health (3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 411 Chronic And Long Term Care Administration (3 cr.)**

This course is an introductory study of the purpose, organization, and management of long-term care services and providers. The course will provide an understanding of who receives long-term care service; the venues in which services are provided; how services are provided; how providers are regulated; how they are paid; and career opportunities. The course will focus upon the needs of

the elderly; the role of long-term care as a member of the healthcare services provider community; and, the organization and structure, of the continuum of long-term care provider types. The impact of the regulatory processes upon management of personnel, services and finances will be studied in detail. Current issues, including quality improvement initiatives impacting the future of long-term care will be reviewed.

**PBHL-H 420 Health Policy (3 cr.)** P: PBHL-H 320.

This course will provide the opportunity to examine and analyze the financing, organization and delivery of health care in the U.S. and how these core elements are shaped and influenced by health care policy and decision-making. Additionally, we will examine the landmark health care reform currently being implemented vis-a-vis the Patient Protection and Affordable Care Act (PPACA) of 2010, also known as Obama Care. <http://www.healthcare.gov/law/full/index.html>

**PBHL-H 432 Health Care Marketing (3 cr.)** A practical

study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

**PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.)**

This course will familiarize students with, and introduce students to, the legal and regulatory terrain unique to health care facilities by providing an overview of the legal liabilities and obligations of health care providers as well as the potential legal recourses available.

**PBHL-H 450 HEALTH SYSTEMS AROUND THE WORLD: UNDERSTANDING ENGLAND'S NATIONAL HEALTH SERVICE (3 cr.)** This course provides an in-

depth introduction to a global model for health services delivery and provides students with the opportunity to compare and contrast systems in England and the United States. Participants will spend substantial time out in the field visiting London-area health facilities, historical sites, and universities.

**PBHL-H 455 Topics in Public Health (1-3 cr.)** Extensive

discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

**PBHL-H 472 Applied Health Care Administration (3 cr.)** P: PBHL-H 320 and Senior Standing.

This course is a study of the complexities of multi-institutional arrangements and integrated services in the U.S. health care industry. The focus is on applying management skills to, and making comparisons of, the current driving forces among health care delivery system components.

**PBHL-H 474 Health Administration Ethics Seminar (3 cr.)** P: PBHL-H 320 and Senior Standing.

This course will follow an interactive, theory-based approach to examine ethical decision-making challenges from health care provider, managerial, and public health perspectives. It will examine ethical dilemmas in the context of health services delivery to facilitate discussion about the broader implications of decisions made.

Students must exhibit the ability to think critically about society and culture, social determinants that influence health outcomes, and the duties and responsibilities of health care actors at the individual, organizational, and societal levels to improve health care delivery as well as outcomes. Lastly, students are expected to demonstrate the ability to apply theories and principles to address complex ethical issues related to health care delivery and administration.

**PBHL-P 100 Topics in Public Health: Sex in**

**America (1-3 cr.)** In this course, we will explore sex in contemporary American society. In recent decades, sexual behavior and sexuality have emerged as critical public health policy concerns. Whether it is the emergence and dramatic spread of sexually transmitted diseases, high rates of sex-related violence, the increasing visibility of sexual minorities, or the changing nature of sexual relationships, everyone seems to be talking about sex. Sexual expression is an essential and powerful dimension of the human experience, but most Americans struggle to fully understand and appreciate their personal sexual feelings and navigate our "hyper-sexual" society.

**PBHL-P 200 Computer Applications in Health Administration (1-3 cr.)** This course provides an overview of standard business applications, such as Microsoft Office Suite (2010) that are routinely used in healthcare environment. An emphasis will be on applied knowledge of Word, Excel, Outlook and PPT. This course also offers guidelines on appropriate business behaviors in any healthcare setting.

**PBHL-P 300 Organizational Behavior & Human Resources for Healthcare (1-3 cr.)** This course introduces disciplines of organizational behavior and human resources management (HRM) and their application to the management of healthcare organizations. The course examines how to effectively manage individuals, teams and systems in the dynamic legal, social, and economic healthcare environment.

**PBHL-S 105 Public Health in Film and Media (3 cr.)** This undergraduate course will expose students to a variety of public health issues portrayed in film and media. A series of selected films and documentaries, and readings, relevant to public health will be viewed, critically analyzed by students, and discussed in class. The films and readings span a wide variety of public health topics.

**PBHL-S 120 Introduction to Community Health (3 cr.)** This course offers students a basic introduction to community health. The class will present health issues with a focus on a community, not individual perspective; as a result, students will learn about public health approaches to health assessment, health promotion and disease prevention.

**PBHL-S 220 Navigating the Maze to Healthy Living (3 cr.)** This course provides students with knowledge and understanding of factors influencing personal health, health behaviors, health promotion, and disease prevention. The course emphasizes lifestyles and personal decision making as a consumer of health and health care services.

**PBHL-S 240 Peer Health Education and Leadership (3 cr.)**

Peer Health Education and Leadership will consist of classroom and online components. Students will be engaged with in-classroom workshops facilitated by the Office of Health and Wellness Promotion staff and campus partners, focused on content education and skills training. Students will also learn, discuss, and reflect with their peers in an online environment, building a foundational understanding of health and wellness topics and aspects of leadership development.

**PBHL-S 303 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-S 305 Careers in Public Health (3 cr.)** This undergraduate course will expose students to a variety of public health careers and provide skills necessary for identifying and obtaining a career in public health. Students will have the opportunity to interact with professionals from the private and public sectors who will introduce students to the many careers in public health and to the various roles and functions of public health professionals. Students will engage in professional development through various activities including developing a personal career plan, job seeking strategies, resume design, and interview techniques to prepare them for professional careers.

**PBHL-S 315 Community Health (3 cr.)** This course is designated in IUPUI's RISE initiative as a Service Learning course. Through this course, students will learn processes for community assessment, change, organizing, and building. The course will address methods for strengthening communities to prevent and solve community health problems while building students' civic identity.

**PBHL-S 320 This Stress is Killing Me: Stress and Its Effects on You (3 cr.)** This course will teach you all about stress and its effect on your body and mind. You will learn the biology of stress, factors that protect you from stress or make you more vulnerable to it and the experience of stress in various settings, such as work, family and community. You will learn ideas about how to manage stress in your own life and be asked to create a plan to help better manage the stress that is in your life.

**PBHL-S 325 Urban Angst.Suburban Blues: Public Mental Health (3 cr.)**

This online course will examine how the mental health of communities is influenced by geopolitical influences, SES, neighborhood, safety, culture, environment, community and other elements external to the individual. Using textbooks, case study readings, and multimedia we will analyze causes of mental (dis)ease in the general public and develop a stronger understanding of how the outside world can impact the health of the mind.

**PBHL-S 330 THEORETICAL FOUNDATIONS OF COMMUNITY HEALTH (3 cr.)** This course will explore the theories of health behavior change that are used to develop health interventions for individuals and

communities. Students will learn different theories, how to put them into practice, and how useful and practical they are for various populations.

### **PBHL-S 340 Cultural Competency in the Promotion of Health (3 cr.)**

The term *culture* has increasingly been used in the discourse of public health, for example, with respect to issues of health disparities in the U.S., the development and implementation of “culturally competent” or “culturally appropriate” programs, and in many other ways. What exactly *is* culture, however? The term is easily applied to all kinds of phenomena, without a critical look at the nature of, and role of culture as an aspect of human behavior. In this course we will examine what is meant by culture, the ways in which culture intersects with health issues, how public health efforts (domestic and global) can benefit by understanding and working with cultural processes, and we will take a brief look at research methods that are useful in identifying relationships between culture and health.

### **PBHL-S 365 Community Health Careers Practicum (3 cr.)**

The Community Health Careers Practicum is three-credit hour, satisfactory-fail undergraduate course consisting of two components – field visits to healthcare and public health organizations in Central Indiana and personal career planning. To receive a passing grade for this course, a student must perform satisfactorily in both components and complete assignments on time.

The **field visit component** of the practicum is designed to provide a level of knowledge and experience that cannot be obtained from the classroom setting. It will give students the opportunity to:

See a variety of health organizations in central Indiana Interact with practicing professionals. Gain an understanding of organizational functions, complexity, services, structure, strategic/operational issues and relationships with other organizations. Refine professional business writing and verbal communication skills. Begin to develop a network to assist with future job placement activities.

The **career planning component** of the practicum is designed to familiarize students with career planning and job search to include networking with health professionals, finding potential positions, developing a resume and cover letter, preparing for interviews and articulating career goals. Career planning activities will include:

Class sessions on resumes/cover letters, interviewing and the job search. The development of a job portfolio. Field visits will give students the opportunity to make observations about careers and network with host organization managers.

**PBHL-S 372 International Perspectives on Health and Housing (3 cr.)** This international service-learning course is designed for students who are interested in developing an in-depth understanding of the relationship between health and housing outside of the U.S. This course will provide students with an opportunity to learn and work with individuals, families and communities struggling to overcome poverty to improve well-being in

Argentina through a collaborative project with Habitat for Humanity, International. This course combines didactic learning related to the social determinants of health with a short term international service experience with Habitat for Humanity that will not only explore the complex social and geopolitical factors associated with health and housing, but will provide firsthand experience in an international setting. The course will require travel to participate in a 8-10 day service learning experience within an Argentinian community where community development efforts are underway to improve the health and well being of communities impacted by poverty.

### **PBHL-S 399 Introduction to Research Methods in Public (3 cr.)**

This course examines fundamental research methods used in the field of public health. The focus is on understanding how community and clinical data are collected in scientifically valid ways and how study results are fairly interpreted. Students will become proficient consumers of published research and will be able to identify the strengths and limitations of the designs and approaches used, along with possible confounding factors and biases. Topics include components of research studies, including: justification for a research project, development of research questions, research designs (qualitative, quantitative), and selection of participants, sampling methods, and data for analysis.

### **PBHL-S 410 Booms, Busts, Shapes and Shifts: Why Population Matters to Public Health (3 cr.)**

This course provides you with a basic introduction to the discipline of population studies, in terms of how its main theories, concepts, and measures can be used by public health practitioners and scholars. Emphasis is placed on contemporary population issues and their origins, although important past developments will also be examined.

### **PBHL-S 415 Applied Health Promotion Methods (3 cr.)**

This course provides students with understanding, application, and practice of key methods in community health promotion including health communication, health education, health policy, and community mobilization strategies. Application of theory and implementation of methods at individual and community levels are addressed.

### **PBHL-S 422 Coaching for Health and Wellness (3 cr.)**

This course is designed to teach students how to coach individuals and groups attempting to improve their health behaviors. Theory, evidence-based practices, and different types of communication and interviewing styles will be explored through hands-on activities. Students will practice the learned techniques throughout the semester and will be able to apply these techniques upon completion of the course. Students planning to become health educators, health care providers, and others interested in guiding behavior change will benefit from this course.

**PBHL-S 425 A Public Health Journey through the Social Determinants of Health (3 cr.)** This course is designed to introduce students to an ecological perspective of health, going beyond biology and individual factors to investigate the influence on health of the social systems in which individuals live, work, and play. The factors we will explore in this course, often

referred to as the social determinants of health include education, income, housing, employment, neighborhood environments, discrimination, social and community networks, culture, healthcare, and others. We will review evidence supporting the biological mechanisms by which social influences have physiologic consequences expressed as disease. We will explore the complex interplay of factors that shape health throughout life. Students will gain an understanding of the cumulative effect of social advantage or disadvantage on health over one's lifetime, and how these social systems contribute to well-established patterns of health inequities. The ethical concept of social justice and its relationship to health inequities will be integrated in the course.

**PBHL-S 460 COMMUNITY CAPACITY BUILDING IN A GLOBAL HEALTH CONTEXT (3 cr.)** This course examines strategies to build the capacity of communities, in foreign nations, to address their priority health and social issues. The course will present students with a social justice perspective of global health and global community engagement strategies. This foundational knowledge will be coupled with practical experience in working with global partners to develop a strategic plan that addresses community health issues. Students will grow their knowledge base about program planning, community engagement, social determinants, and culture by learning how to plan programs in a foreign country that align with the UN Sustainable Development Goals.

**PBHL-S 499 Capstone Experience: BSPH in Community Health (3 cr.)** P: Students must be in their final year of the BSPH Program and have their advisor's permission to enroll in the Capstone Experience. Students must have a minimum undergraduate GPA of 2.5 to enroll in the Capstone Experience. This course integrates public health theory and practice in an applied practice setting. The capstone experience is tailored to students' expected post-baccalaureate goals. A variety of public health experiences are available, including an internship, a service-learning project, a portfolio project, a research paper, and an honors thesis.

## Graduate Courses

### **PBHL-A 505 INTRODUCTION TO PUBLIC HEALTH ENVIRONMENTAL HEALTH SCIENCE (1 cr.)**

The environment influences many aspects of human health and well-being. Many diseases are initiated, promoted, sustained, or stimulated by environmental factors. For these reasons, the interactions people have with their environments are an important component of public health. Environmental health focuses on the relationship between the environment and human health.

**PBHL-A 519 Environmental Science in Public Health (3 cr.)** The course focuses on Environmental Health which is the branch of public health that protects against the effects of environmental hazards that can adversely affect health or the ecological balances essential to human health and environmental quality. The environment influences many aspects of human health and well-being.

Many diseases are initiated, promoted, sustained, or stimulated by environmental factors. For these reasons, the interactions people have with their environment are an important component of public health.

**PBHL-A 602 Internship in Environmental Health Science (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-A 609 AIR POLLUTION AND HEALTH (3 cr.)** Air pollution and health provides an overview and foundation in the science and management of air quality with a focus on health impacts and strategies to reduce these impacts. Our focus is on the scientific technical aspects of air pollution through the study of the characteristics of the atmosphere and atmospheric pollutants, effects of meteorology on air pollution, urban air pollution, visibility, smog, acid deposition, stratospheric ozone depletion, global warming and indoor air pollution.

### **PBHL-A 614 WATER QUALITY (3 cr.)**

This course is designed to teach public health students the fundamentals of water quality and treatment of water, wastewater and solid waste along with associated aspects of the water cycle, ecosystems, water resources and regulations.

### **PBHL-A 617 ENVIRONMENTAL EPIDEMIOLOGY (3 cr.)**

This course covers the major developments in the history of epidemiology. The course is not meant to be comprehensive, but rather to provide an opportunity to follow the development of the discipline. You will be required to read 5-7 seminal articles each week and be prepared to discuss them in class. Due to the shortened nature of the summer semester, you must read the first week's material before the class has started. All of the articles have been scanned and placed in Oncourse under the resource tab. Copies of the powerpoint presentations to help direct your readings also have been provided. We will be discussing the first weeks articles the first night so you must read them prior to class time. In order to focus your reading and discussion, there are several questions posed for each week's readings; you should be familiar with the major contribution of each article or historical figure. You should familiarize yourself with the context of their work - you should know what the purpose of their work was, external drivers that either facilitated or hindered their research, underlying political pressures, and assess the utility of their research in regards to how the field is practiced today.

### **PBHL-A 620 Environmental Health Policy Analysis (3 cr.)**

This course is designed to introduce students to a variety of environmental issues at the state, national and international levels and the environmental policies that have been created and implemented to eliminate or control them. We will study the basic elements of the policy-making process and the many variables that comprise the dynamic framework for environmental

policy formulation. Contemporary thinking about these issues will be examined and questions will be posed about the politics, economics, science, tragedies, events, and public opinion that influence the nature and scope of environmental policy making. The current U.S. environmental laws, rules and regulations that address pollution of air, water, and land; contamination of food; and use of energy and natural resources will also be considered.

**PBHL-A 621 Solid and Hazardous Waste Management (3 cr.)** This course provides students with a technical foundation in areas of solid and hazardous waste management that can be applied to the examination of policy options. Topics include characterization of the waste stream, regulations, health and environmental risks, liability issues, management techniques, and treatment and disposal options.

**PBHL-A 623 MANAGEMENT AND LEADERSHIP IN HEALTH PROTECTION (3 cr.)**

Explores concepts to integrate the expertise and efforts of health protection professionals into a broader organization/workplace to influence strategy and create impact. We will examine discipline-specific elements of management systems, establish professional skills, and navigate work situations and effective communication strategies for health protection.

**PBHL-A 628 Public Health Sanitation (3 cr.)** This course will examine the various hazards that cause food borne illness as well as the risk factors that are known to contribute to these diseases. Topics include etiological agents for common and emerging food borne diseases; basic concepts of food science and technology; food safety principles and practices that are recommended by the Food and Drug Administration's "Food" Code.

**PBHL-A 633 Occupational Health and Safety for Public Health Professionals (3 cr.)**

Each year, thousands of workers throughout the world are killed, injured, or otherwise adversely affected by chemical, biological, and/or physical, agents encountered in the workplace. Common hazards include dusts, gases and vapors, bio-aerosols, pathogens, noise, and ionizing and non-ionizing radiation. Ergonomic stresses and safety hazards are also important causes of workplace morbidity and mortality. The goal of this course is to educate individuals to anticipate, recognize, evaluate, control, and manage such workplace health risks.

This course is a survey of the technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; noise-induced hearing loss in the workplace; radiation; accident prevention; cumulative trauma; and personal protective equipment. The course provides students with an introduction to the principles and practice of industrial hygiene. Industrial hygiene is concerned with the anticipation, recognition, evaluation and control of environmental and occupational factors that pose hazards to health and safety in the workplace. These aspects parallel the basic components of risk assessment: hazard identification, dose-response determination, exposure assessment, risk assessment, and risk management. Greater attention is focused on anticipation, recognition,

and evaluation, but some consideration of control methods and hazard communication will also be included. These functions all require a sound understanding of basic toxicology, procedures for investigation, methods of exposure measurement and assessment, behavior of chemical and physical agents in the environment, and the application of guidelines and standards, topics which form the primary elements of the course.

**PBHL-A 640 Public Health Applications of GIS (3 cr.)**

Using ArcGIS Desktop software, this course aims to familiarize students with applications of Geographic Information Systems (GIS) in the context of public health. Public Health cases will be used to explain and teach principles, methods, and techniques. Topics include creating layer packages in ArcMap, health data visualization, map design, health data downloading, geocoding tabular data, and spatial analysis and spatial joins. Downloading, processing and visualization of satellite data on environmental parameters that are traditionally determinants of public health will be covered at the end of the course. The course will provide practical experience to students through exercises and a final project.

**PBHL-A 650 Readings in Public Health (1-3 cr.)**

This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-A 660 Chemistry for Environmental Health Professionals (3 cr.)**

Chemistry for Environmental Health Professionals provides a review of chemistry fundamentals and application of fundamentals to environmental health issues. Our focus is on the organic and inorganic chemistry of topics including hazardous materials and wastes; industrial processes, toxicology, and sustainability; water and water pollution and treatment; the atmosphere and air pollution; soil; and other related topics.

**PBHL-A 661 Fundamentals of Toxicology (3 cr.)**

P: PBHL-A 609. This class will give students a solid introduction to toxicology and the ways in which environmental exposures can contribute to human disease. The course will also introduce the regulatory settings in which environmental toxicology is key.

**PBHL-A 662 Human Health Risk Assessment (3 cr.)**

Human Health Risk Assessment is the basis for making decisions related to human health. This course will examine the basic principles and methods of conducting human health risk assessments and how risk is managed and communicated to the public. Applications emphasizing real scenario will be used to illustrate the interdisciplinary



process and products of risk assessment, as well as the regulatory use of the information.

**PBHL-A 670 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-A 670 Topic: Air Pollution in the Community (3 cr.)** C: Jointly offered with A451 This course provides an overview and foundation in the science and management of air quality, with a focus on health impacts and strategies to reduce these impacts. Course topics include the scientific technical aspects of air pollution through the study of the characteristics of the atmosphere and atmospheric pollutants, effects of meteorology on air pollution, urban air pollution, visibility, smog, acid deposition, stratospheric ozone depletion, global warming and indoor air pollution.

**PBHL-A 675 Regulatory Affairs for Product Stewardship (3 cr.)** This course explores the major national and international legislative, regulatory, and voluntary frameworks that impact manufacturing, importing, and placing products into commerce, and aspects for compliance management for businesses.

**PBHL-A 676 Product Stewardship Strategy and Management (3 cr.)** This course presents integrated product stewardship and business strategy framework, interacting with leadership at all levels throughout the organization. It explores how businesses set and attain overarching goals by integrating risk assessments, regulatory, and other considerations. Responsibility and performance required of product stewardship programs and the expectations of product stewardship professionals is emphasized.

**PBHL-A 677 Product Hazard, Exposure & Risk Assessment (3 cr.)** Examines product hazards against probable and misuse exposure scenarios that translate into a risk assessment. Explores a framework to assess risk throughout the product supply chain to determine and document appropriate and effective systems for ongoing assessment and management of product and business risk.

**PBHL-A 678 Product Hazard, Exposure & Risk Assessment (3 cr.)** Presents best practices in product design, focusing on materials selection, packaging and sustainability. Examines alternatives in the product development cycle where improvement opportunities exist to reduce potential impact on human and environmental health while providing comparable or superior efficacy, and competitive advantage to business. Explore sustainability concepts and their impact on product development and design.

**PBHL-A 680 Fundamentals of Product Stewardship (3 cr.)** Introduction to regulatory, customer, and societal issues that affect consumer and intermediate products and how to incorporate solutions into business strategy using appropriate tools, concepts, and systems. Examines the product supply chain, from the sourcing of raw materials,

manufacturing of materials into products, transportation, retail, and use, to their end-of-life.

**PBHL-A 700 Environmental Health Continuous Enrollment (1 cr.)** P: PBHL-A 703. This course is a one-credit course designed for MPH students who previously registered for PBHL-A 703 Environmental Health Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-A 703 Environmental Science Concentration Final Project (3 cr.)** P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge acquired through coursework and the public health internship. Student projects will include components of environmental science analysis, research, and application.

**PBHL-B 527 INTRODUCTION TO CLINICAL TRIALS (3 cr.)** This is a standard course that prepares Biostatisticians for support of clinical trial projects. The course will cover fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects (clinical research/trials) including ethics, design, sample size calculation, randomization, monitoring, data collection, analysis and reporting of the results.

**PBHL-B 530 Statistical Methods in Bioinformatics (3 cr.)** P: Students are assumed to have completed a graduate level statistics courses (such as STAT 51200 & STAT 51900) and are familiar with the basic concepts of statistical inference. Students who are uncertain about their levels of preparation are encouraged to contact the instructor. This is a graduate level course designed for students in biostatistics, statistics, bioinformatics, and other related areas. The course covers a broad range of statistical methods used in many areas of bioinformatics research, including sequence alignment, genome sequencing and gene finding, gene expression microarray analysis, transcriptional regulation and sequence motif finding, comparative genomics, and proteomics. This course is designed to train student's skills in data analyses and communications through real life bioinformatics projects. The courses primary audiences include are graduate students in biostatistics, bioinformatics, and researchers from pharmaceutical industry.

**PBHL-B 546 BIOSTATISTICS METHOD IV: APPLIED LONGITUDINAL DATA ANALYSIS (3 cr.)** This course covers modern methods for the analysis of repeated measures, correlated outcomes and longitudinal data, including the unbalanced and incomplete data frequently encountered in biomedical research. Class presentations and homework assignments will focus on data analysis in SAS using PROC GLM, PROC MIXED, PROC GENMOD, and PROC NL MIXED.

**PBHL-B 551 Biostatistics for Public Health I (3 cr.)** P: One semester of undergraduate mathematics. This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of

variance, linear regression and correlation. An introduction to SAS statistical software is now a part of this course.

**PBHL-B 552 Fundamentals of Data Management**

**(3 cr.)** This course teaches concepts related to research data planning, collection, storage, processing, and dissemination. The curriculum includes theoretical guidelines and practical tools for conducting public health research. Hands-on training with real-world examples and problem-solving exercises in SAS will be used to ensure that students are comfortable with all concepts.

**PBHL-B 561 Introduction to Biostatistics I (3 cr.)**

P: One year undergraduate mathematics is required. Working knowledge on linear algebra and elementary calculus is expected. Students with insufficient mathematics preparation are expected to remedy the deficiency on their own. This is an introductory level biostatistics course designed for healthcare professionals. This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression and correlation. SAS software is required.

**PBHL-B 562 Biostatistics for Public Health II (3 cr.)**

P: PBHL-B 551 or PBHL-B 561 or one semester of graduate level Biostatistics. This course introduces the advanced principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as: Multiple regression, analysis of variance and covariance, logistic regression, nonparametric statistics, survival analysis, epidemiology statistics, and repeated measures analysis.

**PBHL-B 571 Linear Models in Public Health (4 cr.)**

P: PBHL-B 551 or equivalent.

P: PBHL- B 551 This course introduces some basic designs of experiment and analysis tools for outcome data of continuous variable, such as Analysis of Variance (ANOVA), Analysis of Covariance and Linear Regression Analysis. SAS programming language will be the primary statistical analytical tool for the course. Throughout the semester, applications of these statistical methods on biomedical studies will be emphasized with focus on modeling data and interpreting analytical results.

**PBHL-B 572 BIOSTATISTICS METHOD II: CATEGORICAL DATA ANALYSIS (4 cr.)** P: PBHL-B 551 or equivalent.

P: PBHL- B 551 This course covers applied statistical methods for the analysis of categorical data with special emphasis on data collected from epidemiologic studies and general biomedical studies. The topics delivered in this course will focus on methods of categorical analysis commonly used in practice of health sciences. The course will be taught in two parts: the relevant theory and methods will be presented in lecture sessions and the hands-on analysis of real-life problems using the SAS statistical software package will be practiced in laboratory sessions.

**PBHL-B 573 BIOSTATISTICS METHOD III: APPLIED SURVIVAL DATA ANALYSIS (4 cr.)** P: Students must

have taken one course in basic statistics and another course in linear regression models. Students must have prior knowledge of SAS for completion of homework. The statistical methods covered in this course focus on "time to event" data, where the event can be response to treatment, relapse of disease, or death. Topics covered in this course include estimations of survival function and regression models for survival data. Specifically, this course covers the central functions of survival analysis: the hazard, survival, and cumulative hazard functions, nonparametric estimation of survival functions using life-table method and the Kaplan-Meier method, and comparison of survival distributions using the log-rank and other tests. In addition, we will discuss regression models for survival outcomes with emphasis on the Cox proportional hazards model. Alternative models such as the accelerated failure time model and use of parametric distributions (exponential, Weibull) will also be considered. Class material will include presentation of statistical methods for estimation and testing, along with current software (SAS) for implementing analyses of survival data. Applications to real data will be emphasized.

**PBHL-B 574 BIOSTATISTICS METHOD IV: APPLIED LONGITUDINAL DATA ANALYSIS (3 cr.)**

This class will cover statistical methods used for analyzing correlated data including longitudinally collected data. Students are expected to have knowledge of probability theory on basic estimation and inference procedures and linear regression models. Topics include linear mixed effect models, generalized linear models, maximum likelihood and related estimation, generalized estimating equations (GEE) and missing data in longitudinal studies. The software SAS will be used to demonstrate analysis procedures.

**PBHL-B 581 Biostatistical Computing (3 cr.)** This course introduces the necessary SAS skills for general data preparation, description, visualization, and some advanced skills. After successfully finishing this course, you will be able to perform at entry-level graduate research assistant positions and be prepared for biostatistical method courses. Data steps and the following procedures will be covered: IMPORT, SORT, PRINT, FORMAT, TABULATE, REPORT, MEANS, UNIVARIATE, FREQ, CORR, SQL, GPLOT, SGLOT, SGPANEL, NPAR1WAY, POWER. Additionally, SAS macro, ODS and IML will also be introduced.

**PBHL-B 582 Introduction to Clinical Trials (3 cr.)**

P: Analysis of variance and regression (G652 or equivalent). A working knowledge of biostatistics is assumed and general familiarity with clinical trials will be helpful. This is a standard course that prepares Biostatisticians for support of clinical trial projects. The course will cover fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects (clinical research/trials) including ethics, design, sample size calculation, randomization, monitoring, data collection, analysis and reporting of the results.

**PBHL-B 583 Applied Multivariate Analysis (3 cr.)**

P: PBHL-B 551 and PBHL-B 561. The course will focus on applications to real data which will be analyzed by the professor and the students using the SAS software. One priority of the course will be to have students perform

many analyses on real data sets, via SAS take-home labs, to prepare students for real life applications in analyzing data and interpreting results. Students will gain experience in preparing data for analyses by merging data sets and recoding variables.

**PBHL-B 584 Biostatistics Practicum (3 cr.)** Statistical data analysis and study design is an art in practice. When and how to apply different statistical models and the interpretation of data analysis results is heavily driven by experience. This course is designed to develop students' skills in study design, data analyses, and oral and written communication through multiple real-life projects. The projects will cover designs and data analyses of observational studies and experimental studies. Practical issues in study design and data analysis include but are not limited to sample size and power estimation, interpretation of p-values, phase I to IV trial designs, case-control, case-cohort, retrospective/prospective study designs; ANOVA, ANCOVA, survival analysis, main effect/interaction, multiple comparisons, diagnostic tests, statistical modeling, and data analysis reporting, including both written and oral presentations. The most important feature of the course is the intended training in the practice of biostatistics in collaborative environments. The course is part of the Biostatistics PhD curriculum. Course material will be covered by lectures and interactive exercises that include the instructors role playing as statistically naive investigators. Knowledge gained will be reinforced by short homework assignments and projects that require presentations.

**PBHL-B 585 Analysis and Interpretation of Observational Studies (3 cr.)** P: PBHL-E 715. and B-652 or equivalent This course is designed for students in the PhD program in Epidemiology. Advanced students in the Master of Public Health degree program, Epidemiology concentration may register for this course with the permission of the professor. This course examines fundamental aspects of analyzing data generated by observational epidemiology studies. The focus is on developing a solid understanding of contemporary analytical techniques to increase the validity of the study and control for possible confounding effects and biases.

**PBHL-B 586 Technical Writing and Scientific Reporting (3 cr.)** Biostatistics is an applied field that requires effective written communication. This one credit hour course is designed to help graduate students developing the necessary writing skills to produce clearly written and well-structured scientific reports. A specific goal of the course is to train PhD-level students on the dissertation writing and scientific publication. The course will focus on the general principles of good writing, structures of various types of scientific papers, and techniques and styles that are unique to the field of biostatistics. It also discusses frequently encountered issues in statistical publication and peer review. The class meets once a week. In addition to the instructor's lectures, the class will analyze and discuss the merits and deficiencies of different writing samples. Regular homework assignments will be given so that students can practice what they learned in the class. This is not an English language course.

**PBHL-B 587 Nonlinear Mixed Models (3 cr.)** P: Students are assumed to have completed an undergraduate level statistics course and are familiar with the basic

concepts of statistical inference. Students who are uncertain about their levels of preparation are encouraged to contact the instructors. Nonlinear mixed models are heavily utilized in drug development. Population pharmacokinetics/pharmacodynamics models are the most important applications. Because this topic has a heavy interdisciplinary flavor, it requires a mixed content that has pharmacology background, statistical theory, and computational implementations. The course's primary audiences include graduate students in biostatistics, pharmacology, bioinformatics and researchers from pharmaceutical industry. The most important feature of the course is the intended balance among pharmacology background, statistical theory and software implementation. At the end of this course, we expect that the students can understand the pharmacokinetic models, fit the nonlinear mixed model through the required software package, conduct the diagnosis of model fitting, perform hypothesis tests, and provide interpretation of the data. The course is part of the Biostatistics PhD curriculum.

**PBHL-B 602 Internship in Biostatistics (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-B 612 Modern Statistical Learning Methods (3 cr.)** P: Calculus, linear algebra, linear models, mixed models and generalized linear models. The goal of this course is to introduce some advanced regression techniques to students in the Biostatistics PhD program.

**PBHL-B 616 Advanced Statistical Computing (3 cr.)** This course will cover selected computational techniques useful in advanced statistical applications and statistical research. Topics to be covered include methods for solving linear equations, numerical optimization, numerical integration, Expectation-Maximization (EM) algorithm, Monte Carlo method, Bayesian methods, bootstrap methods and stochastic search algorithms. Upon completion of the course, students are expected to understand the appropriate statistical computational approaches to discovery in data analysis, of statistical inference, and for development of statistical theory and methods. Students are expected to implement research and computational ideas using R.

**PBHL-B 626 Advanced Likelihood Theory (3 cr.)** P: Stat 519 and Stat 528, or Equivalent. This course covers theoretical foundation of statistical inference with focus on likelihood theory and its application on biomedical studies. It provides a good preparation for advanced biostatistics courses such as Advanced GLM, Advanced Longitudinal Data Analysis, and Advanced Survival Analysis.

**PBHL-B 627 Statistics in Pharmaceutical Research (3 cr.)** P: Analysis of variance and regression (PBHL-B

652 or equivalent). A working knowledge of biostatistics is assumed and general familiarity with clinical trials will be helpful. It is also helpful (but not critical) that some advanced concepts, such as the analysis of survival data, are familiar to the students. This is a standard course that prepares Biostatisticians for support of clinical trial projects. The course will cover fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects (clinical research/trials) including ethics, design, sample size calculation, randomization, monitoring, data collection, analysis and reporting of the results.

**PBHL-B 636 Advanced Survival Analysis (3 cr.)**

P: Stat 528 and Stat 536 This course will discuss the counting process approach to the analysis of censored failure time data. From this prospective, we will revisit many of the standard statistical methods in survival analysis, including the Nelson-Aalen estimator of the cumulative hazard function, the Kaplan-Meier estimator of the survivor function, the weighted logrank statistics, the Cox proportional hazards regression model, and the accelerated failure time model. Counting process based martingale theory will be introduced to facilitate the derivation. Extension of Cox proportional hazards model will be introduced too.

**PBHL-B 644 Applied Generalized Linear Models and Longitudinal Data Analysis (3 cr.)**

P: Students registering for this course are expected to have completed "Linear Models in Public Health" or its equivalents with a grade of "B" or better. This is an introductory statistical method course on generalized linear models and longitudinal data analysis for students in various public health disciplines. The course focuses on the basic concepts and implementation of four extensions to classical linear regression models: (1) generalized linear models (including logistic and log-linear regression); (2) mixed effects models; (3) generalized linear mixed models; and (4) population average models based on generalized estimating equations (GEE).

**PBHL-B 646 Advanced Generalized Linear Models (3 cr.)**

P: Students taking this course should have formal training in applied linear and generalized linear models. In addition, they should have a basic understanding of the theory of probability, statistical estimation and inference. Students who are not adequately prepared in aforementioned areas are expected to make up for the deficiency on their own. This course presents the fundamental ideas of generalized linear models (GLM). It also discusses practical implementation of GLM through real-life applications. Discussion will start from the classical theory of linear models, followed by important special cases of GLM, the unified GLM theory, and then the more recent model extensions. Although it is not designed to be a data analysis course, it will present the practical motivations and considerations behind the development of GLM.

**PBHL-B 650 Readings in Public Health (1-3 cr.)**

This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy

to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-B 652 Introduction to Biostatistics II (3 cr.)**

P: G 651 or equivalent. This is an advanced biostatistics course designed for students with an interest in the health sciences. Students are expected to have completed at least one semester course of basic biostatistics. Knowledge of probability and probability distributions, concepts of estimation and hypothesis testing are assumed. Topics covered in this course include multiple linear regression, analysis of covariance, logistic regression, and survival analyses. Upon completion of the course, students are expected to understand the appropriate statistical models for various outcomes and be able to interpret results using statistical techniques covered in this course. Students are also expected to conduct simple analyses using SPSS on personal computers.

**PBHL-B 656 Advanced Longitudinal Data Analysis (3 cr.)**

P: PBHL-B 574 and familiarity with concepts and theory of statistical inference. Students who are uncertain about their level of preparation are encouraged to contact the instructor. This course covers the theory of classical and modern approaches to the analysis of clustered data, repeated measures, and longitudinal data. Topics include random effects and growth curve models, generalized estimating equations, statistical analysis of repeated categorical outcomes, and estimation with missing data. The class also discusses computational issues including EM algorithm, quasi-likelihood methods and Bayesian methods for both traditional and new methodologies. This course belongs to the advanced portion of the Biostatistics Ph.D. curriculum.

**PBHL-B 662 Design and Analysis of Medical Experiments (3 cr.)**

P: G 652, PBHL-P 652, PBHL-B 641 or equivalent. This is a course into the application of experimental design to biomedical experiments, such as randomization, blocking, factorial designs and stratification. The course addresses both clinical and pre-clinical investigation as well as design of experiments to evaluate medical devices, which will likely be encountered by biomedical researchers. It is addressed to second-year graduate students in biostatistics or epidemiology with a solid understanding of analysis of variance, regression and working knowledge of survival analysis. The course will be taught in two sessions, a lecture, where the relevant theory and methods will be presented, and a practicum or laboratory session, involving hands-on analysis of real-life problems using the SAS statistical software package.

**PBHL-B 670 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-B 670 Topics in Public Health: Fundamentals of Data Management - Using SAS (3 cr.)**

**PBHL-B 688 Theory of Statistical Genetics (3 cr.)** This course is designed to provide solid training in statistical theory used in genetic analyses.

**PBHL-B 698 Topics in Biostatistical Methods (1-3 cr.)** Directed study and reports for students who wish to undertake individual reading and study on approved topics.

**PBHL-B 699 PhD Thesis / Research (1-3-3 cr.)** Research required by the graduate students for the sole purpose of writing a PhD Dissertation.

(Source: Course Catalog)

**PBHL-B 700 Biostatistics Continuous Enrollment (1 cr.)** P: PBHL-B 701. PBHL-B 700 Environmental Health Continuous Enrollment in a one-credit course designed for MPH students who previously registered for PBHL-B 701 Biostatistics Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-B 800 Biostatistics Doctoral Dissertation Research (1-8 cr.)** The dissertation will be written on an original topic of biostatistics research and presented as one of the final requirements for the PhD degree. The dissertation must be an original contribution to knowledge and of high scholarly merit. The candidate's research must reveal critical ability and powers of imagination and synthesis. The dissertation is written under the supervision of the Dissertation Committee Chair with input from the other members of the Dissertation Committee. The data used by the student may involve analysis of primary or secondary data.

**PBHL-E 505 INTRODUCTION TO PUBLIC HEALTH EPIDEMIOLOGY (1 cr.)** This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 517 Fundamentals of Epidemiology (3 cr.)** This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 562 EPIDEMIOLOGY OF OBESITY AND DIABETES MELLITUS (3 cr.)** This course provides master and doctoral students with an overview of fundamental concepts and methods of obesity and diabetes mellitus epidemiology.

**PBHL-E 563 SYSTEMATIC REVIEW AND META-ANALYSIS IN HEALTH SCIENCES (3 cr.)** This course provides graduate students with an overview of

fundamental concepts and methods of systematic review and meta-analysis in health sciences. Principles and methods in conducting a systematic review and meta-analysis are illustrated through case studies of public health and clinical medicine.

**PBHL-E 601 Advanced Epidemiology (3 cr.)** P: PBHL-E 517 and PBHL-B 551 (or concurrently enrolled). This course provides students with an in-depth understanding of advanced epidemiologic concepts introduced in other courses as well as a fundamental understanding of epidemiologic techniques not covered in other classes. Topics included will represent cutting edge techniques, philosophical issues and insights to appropriately conduct and interpret the findings of epidemiological studies. Students will gain an understanding of these concepts and issues through discussions with expert epidemiologists and hands-on exercises.

**PBHL-E 602 Epidemiology Public Health Internship (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-E 603 MPH Internship in Public Health Informatics: Applied Practice Experience (1-3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course provides an applied practice experience in which students integrate concepts from core and concentration courses, conduct projects, solve problems, gain valuable work experience, and interact with professionals in public health informatics. The student works with the faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-E 606 Grant Writing: From Befuddlement to Brilliance (3 cr.)** Students will learn each component of a successful proposal for research or community projects by a Federal or private agency. Current funding opportunities from these agencies will be used as templates for preparation and review of proposals. Skills needed to review proposals also will be taught.

**PBHL-E 609 Infections Disease Epidemiology (3 cr.)** P: E517. This course is designed to provide a basic overview of the infectious disease process, including disease agents, transmission routes, immunity and public health significance. The course introduces principles of infectious disease epidemiology, including outbreak investigation and surveillance, using case studies as examples. Concepts on globalization of disease, microbial ecology, and disease eradication also are discussed.

**PBHL-E 610 Chronic Disease Epidemiology (3 cr.)** P: PBHL-E 517. This course examines chronic health conditions from epidemiological perspectives. Concepts include distribution, determinants; diagnosis; measures of severity; treatment modalities; surveillance measures;

survival and prognosis; and quality of care measures. Research methods prevention strategies and screening tests are presented. Clinical expert's present diagnosis and treatment methods.

**PBHL-E 618 Cancer Epidemiology (3 cr.)** P: PBHL-E 517. This course is an overview of cancer epidemiology, focusing on key concepts, etiologic research, applications to public health practice and major epidemiologic methods. This course is designed for students who have an interest in epidemiology.

**PBHL-E 629 Introduction to Genetic Molecular Epidemiology (3 cr.)** P: PBHL-E 517 and PBHL-B 551. Epidemiologic concepts, including human genetics, concepts and methodology used in genetic epidemiology. Students will gain an understanding of the role of Genetic Epidemiology in designing and interpreting studies to determine genetic roles in common diseases. Among the topics to be covered are introduction to human genetics, introduction to the field of genetic epidemiology, study designs used in genetic epidemiology, and issues in study design and analysis.

**PBHL-E 635 Foundations in Public Health Informatics (3 cr.)** This course will introduce the application of Informatics in the Public Health field. The course will include a brief review of core public health functions, describe the current policies defining the use of informatics in public health, and outline the history of the application of informatics principles in both public health and clinical health systems.

**PBHL-E 645 INFORMATION EXCHANGE FOR POPULATION HEALTH (3 cr.)** This course explores the electronic exchange of data, information and knowledge between clinical and public health organizations in support of population health. Students will examine the strategic, organizational, legal, technical, and socio-political aspects of clinical and public health information exchange in the United States and abroad.

**PBHL-E 650 Readings in Public Health (1-3 cr.)** This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-E 651 Public Health Surveillance (3 cr.)** This course will focus on the recognized value of Public Health Surveillance as well as the development and utility of Surveillance Systems. Included are the historical development of surveillance systems, data sources, informatics of surveillance, data management, and evaluation of surveillance systems. In addition, descriptive epidemiology techniques, identification of outbreaks and community needs. Trend analysis based on the data collected from the surveillance system will be

covered, along with related ethical and legal issues. The course discusses how surveillance is conducted in low to middle income countries and the future of public health surveillance.

**PBHL-E 655 Historical Evolution of Epidemiology (3 cr.)** P: PBHL-E 517. The course will explore the historical developments and public health responses to human disease morbidity and mortality, and their importance and influence on the role of public health in modern society. Readings and discussion will examine in detail, the evolutionary change in the epidemiologic response of a Variety of disease of national and international importance.

**PBHL-E 670 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-E 675 Fundamentals Injury Epidemiology (3 cr.)** P: This course is designed for students in the Master of Health Administration and the Master of Public Health degree programs. Students not in one of these two programs must have the permission of the instructor to enroll. All students must have at least a Bachelor's Degree. Injury is the leading cause of death for individuals between the ages of 1 and 44 years. This course will introduce students to basic epidemiologic concepts of injury, both intentional and unintentional. We will discuss the burden of injury and its effect on public health, patterns of injury in populations, the use of descriptive techniques, and secondary data sources. Students will gain an understanding of the role of Injury Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 700 Epidemiology Continuous Enrollment (1 cr.)** P: PBHL-E 704. Environmental Health Continuous Enrollment in a one-credit course designed for MPH students who previously registered for PBHL-E 704 Epidemiology Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-E 704 Public Health Epidemiology Concentration Project (3 cr.)** P: MPH Core; Public Health Internship. Students synthesize and integrate knowledge acquired through course work and the public health internship by conducting an epidemiological study. Satisfactory projects include epidemiological research that involves protocol development, data collection and analysis and presentation of an oral presentation and written report.

**PBHL-E 706 MPH Capstone in Public Health Informatics: Integrated Learning Experience (1-3 cr.)** P: MPH Core; Public Health Internship. The capstone project, or integrated learning experience (ILE), represents the culminating experience in the MPH Program. Students' ILE must demonstrate synthesis of foundational and concentration competencies in public health informatics. In consultation with their faculty advisor, students select foundational and concentration-specific

competencies appropriate to their educational and professional goals

**PBHL-E 710 Advanced Public Health Survey Research (3 cr.)** This course provides an intensive focus on the formative phases of health survey research. Topics covered will include sampling methodologies, questionnaire development, testing, revision and administration, interviewing, coding procedures, as well as topical discussions related to research ethics and real world challenges of research. Active learning will be emphasized through several field based exercises, as well as a research proposal based on students' own research interests.

**PBHL-E 711 APPLIED EPIDEMIOLOGY METHODS (3 cr.)** The purpose of Applied Epidemiology Methods (AEM) is to give graduate epidemiology students the opportunity to gain "hands-on" experience analyzing data to answer a specific research question. Methods and theoretical issues taught in the introductory epi courses. The focus will be on practical analysis issues with actual data.

**PBHL-E 712 APPLIED EPIDEMIOLOGY METHODS II (3 cr.)** The purpose of Applied Epidemiology Methods (AEM) is to give graduate epidemiology students the opportunity to gain "hands-on" experience analyzing data to answer a specific research question. Methods and theoretical issues taught in the introductory epi courses. The focus will be on practical analysis issues with actual data

**PBHL-E 715 Design and Implementation of Observational Studies (3 cr.)** P: PBHL-E 517 and Research Methods. This course examines fundamental aspects of designing and implementing observational epidemiology studies. The focus is on developing strategies to increase the validity of the study results by using techniques to control for possible confounding factors and biases. Topics include sampling methods, sensitivity, data weighting, standardization, selection of cases and controls, matching, data collection and project management.

**PBHL-E 720 ANALYSIS AND INTERPRETATION OF OBSERVATIONAL STUDIES (3 cr.)** This course examines fundamental aspects of analyzing data generated by observational epidemiology studies. The focus is on developing a solid understanding of contemporary analytical techniques to increase the validity of the study and control for possible confounding factors and biases.

**PBHL-E 730 Molecular and Genetic Epidemiology (3 cr.)** P: PBHL-E 517. This course presents fundamental concepts and methods in molecular and genetic epidemiology, and explains different study designs commonly used in genetic epidemiology to identify the genetic basis of common, complex disease. Students will learn about available common molecular and genetic measures, various elements of study design, including definition of study population, phenotype definition, and choice of analytic methods. We will briefly discuss linkage analysis and then focus on association tests. Additional topics will be discussed including interactions with environmental factors, ethnical issues and genetic testing.

**PBHL-E 731 Design and Analysis of Genetic Association Studies (3 cr.)** P: PBHL-B 562, PBHL-E 601 and PBHL-E 730. This course introduces the conceptual and practical tools needed for population-based genetic association studies among unrelated subjects. Lectures and selected readings present key issues (such as linkage disequilibrium, "tagging SNPs," haplotypes, population stratification and epistasis) and appropriate statistical methods. Students will be required to present selected papers in class. Students will gain hands-on experience with a range of analytic tools and software packages as part of a class project which gives them the opportunity to design and analyze an association study. This project will require students to work on real-world problems such as marker selection, potential multiple comparisons issues due to multiple markers and multiple outcomes, and missing data.

**PBHL-E 750 Doctoral Topics in Public Health (3 cr.)** Courses offered under this course number would include PhD courses on topics expected to be offered only once, such as those taught by visiting faculty, and those that are newly developed and have not yet been assigned a specific course number. The course will focus on a specific topic or technique related to the field of Public Health. The material to be studied will be determined by the instructor with input from the PhD faculty.

**PBHL-E 751 Doctoral Readings in Epidemiology (1-3 cr.)** This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Epidemiology. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-E 752 Doctoral Research in Epidemiology (1-3 cr.)** This course is designed to allow PhD students the opportunity to explore research questions by collecting data or using existing data related to their field of study in Epidemiology. The study topic will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop the study protocol, obtain IRB approval if necessary, obtain the data and collect the planned data analysis. The time frame for completion and the nature of the study product will be determined by the PhD student, faculty member and advisor. Generally the product will be a manuscript for submission to an appropriate journal. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-E 765 Nutritional Epidemiology (3 cr.)** P: PBHL-E 517 and PBHL-B 551. This course provides students with an overview of fundamental concepts and methods of nutritional epidemiology and the current state of

knowledge on well-studied associations between diet and chronic diseases. Emphasis will be placed on the design, implementation, analysis, and interpretation of nutritional epidemiologic studies.

**PBHL-E 775 Doctoral Research Seminar in Epidemiology (1 cr.)** This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

**PBHL-E 780 Pharmacoepidemiology (3 cr.)**  
P: PBHL-E 517. This is a graduate level introductory pharmacoepidemiology course. Students will learn how principles of modern epidemiologic methods are used to evaluate the safety, effectiveness, and utilization patterns of medical products (drugs, vaccines, and medical devices) in human populations, with a focus on observational studies. Related topics, including therapeutic risk management, data sources and ethical principles will be discussed. Advanced methodology, such as that utilized to address confounding by indication and misclassification will be introduced.

**PBHL-E 795 Cardiovascular Epidemiology (3 cr.)**  
P: PBHL-E 517 and PBHL-E 601. An advanced graduate course that discusses the topics related to the epidemiology and prevention of cardiovascular diseases. The purpose is to give students an overview of the major cardiovascular diseases and their risk factors. To develop critical thinking skills related to the key issues that epidemiologists consider.

**PBHL-E 800 Epidemiology Doctoral Dissertation Research (1-8 cr.)** The dissertation will be written on an original topic of epidemiology research and presented as one of the final requirements for the PhD degree. The dissertation must be an original contribution to knowledge and of high scholarly merit. The candidate's research must reveal critical ability and powers of imagination and synthesis. The dissertation is written under the supervision of the Dissertation Committee Chair with input from the other members of the Dissertation Committee. The data used by the student may involve analysis of primary or secondary data.

**PBHL-H 501 U.S. Health Care Systems and Health Policy (3 cr.)** This course explores the U.S. health care system, policy development, and ethical challenges. It examines the structure, components, organization and financing of the U.S. health care system. The policy process at national, state and local levels will be analyzed using legislation and related activities.

**PBHL-H 502 Developing Strategic Capability in Health Care (3 cr.)**  
This course aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision,

and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan.

The course emphasizes the unique strategic challenges facing health services organizations and their leadership, and aims to develop accordingly the student's ability to identify, analyze and address these challenges.

The course utilizes real-world cases to facilitate the understanding of basic course content. The conceptual model of strategic management will be illustrated through the analysis of selected health care cases. The student will also be required to independently analyze a strategic case most relevant to their field of work or study applying the conceptual strategic planning process.

**PBHL-H 505 INTRODUCTION TO PUBLIC HEALTH, HEALTH POLICY AND MANAGEMENT (1 cr.)**  
This course will provide an introduction to the public health concentration Health Policy and Management. This online course begins with a broad overview of public health. Additional modules will be completed that illustrate key concepts in health policy.

**PBHL-H 507 Management of Individual and Group Behavior (3 cr.)** This course provides a conceptual framework for understanding behavior in the work environment by introducing concepts concerning effective management of people in organizations. Key theories and concepts in the field of organizational behavior will be introduced. The focus of this course is at the micro level of analysis, addressing topics such as individual theories of motivation, job design, and diversity issues; management of work teams; group decision making; managing conflict; and leadership, influence, and power issues.

**PBHL-H 508 Managing Health Care Accounting Information for Decision-Making (3 cr.)** P: PHBL-H 200 or BUS-A 201. Provides a user-oriented understanding of how accounting information should be utilized, focusing on balance sheet and income statement and cash flow analysis, budgeting, cost analysis, and responsibility accounting.

**PBHL-H 509 Financial Management Principles of Health Care (3 cr.)** P: PBHL-H 508. Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

**PBHL-H 514 Health Economics (3 cr.)** P: 3 credit hours of undergraduate economics. Examines the principles and application of economic analysis in the health field and the economist's approach to health care issues. Provides insights offered by economic analysis of specific health issues and problems.

**PBHL-H 515 Seminar in Health Policy: Special Topics (3 cr.)** Exploration of health policy topics from economic, financial, sociological, political, and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary



in response to changing environments. May be repeated once with advisor's approval.

**PBHL-H 516 Health Services Delivery and the Law (3 cr.)** Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the law and the legal processes affecting the health services system. Presentation of the elements of administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.

**PBHL-H 518 Statistical Methods for Health Services (3 cr.)** P: 3 credit hours of 300-level undergraduate statistics. Study of the quantitative techniques commonly used to examine health-related data. Includes univariate, bivariate, and multivariate techniques. Emphasis is on using statistical techniques to make policy and administrative decisions in a health services setting. Students use standard computer software to analyze data.

**PBHL-H 521 Management Science for Health Services Administration (3 cr.)** Focus is on management science methods, as applied to health sciences administration. Includes treatment of decision theory, constrained optimization, and probability simulation.

**PBHL-H 523 Health Services Human Resource Management (3 cr.)** This course provides the knowledge and skills needed to understand the application of personnel and labor relations techniques to the health services sectors, with particular emphasis on human resources management, employees' benefit programs, and labor relations as applied to the health services delivery organization.

**PBHL-H 556 Global Public Health Law and Ethics (3 cr.)** Introduction to critical issues in law, ethics, and global public health. We compare and contrast the American perspective with those of other countries and governance structures.

This course is designed to provide students with an introduction and overview of critical issues relating to law, ethics, and global public health. While a goal of democratic governments is to protect and support the health of the public, implementation of health policies may infringe on the rights and liberties of individuals, including businesses. This conflict is sometimes characterized as "private interest versus public good." This course examines legal foundations of public health systems and resulting ethical dilemmas that must be reconciled when the interests of the larger community are at odds with those of individuals. Discussions will compare and contrast the American perspective with those of other countries and varying governance structures around the world.

Health law and ethics are inextricably linked. Throughout the course, discussion will center on conceptual foundations of health law, ethics and human rights and issues relating to these fields. From there, we will explore ways in which democratic government actions on behalf of the public's health may conflict with the Constitutional rights of individuals and businesses as considered from the American perspective. This includes recognition of the scope and limitations of authority of health organizations, regulation of professions and tort litigation for the public's health. We will discuss current

controversies in public health law and practice, including such topics as surveillance and privacy rights, and issues relating to health promotion, regulation of commercial speech, and First Amendment rights to freedom of expression. The course concludes by examining future issues and emerging problems in public health, including those related to infectious diseases, bioterrorism, and public health genetics. Though the point of reference in this course is the U.S., we will bring a global frame to discussions.

**PBHL-H 559 Leadership in Global Health Systems (3 cr.)**

This course critically examines current issues in global health systems and prepares students to confront organizational and policy challenges. Health leadership here covers the entire "value chain" from the inception of public health policies to health services delivery. Health leadership is therefore examined in terms of a comprehensive world view of public health issues and options. The course looks at health systems in selected countries outside the U.S. including examples in high-, middle- and low-income countries. We will examine trends in global health reforms and their governing structures. Health leadership, in the context of a professional career or an altruistic mission, requires knowledge, skills and commitment. The course will look at how leadership expectations are voiced by a diversity of stakeholders, inside and outside institutions, and how they may be met with critical thinking, analysis and application.

**PBHL-H 565 Financing Global Public Health (3 cr.)**

The course will focus on how development assistance for health (DAH) is changing and implications for the public's health. Students will discuss global health related financial goals and priorities. They will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

Global health is defined as the [health](#) of populations in the global context. It pertains to worldwide health improvement, reduction of disparities, and protection against global threats that disregard national borders. Every year, development assistance for health (DAH) is provided to lower and middle income countries. In 2013 the amount was estimated to have been the equivalent of USD 31.1 billion (IHME)[1]. Global health leaders must understand where and how these funds originate and how they are being spent. The course will focus on current day discourse about the way DAH is changing and implications for the public's health. Dominated in the past by bi-lateral agreements and the UN system (WHO, UNICEF, UNFPA), non-state and non-UN actors are now taking on greater prominence[2]. This development creates challenges for securing long-term solutions to global health challenges. Controversies include, for example, ethical and legal considerations when NGOs and other independent institutions/corporations leverage DAH contributions in their tax expenditure strategies. Students will familiarize themselves with issues surrounding finance and global health goals and priorities. Students will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

[1] Institute for Health Metrics and Evaluation.

[2] Some of the major ones are The Global Fund, GAVI Alliance, World Bank, Gates Foundation and non-governmental organizations (NGO's).

**PBHL-H 568 Global Public Health Policy and Advocacy (3 cr.)**

Review frameworks for global policy processes then take an in-depth look at one approach and its basic steps, applying it to select cases. The course considers key concepts in development of an advocacy agenda using strategies tailored to the policy environment and designed to move policies in the desired direction.

Health policymaking is a complex process that varies around the world. It is affected by such factors as governance structures and systems, the relative influence of stakeholder groups, and the policy context including political, economic, social and organizational conditions. Making sense of the complex interplay of these elements requires skill, and there is no single correct way to approach such an analysis. In this course, we briefly review theories and frameworks for the policy process then take an in-depth look at one approach and its basic steps, applying them to select cases. The course concludes by considering key concepts in development of an advocacy agenda using strategies tailored to the particular policy environment and designed to move policies in the desired direction.

**PBHL-H 602 Internship in Health Policy and Management (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-H 603 Internship in Health Policy and Management (1-3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor.

This course provides an applied practice experience in which students integrate concepts from core and concentration courses, conduct projects, solve problems, gain valuable work experience, and interact with professionals in public health informatics. The student works with the faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-H 606 Health Services Quality Improvement and Risk Management (3 cr.)** Critically examines the concepts, strategies, and techniques related to the improvement of the quality of health service delivery. Addresses the increasing need to enhance productivity given the impact of external and other factors on the workplace. Principles and application of risk management

concepts and techniques, including insurance, are emphasized.

**PBHL-H 610 Lean in Healthcare Administration (3 cr.)**

A combination of experiential (learn by doing) and lecture formatted learning aimed at introducing students to the concept of Lean thinking and leadership in healthcare organizations. Within the course students will be introduced to: the history of Lean and its rise in healthcare, identification and quantification of the value of waste removal in process oriented work systems, Lean thinking, facilitation, tools and leadership. Students will work independently and in small groups.

**PBHL-H 611 Policy Design, Implementation and Management (3 cr.)**

Public health policies cover a broad range of personal and community health issues. These range from the challenges of health system reform; public health preparedness and bioterrorism response; communicable disease control; chronic disease management; health behaviors, health promotion and disease prevention; health informatics; environmental health policy including contamination and climate change; impact of health on economic activity; global health, and other issues. These issues cover local, state, national, and international responses. Addressing these issues in the public health policy process entails collecting and analyzing data to assess the impact of the issue; identifying and assessing policy options to address the issues; and understanding and addressing competing interests among the public, health professionals, businesses, and other entities. Achieving agreement on policy options can be elusive even when key policymakers, such as the President, Congressional leaders, and substantial proportions of the population have favored addressing specific health issues.

**PBHL-H 612 Marketing for Health Services Delivery (3 cr.)**

This course examines the marketing function and the marketing mix; philosophy and principles behind a marketing-driven health service organization; the dynamic healthcare environment; healthcare consumers; marketing research; the promotional mix; and the role marketing management plays in today's health service organization.

**PBHL-H 613 Public Health and Emergency Preparedness (3 cr.)**

This graduate elective course is designed to familiarize learners with emergency preparedness concepts due to natural and man-made disasters. The course will also review biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present. The content will be delivered via, seminar discussion, web based activities, CDs addressing bioterrorism, resources for infection control and key resources for further exploration. Other student opportunities include readings from past great works depicting responses to naturally occurring infectious disease or contemporary responses to disasters and terrorism/bioterrorism. Public health responses to emergency preparedness at local, state and federal levels will also be discussed.

**PBHL-H 615 Health Care Outcomes and Decision Making (3 cr.)**

Application of health outcomes measures

in decision-making and evaluation in various health service settings. Includes designing and implementing evaluation plans of health and social programs. Emphasis on evaluation strategies, measurement of health outcomes, and management decision-making.

**PBHL-H 616 LEADING PUBLIC HEALTH SERVICE ORGANIZATIONS (3 cr.)**

This course explores the discipline of management and its major components and functions relating to leading public and private health service organizations. This course will provide students with a foundation of basic management and leadership theory as well as fundamentals, principles, philosophies, methods and techniques for effective leadership which have particular relevance and application in healthcare.

**PBHL-H 619 Financial Management for Public Health Organizations (3 cr.)**

To further develop the student's knowledge of financial management of public health organizations. Topics will include: Financial Statements; Measuring Income; Net Worth and Cash; Break Even Analysis; Cost Allocation; Budgeting for Operations; Analyzing Financial Performance; Time Value of Money; Governmental Accounting and Budgeting Capital Budgeting.

**PBHL-H 620 Patient-Reported Health Outcomes (3 cr.)**

P: PBHL-B 551 and PBHL-E 517. This web-based course is evidence-based and focused on health outcomes research in contemporary health care. The different types of health outcomes assessment tools and their application in determining patient health status, changes in health status, and the effectiveness of health care interventions will be addressed. The course will focus on generic and specific health related outcomes assessment tools, looking at such issues as disease specific outcomes and patient satisfaction.

**PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)**

Known as the "Capstone" Course, a final semester course in the MHA Program that utilizes the Capstone Project as the central component of learning for the course. The Capstone Project is a healthcare service organization - sponsored project of significant importance to the sponsor as well as demanding of the student to apply knowledge and skills to a real administrative issue. The Project requires students to utilize a variety of skills including interpersonal, conceptual, critical thinking, report & executive writing, oral presentation, coordination and organization to satisfactorily fulfill the Capstone Project requirements. Guest lecturers in healthcare executive roles are invited to share administrative and leadership challenges, strategic management issues and experiences, and operating challenges from the health services field. Guest lecturers provide valuable insight to facilitate the transition from the academic setting to the health care industry work place. The class will also emphasize the development of personal leadership philosophies and principles. The development of a personal set of leadership philosophies and principles is designed to help prepare the students for early career success and to set a foundation for professional growth and development.

**PBHL-H 624 Developing Strategic Capability (3 cr.)**

This course aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan.

The course emphasizes the unique strategic challenges facing health services organizations and their leadership, and aims to develop accordingly the student's ability to identify, analyze and address these challenges.

The course utilizes lectures, group discussion, and real-life case studies to facilitate the understanding of basic course content and the conceptual model of strategic management. Students will also be required to analyze a strategic case and apply the conceptual strategic planning process.

**PBHL-H 626 Managed Care and Population Health (3 cr.)**

The purpose of this course is to introduce students to the structure and processes that characterize Managed Care Organizations (MCOs). The course covers current Health Care transformation related to the Affordable Care Act (ACA).

**PBHL-H 628 Health Care Information Systems (3 cr.)**

This course introduces the management of healthcare information systems. Topics include analyzing system requirements, system design and evaluation, selecting computer resources, and managing the implementation process.

**PBHL-H 632 History of Public Health (3 cr.)**

This course surveys the history of public health from antiquity to the late twentieth century with the aim of providing students with an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; dislocation of populations from conflicts and natural disasters; malnutrition; and chronic diseases in aging populations. Using a chronological and thematic approach to history, students will learn of the origins, natural histories, and important determinants of the structure and function of modern systems of public health in the United States. The course will explore the complex interactions within populations of disease, science, social and cultural norms, moral/ethical values, economic and legal precepts, health professionals, institutions, and government in shaping the rate of adoption and diffusion of public health systems. The course will use a readings/discussion format with limited didactic teaching and an emphasis on active learning. Each week students will read 4-7 papers and be prepared to discuss them in class. Important goals of the course are to stimulate interest in the history of public health, learn about the methods and tools used in historical research, and promote critical thinking.

**PBHL-H 639 Law Poverty and Population Health (3 cr.)**

This course on Law and Public Health addresses the law and policy that inform the practice of public health primarily in the United States. The course proceeds with an examination of the field of public health and various definitions of public health. The course also examines law governing the practice of public health by state, local, and federal agencies, as well as health care professionals and institutions. Specific topics addressed include the constitutional foundations for public health practice and regulation, models and issues in public health regulation, and the relationship and tension between public health and private interests.

#### **PBHL-H 641 Public Health Ethics (3 cr.)**

This course is an introduction to the role of ethics in population health-related programs, policymaking, professions and research.

**PBHL-H 644 Health Impact Assessment (3 cr.)** The goal of this course is to introduce students to the theoretical and practical aspects of health impact assessment (HIA) as a methodological tool in public health. HIA utilizes a variety of qualitative and quantitative methods and tools, designed to assess the potential health effects of a public policy, program, project, or initiative. While HIA is still an emerging practice in the United States, in Europe, Canada, and other areas of the world, the assessment of the public health impact of public decisions have been performed regularly to support policy decisions and promote conditions required for optimal health. During the first part of the semester, students will learn the necessary steps to conduct an HIA, review national and international case studies, and discuss how findings may or may not impact policy making. During the second half of the course, students will work in teams with a local or state health department to examine the potential health impact of policy proposals in Indiana.

#### **PBHL-H 650 Readings in Public Health (1-3 cr.)**

This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-H 657 Application of Cost-Effectiveness Analysis in Public Health (3 cr.)** Cost-effectiveness analysis is widely used in evaluating the performance of public health programs and policies. In this course, students will learn to frame the conceptual model, to collect and synthesize data regarding "cost" and "effectiveness," to perform a cost-effectiveness analysis, and to form recommendations based on the analysis. Meta-analysis and various survey/interview techniques will be introduced as essential tools for data collection in cost-effectiveness analyses. Learning will be facilitated by numerous examples of the application of this popular

method. Health Policy and Management students have option of taking this course in place of PBHL-H 509.

**PBHL-H 658 RESEARCH CONCEPTS IN HEALTH POLICY AND MANAGEMENT (3 cr.)** P: Students should complete all the core courses before taking this class. This course Introduces students to the methods and tools of health policy research. It covers various study designs, data collection methods, and data analysis techniques. It facilitates the development and execution of student's final concentration project.

**PBHL-H 659 The Tobacco Pandemic (3 cr.)** This course focuses on U.S. and global Tobacco Control, including the health and economic burdens of tobacco use as well as evidence-based approaches to prevention and management. Students will explore how human use of the plant "Nicotiana tobacum" with its potent alkaloid, nicotine, evolved into the largest human made pandemic in world history. The nature, prevalence, and trends of tobacco addiction, tobacco-related diseases, and their treatment will be addressed, as well as the centuries long "tobacco wars," pitting the tobacco industry's effective marketing of their products against the often fragmented, underfunded, and ineffectual government and anti-tobacco forces. Students will review the rise, over the past 50 years, of effective science and evidence-based tobacco control policy in the U.S.: U.S. Surgeons General Reports; CDC Best Practices for Comprehensive Tobacco Control Programs; U.S. PHS Clinical Practice Guidelines: Treating Tobacco Use and Dependence, and related sources. The future of Tobacco Control, including various scenarios for the "end game" of tobacco use in modern societies will be addressed, in light of recent major legal, political, and economic changes in the landscape of Tobacco Control in the U.S and globally.

**PBHL-H 670 Topics in Public Health: (1-6 cr.)** P: PBHL-H 705. This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 670 Topics in Public Health: Operations Management for Healthcare Organizations (3 cr.)** This course provides learners the opportunity to learn best practices for operationalizing strategy in healthcare organizations, including: goal setting; measuring, monitoring, and controlling organizational performance; organizational design; change management; quality management and safety; process improvement; and the patient experience.

#### **PBHL-H 670 Topics in Public Health: Leadership in Healthcare Administration (3 cr.)**

This course explores the discipline of management, its major components and functions, with a focus on executive leadership of public and private health service organizations. This course will provide students with a foundation of basic management and leadership theory as well as fundamentals, principles, philosophies, methods and techniques for effective leadership which have particular relevance and application in healthcare.

#### **PBHL-H 670 Topics in Public Health: Population and Public Health (3 cr.)**

Population health is the distribution of health outcomes within a population, the health determinants that influence distribution, and the policies and interventions that affect the determinants. The management of the health of a population requires attention to the multiple determinants of health including: medical care, public health, and the environment. As a key component of population health, this course provides a broad introduction to the principles and organization of public health.

**PBHL-H 680 SEMINAR IN CONTEMPORARY HEALTH POLICY AND MANAGEMENT CHALLENGES (3 cr.)**

This seminar is the introductory seminar for HPM doctoral students and should be taken in the first or second year of your graduate study. The broad goal of the course is to help you develop your skills in analytic reasoning, critical thinking, knowledge translation, and professional self-reflection necessary for a successful research career. The course includes both face-to-face seminars and an online component. The face-to-face meetings will expose you to a wide-range of "hot topics" currently being studied by experts in the field. To augment the in-class seminar discussions, you will interact with your fellow students online, both to explore the substantive topics in more depth and to reflect on broader methodological, theoretical and ethical questions associated with the projects featured. In the online component of the course, you also will complete a series of weekly exercises intended to help you identify and appraise potential dissertation topics and, toward the end of the semester, begin composing and planning a possible dissertation research prospectus.

**PBHL-H 682 Global Perspectives of Health Policy and Health Systems (3 cr.)**

This 3 hour course is designed to expand students' perspectives on global health care through the in-depth study of health care and health systems that are distinct from the U.S. health care system. Students also will learn how health policy and management research apply the comparative method in the study of health systems and health policy. Finally, students will explore health policy as a global challenge through a systematic discussion of international health policymaking and responses to health problems requiring global or regional nation-level cooperation.

**PBHL-H 685 Research Methods in Healthcare Finance (3 cr.)** P: Health Economics (H619) and Biostatistics for Public Health (B551)

This course focuses on quantitative research methods applied to healthcare finance. The goal is to equip students with a solid methodological basis for research design and secondary data analysis. The course presents different methodological applications using a combination of readings and problem sets that cover a selection of topics in healthcare finance.

**PBHL-H 700 Health Policy and Management Continuous Enrollment (1 cr.)** P: PBHL-H 705. This is a one-credit course designed for MPH students who previously registered for PBHL-H 705 Health Policy and Management Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-H 702 Internship in Health Services Management (3 cr.)** P: Requires the equivalent of a minimum of 3 credit hours of on-site experience under

the supervision of a qualified preceptor and program faculty. Grading is on an S/F basis. The Internship is a learning experience will assist students/future as health care executives with the development of their leadership philosophy and style, as well as understanding the complex problems and challenges associated with planning, organizing, managing, leading, financing and evaluating the delivery of health services in numerous settings.

**PBHL-H 705 Health Policy and Management Final Concentration Project (3 cr.)** P: MPH Core; Public Health Internship. The purpose of this course is to give students the opportunity to synthesize and integrate knowledge acquired through course work and the public health internship. Students prepare a substantial report or paper on their final project and present their findings in a poster format at the conclusion of the course.

**PBHL-H 706 MPH Capstone in Public Health Informatics: Integrated Learning Experience (1-3 cr.)** P: MPH Core; Public Health Internship.

The capstone project, or integrated learning experience (ILE), represents the culminating experience in the MPH Program. Students' ILE must demonstrate synthesis of foundational and concentration competencies in public health informatics. In consultation with their faculty advisor, students select foundational and concentration-specific competencies appropriate to their educational and professional goals.

**PBHL-H 711 Capstone Experience for Health Policy and Management (3 cr.)** P: PBHL-H 602: Please contact Sarah Johnson shm@indiana.edu for authorization to register. This course will provide students with a culminating experience aimed at integrating their learning throughout the MPH program. Students will determine their proficiency in public health through the development of an ePortfolio, and engaging in professional development through various activities and presentations to prepare them for professional life.

**PBHL-H 735 Research in Health Administration (3-6 cr.)** P: Consent of instructor. Field research conducted under the direction of a faculty member. Designed for advanced students and those who have elected not to take a residency. Grading is on an S/F basis.

**PBHL-H 740 WORKSHOP IN HEALTH POLICY AND MANAGEMENT (3 cr.)**

This course is designed to prepare students for the H742: Practicum in Health Policy and Management. Students will be assigned to work in small groups of two or three students with health policy makers in local or state government or in private or non-profit health care organizations on a policy issue chosen by the agency. Over the course of the semester, students will conduct background research on the topic and examine prior relevant policies. This background work will be shared and discussed with the sponsoring agency.

**PBHL-H 740 WORKSHOP IN HEALTH POLICY AND MANAGEMENT (3 cr.)**

This course is designed to prepare students for the H742: Practicum in Health Policy and Management. Students will be assigned to work in small groups of two

or three students with health policy makers in local or state government or in private or non-profit health care organizations on a policy issue chosen by the agency. Over the course of the semester, students will conduct background research on the topic and examine prior relevant policies. This background work will be shared and discussed with the sponsoring agency.

**PBHL-H 746 Comparative Effectiveness Research Methods (3 cr.)** P: PBHL-E 517 and PBHL-B 551. This course introduces the range of methods and associated political and ethical issues related to comparative effectiveness research in health and medicine, with a particular focus on developing quantitative skills to the design, review and analysis of clinical trials (e.g. drugs, devices, clinical or behavioral strategies). Students will learn quantitative methodologies that can be utilized to synthesize a range of evidence regarding the benefits and harms of available choices for care, and will explore the potential and limitations of comparative effectiveness findings for policy and health care decision making.

**PBHL-H 747 Health Policy and Management Research Seminar (12 cr.)** The objective of this course is for students learn how and practice critically appraising, developing, and defending research studies related to Health Policy and Management. These are broad skills that should continuously be improved throughout students' time in a PhD program. Therefore, this course is designed to be taken repeatedly so that students at different stages of their PhD studies can continue to develop their skills.

The course will be taught seminar style, meaning that class sessions will often consist of roundtable discussions of published and proposed research studies. In these discussions, students are expected to participate heavily and to drive much of the discussion.

**PBHL-H 751 Doctoral Readings in Health Policy and Management (1-3 cr.)** This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Health Policy and Management. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-H 752 Doctoral Readings in Health Policy and Management (1-3 cr.)** This course is designed to allow PhD students the opportunity to explore research questions by collecting data or using existing data related to their field of study in Health Policy and Management. The study topic will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop the study protocol, obtain IRB approval if necessary, obtain the data and collect the planned data analysis. The time frame for completion and the nature of

the study product will be determined by the PhD student, faculty member and advisor. Generally the product will be a manuscript for submission to an appropriate journal. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-H 755 ORGANIZATIONAL LEADERSHIP THEORY AND PRACTICE (2 cr.)** This course provides an overview of the theoretical framework for organizational leadership in field settings. We will focus on specific leadership topics such as team leadership, change and innovation processes. Special emphasis will be placed on leadership styles and the relevance of context and geographic location in the world.

**PBHL-H 756 LEADERSHIP IN GLOBAL HEALTH LAW AND ETHICS (2 cr.)** Overview of critical issues relating to law, ethics, and global public health, including legal foundations of the American public health system and ethical dilemmas. We compare and contrast the American perspective with those of other countries and governance structures.

**PBHL-H 757 A POPULATION PERSPECTIVE FOR GLOBAL HEALTH (1 cr.)** This course is designed to enable learners to understand what "population health" means in the context of contemporary politics and public health. The course provides learners with a basic familiarity of the use of epidemiology and aggregate measures in political and policy contexts.

**PBHL-H 758 INITIATING THE RESEARCH PROCESS (1 cr.)** This course is designed to enable learners to understand what "population health" means in the context of contemporary politics and public health. The course provides learners with a basic familiarity of the use of epidemiology and aggregate measures in political and policy contexts.

**PBHL-H 759 Leadership in Global Health Systems (2 cr.)**

Critical examination of current issues in global health systems prepares students to confront organizational and policy challenges. Examine trends in global health reforms and governing structures. Explore leadership expectations of diverse stakeholders, inside and outside government, and how they may be met with critical thinking, analysis and application.

This course critically examines current issues in global health systems and prepares students to confront organizational and policy challenges. Health leadership here covers the entire "value chain" from the inception of public health policies to health services delivery. Health leadership is therefore examined in terms of a comprehensive world view of public health issues and options. The course looks at health systems in selected countries outside the U.S. including examples in high-, middle- and low-income countries. We will examine trends in global health reforms and their governing structures. Health leadership, in the context of a professional career or an altruistic mission, requires knowledge, skills and commitment. The course will look at how leadership expectations are voiced by a diversity of stakeholders,

inside and outside institutions, and how they may be met with critical thinking, analysis and application.

#### **PBHL-H 760 Essentials of Practice-Based Research (2 cr.)**

Review basic research techniques used in health services research, including qualitative and quantitative methods.

Special emphasis is placed on applying these skills in “real world” settings where data may not be perfect and conditions may make it necessary to compromise in applying research techniques used in more controlled settings.

We review basic research techniques used in health services research, including qualitative and quantitative methods. Special emphasis is placed on applying these skills in “real world” settings where data may not be perfect and conditions may make it necessary to compromise in applying research techniques used in more controlled settings. The course prepares students to move from research question to preliminary ideas about research methods that would be appropriately applied in their dissertations. The course covers basic research designs, measurement scales and coding nomenclatures, analytical techniques for qualitative data, research techniques for primary data collection and use of secondary data. Emphasis is placed on qualitative methods in this course. Given the nature of the dissertations completed in this program, the vast majority of students will use primarily qualitative methods in executive of their research.

#### **PBHL-H 761 Literature Review and Appraisal (2 cr.)**

This course introduces methods for identifying, exploring and evaluating literature relevant to students’ proposed dissertation topics in a scholarly and systematic way. The course also prepares students to effectively review research for decision-making and other applications in their roles as senior leaders in organizations.

#### **PBHL-H 762 The Science of Global Health Implementation (2 cr.)**

This course provides students with an introduction to the topic of implementation science including immediately applicable problem solving and analytical skills relevant to those working in global public health settings. The course introduces a suite of tools for each step of the implementation framework, allowing students to understand the suitability of different tools for different applications.

The primary objective of this course is to provide students with an introduction to the topic of implementation science including immediately applicable problem solving and analytical skills relevant to those working in global public health settings. Reflecting the trans-disciplinary nature of global health, the course draws on and integrates qualitative and quantitative tools from a broad array of fields. For example, tools for understanding local contexts, needs and activities have been developed in the social sciences (ethnography), engineering design (contextual inquiry), business (Voice of the Customer) and organizational behavior (appreciative inquiry). The course introduces a suite of tools for each step of the implementation framework, allowing students

to understand the suitability of different tools for different applications.

#### **PBHL-H 763 Leadership Challenges in Global Health Informatics (2 cr.)**

This course provides students with insights into timely issues relating to global health informatics. The course helps students understand current global challenges and opportunities in health informatics and equips them with the skills and knowledge they need to effectively identify and address information needs in organizations.

This course provides students with insights into timely issues relating to global health informatics. The course helps students understand current global challenges and opportunities in health informatics and equips them with the skills and knowledge they need to effectively identify and address information needs in organizations. Health informatics initiatives have implications for stakeholders such as consumers, patients, practitioners, administrators, and policy makers. Students will consider informatics initiatives from varied stakeholder perspectives and evaluate them in the context of organizational strategies and operations.

#### **PBHL-H 765 Financing Global Health (2 cr.)**

The course will focus on how development assistance for health (DAH) is changing and implications for the public’s health. Students will discuss global health related financial goals and priorities. They will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

Global health is defined as the [health](#) of populations in the global context. It pertains to worldwide health improvement, reduction of disparities, and protection against global threats that disregard national borders. Every year, development assistance for health (DAH) is provided to lower and middle income countries. In 2013 the amount was estimated to have been the equivalent of USD 31.1 billion (IHME)[1]. Global health leaders must understand where and how these funds originate and how they are being spent. The course will focus on current day discourse about the way DAH is changing and implications for the public’s health. Dominated in the past by bi-lateral agreements and the UN system (WHO, UNICEF, UNFPA), non-state and non-UN actors are now taking on greater prominence[2]. This development creates challenges for securing long-term solutions to global health challenges. Controversies include, for example, ethical and legal considerations when NGOs and other independent institutions/corporations leverage DAH contributions in their tax expenditure strategies. Students will familiarize themselves with issues surrounding finance and global health goals and priorities. Students will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

[1] Institute for Health Metrics and Evaluation.

[2] Some of the major ones are The Global Fund, GAVI Alliance, World Bank, Gates Foundation and non-governmental organizations (NGO’s).

**PBHL-H 766 FUNDAMENTALS OF RESEARCH ANALYSIS (3 cr.)** Students refine their methodology, increasing their understanding of how specifically to implement it, including how to manage and organize data and how to present the data results. This course emphasizes collection of primary data through questionnaires or surveys, focus groups and key informant interviews.

**PBHL-H 767 Executive Communication for Global Health Leaders (2 cr.)**

Communication within the field of health services and global public health requires special knowledge, abilities and skills. Executives must understand the value and role of organizational communication teams that manage and direct internal and external communication efforts. In addition, executives work with expert communicators to respond effectively during times of crisis. Media for communication include traditional outlets as well as new and emerging electronic media. Sensitivity to timing, context, culture, and best practices can maximize the effectiveness of executive communication within and outside their own organizations. This course introduces topics in executive communication necessary for senior leaders to be effective.

**PBHL-H 768 Global Health Policy and Advocacy (2 cr.)**

Review frameworks for global policy processes then take an in-depth look at one approach and its basic steps, applying it to select cases. The course considers key concepts in development of an advocacy agenda using strategies tailored to the policy environment and designed to move policies in the desired direction.

Health policymaking is a complex process that varies around the world. It is affected by such factors as governance structures and systems, the relative influence of stakeholder groups, and the policy context including political, economic, social and organizational conditions. Making sense of the complex interplay of these elements requires skill, and there is no single correct way to approach such an analysis. In this course, we briefly review theories and frameworks for the policy process then take an in-depth look at one approach and its basic steps, applying them to select cases. The course concludes by considering key concepts in development of an advocacy agenda using strategies tailored to the particular policy environment and designed to move policies in the desired direction.

**PBHL-H 769 Strategic Theory and Practice in Global Health Leadership (2 cr.)**

This course focuses on theories and principles of strategic leadership of organizations with a mandate to provide health care services. Coursework will address such strategic leadership issues as a basis for ensuring resource efficiency and effective operations. The course also addresses strategic challenges relevant in a global context.

This course focuses on the theories and principles of strategic leadership of organizations with a mandate to provide health care services, whether public or private. The complexity of strategic leadership may arise from the composition of staff employed, organizational structures and/or from the characteristics of an organization's environment. Strategy development in an organization

requires exploration of internal and external premises for conducting strategy processes. Coursework will address such strategic leadership issues as a basis for ensuring resource efficiency and effective operations. An expanding set of organizational stakeholders enters into the complex equation of strategy analysis. Students will identify them and draw on their findings in shaping strategy proposals. The course also addresses strategic challenges relevant in a global context, including frequent reforms and changing regulations in complex settings with pressures from a broad variety of stakeholders.

**PBHL-H 770 Marketing and Public Relations for Global Health Leaders (2 cr.)**

Senior leaders must be aware of key concepts in marketing and PR. Fundraising efforts must be supported by organizational leaders to advance the interests of the organization and serve the public good. This course provides insights into executive competencies related to external relationships influenced through marketing, PR and organizational development.

Senior leaders in organizations that serve the public's health must be aware of key concepts in marketing and PR to effectively understand how experts manage internal and external images and stakeholder attitudes and perceptions. Fundraising efforts, while typically under the purview of organizational experts, must be supported by organizational leaders to advance the interests of the organization and serve the public good. This course provides students with insights into executive competencies related to external relationships influenced through marketing, PR and organizational development

**PBHL-H 771 Program Evaluation for Global Health Leaders (2 cr.)**

Review key evaluation theories and frameworks, selection of evaluation questions, evaluation design and data collection strategies, reporting evaluation results, and the political, ethical, and interpersonal considerations in evaluation. Some topics, including research design and data collection strategies, reinforce previous course content.

**PBHL-H 775 Doctoral Research Seminar in Health Policy and Management (1-3 cr.)**

This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

**PBHL-H 777 Dissertation Planning and Preparation I (1-2 cr.)**

This course guides students through the steps necessary to produce the outline of a dissertation proposal. In collaboration with faculty, students will assess the current state of their research questions and literature reviews and generate work plans for revisions, additional refinements and the addition of preliminary ideas about methodology.



This course guides students through the steps necessary to produce the outline – and to the extent possible, a first draft – of a dissertation proposal. In collaboration with faculty, students will assess the current state of their research questions and literature reviews and generate work plans for revisions, additional refinements and the addition of preliminary ideas about methodology, culminating in brief oral presentations of dissertation proposal outlines in person in August. Emphasis is on making independent progress on components of a proposal draft, with support and guidance from faculty and peers over six class sessions during the summer.

### **PBHL-H 778 Dissertation Planning and Preparation II (1 cr.)**

This is the second in a two-part series to guide students through the steps necessary to produce a draft dissertation proposal. In close collaboration with course faculty and the students' dissertation committee chairs and committee members, students will refine their proposals in preparation for oral defense.

### **PBHL-H 781 Research Designs in Health Policy & Management (3 cr.)**

This doctoral-level course exposes PhD students to research designs commonly used in the health policy and management (HPM) literature. Topics covered will include overview of the research process, types of study designs including their benefits and drawbacks with a strong focus on causal inference designs developed in the field of economics and policy analysis. At the end of the semester, students should come away with an improved grasp of the interdisciplinary language of HPM research and a deeper appreciation of the importance of research design.

### **PBHL-H 782 Health Services Empirical Methods (3 cr.)**

The goal of this course is for the student to understand how to apply quantitative methods to theory-based, hypothesis-driven research. While the course will review quantitative methods useful to health services research, the emphasis will be on the practical application of such methods, including issues related to data management, the use of different software packages to implement such methods, and the effective presentation of quantitative findings to a variety of audiences. The final course deliverable will be an empirical analysis using national survey data to inform an issue of interest to the student.

### **PBHL-H 783 Qualitative Methods in Health Services Research (3 cr.)**

This is a qualitative research methods course for doctoral students. Emphasis will be placed on ethnographic field methods as they apply to understanding the organization, implementation, and evaluation of health services. Students will: learn qualitative research design; collect, manage, and analyze qualitative data; and report qualitative findings.

### **PBHL-H 805 Doctoral Dissertation (3 cr.)**

Students work independently, in collaboration with dissertation committee chairs and committee members, to complete dissertations. The DrPH dissertation is the ultimate academic test of a student's competency. It requires application of key aspects of the curriculum to

improving the understanding of an important public health-related administrative or policy issue.

Students work independently, in close collaboration with their dissertation committee chairs and committee members, to complete their dissertations. The DrPH dissertation is the ultimate academic test of a student's competency. It requires application of key aspects of the curriculum to improving the understanding of or resolving an important public health-related administrative or policy issue. The dissertation should demonstrate the candidate's mastery of the skills and knowledge required to lead an important health-related program or organization, to create a substantial change in policy for the public's health, or to develop new methods that accomplish either of these two goals. The dissertation should be of publishable quality in either the scholarly literature or applied literature in health care delivery or global public health.

### **PBHL-P 506 POPULATION AND PUBLIC HEALTH (3 cr.)**

The management of the health of a population requires attention to the multiple determinants of health including: medical care, public health, and the environment. As a key component of population health, this course provides a broad introduction to the principles and organization of public health.

**PBHL-P 670 Topics in Public Health (3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

### **PBHL-S 500 Social and Behavioral Science in Public Health (3 cr.)**

This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only focusing on individual capacities and capabilities to address their diseases and/or ailments, but also, most importantly perhaps, focus on the conditions and contexts in which individuals have the liberty and limits to make choices that influence health and illness behaviors in many different ways.

### **PBHL-S 505 Social and Behavioral Science in Public Health (1 cr.)**

This course is designed to introduce students to the social and behavioral science principles that provide the foundation for health program planning and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing

to health and illness behaviors; and the fundamentals, theories and principles that shed light on health and illness behaviors. Students will be introduced to the important complementary and inter-related relationships between behavioral and social determinants of health.

**PBHL-S 510 Introduction to Research Methods in Public Health (3 cr.)** This course examines fundamental research methods used in the field of public health. The focus is on understanding how community and clinical data are collected in scientifically valid methods and how study results are fairly interpreted. Students will learn how to critique published research to identify the strengths and limitations of the designs and approaches used, along with possible confounding factors and biases. Topics include components of research studies, including: justification for a research project, development of research questions, research designs (qualitative, quantitative), selection of participants, sampling methods, project management, and data for analysis. Methods used to complete and interpret community-based needs assessments and program evaluation will be included.

**PBHL-S 602 Internship in Social and Behavioral Science (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-S 610 Booms, Busts, Shapes and Shifts: Why Population Matters to Public Health (3 cr.)** Whether you realize it or not, demographic processes are constantly influencing your life. What do I mean by demographic processes? I mean patterns of childbearing (fertility), death (mortality), and the geographic movement of human beings (migration), both in this country and around the globe. Demography, also called Population Studies, is the study of human populations in terms of their size, composition, distribution, and the causes and consequences of changes in these three characteristics. Demography is a fascinating topic because it deals with many questions you may find personally relevant: nearly all of the major events in your life have demographic implications. Furthermore, demographic forces play a large role in shaping entire populations health and wellbeing. Understanding these forces can help to answer some of the most interesting and important questions facing public health practitioners today, such as: How many disability-free years can people expect to live? How is urbanization related to a society's causes of mortality? Does immigration place strain on health care systems?

**PBHL-S 614 Program Planning in Public Health (3 cr.)** This course will provide students with a systematic approach to program planning and evaluation of health programs. Students will apply program planning, implementation and evaluation theory to develop an

evidence-based health promotion program that addresses a public health issue of personal interest.

**PBHL-S 615 Culture and Qualitative Methods (3 cr.)** This course provides learning opportunities for public health graduate students to develop an understanding of culture and of how qualitative methods can be used to develop a sensitivity to and an understanding of cultural practices. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, and program evaluation. This class will provide important knowledge and opportunities related to public health practice in a community setting comprised of a multicultural population with differing health beliefs, values, behaviors and health care needs. By the end of the semester, the student will be able to define and distinguish the concepts of culture and traditions, acculturation and enculturation, traditionalism and modernism and will be able to begin to identify how to build on cultural practices to develop interventions aimed at influencing health behaviors. Further, the student will have active experience in conducting qualitative research in a community setting, including skills in conducting windshield surveys, participant observations, key informant interviews, and focus groups.

**PBHL-S 617 Health Promotion and Disease Prevention (HP/DP) (3 cr.)**

This course is designed to introduce graduate students to the important role that health education, health promotion, and disease prevention play in the overall plan to improve the Nation's health. This course is designed to prepare students in the science and art of helping people change their lifestyle – stopping smoking, getting exercise, eating nutritious food -- so that they can begin to move toward a state of optimal health and avoid the chronic diseases that are causes of premature death and disability in Indiana, the United States, and around the world. Students will learn to identify factors (social, economic, biological, and cultural) that underlie individual disease risk, understand what barriers prevent behavior change, and the factors that influence individual decision making. They also will study effective preventive interventions directed at individuals (and their personal risk factors) and populations (community level approaches). With this background, the students should be able to better design their own programs as well as critique public health intervention recommendations for at risk populations. Practical use and application of these principles will be gained through class exercises, case study analysis, class discussion, and class assignments.

**PBHL-S 620 Stress and Population Health: A Biopsychosocial Exploration (3 cr.)** This course will examine stress holistically, i.e. from a biological/physiological, psychological and sociological perspective. You will learn how stress is manifested psychologically as well as in the systems of the body. You will also examine stress from a community/population perspective. Finally, the effects of stress on the body will be examined through examples from its role as a cause of and contributor to major illnesses.

**PBHL-S 622 Coaching for Health Behavior Change (3 cr.)** This course is designed to teach students how to coach individuals and groups attempting to improve their health behaviors. Theory, evidence-based practices,

and different types of communication and interviewing styles will be explored through hands-on activities. Students will practice the learned techniques throughout the semester and will be able to apply these techniques upon completion of the course. Health educators, health educator trainers, health care providers, and others interested in guiding behavior change will benefit from this course.

**PBHL-S 625 Applied Public Health Campaigns and Social Marketing Strategies (3 cr.)** Effectively communicating public health messages can be a challenge. From advertising a program to promoting behavior change, there are many social marketing strategies and tools that yield positive results. This course will offer students practical opportunities to apply these strategies and tools in the development and evaluation of public health campaigns. Case studies, guest speakers, and hands-on experiences will be incorporated in this class.

**PBHL-S 631 Maternal, Child, and Family Health (3 cr.)** This course is designed to give students an overview of the social, economic and environmental issues currently affecting the health of women of reproductive age, infants and children. Focus will be placed on the maternal-fetal period with an examination of the complex interplay between the biologic, behavioral, psychological and social factors that affect health status and reproductive outcomes.

**PBHL-S 650 Readings in Public Health (1-3 cr.)** This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-S 658 Methods for Research on Social and Behavioral Dimensions of Public Health (3 cr.)** This course will train students in basic research methods used by social and behavioral scientists in the public health arena. Through lectures, labs, individual and group activities, students will learn how to read empirical research and evaluate its quality in order to become good consumers of existing research. Students will also learn to produce quality research through an understanding of theoretical foundations, research design and the basics of measurement theory. Overview of Maternal Child health with emphasis on conditions and issues effecting reproductive, childhood, and women's wellbeing. Includes classroom lecture, discussion, and student presentations.

**PBHL-S 660 Community Capacity Building in a Global Health Context (3 cr.)** This course examines strategies to build the capacity of communities, in foreign nations, to address their priority health and social issues. The course will present students with social justice perspective

of global health and global community engagement strategies. This foundational knowledge will be coupled with practical experience in working with global partners to develop a strategic plan that addresses community health issues. Students will grow their knowledge base about program planning, community engagement, social determinants, and culture by learning how to plan programs in a foreign country that align with the UN Sustainable Development Goals. Student will work in teams consisting undergraduate and graduate public health student and global partners. Collectively the team will create a strategic plan to address an identified community health issue, with MPH students also creating a white paper that proposes a solution strategy to diminish poverty in the target community. The course will require student to engage in analytical reading and discussions, and produce and deliver impactful written and oral communications.

**PBHL-S 670 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-S 672 International Perspectives on Health and Housing (3 cr.)** This international service-learning course is designed for students who are interested in developing an in-depth understanding of the relationship between health and housing outside of the U.S. This course will provide students with an opportunity to learn and work with individuals, families and communities struggling to overcome poverty to improve well-being in Argentina through a collaborative project with Habitat for Humanity, International. This course combines didactic learning related to the social determinants of health with a short term international service experience with Habitat for Humanity that will not only explore the complex social and geopolitical factors associated with health and housing, but will provide firsthand experience in an international setting. The course will require travel to participate in a 8-10 day service learning experience within an Argentinian community where community development efforts are underway to improve the health and well being of communities impacted by poverty.

**PBHL-S 700 Social and Behavioral Health Science Continuous Enrollment (1 cr.)** P: PBHL-S 702. This is a one-credit course designed for MPH students who previously registered for B701 Biostatistics Concentration Project and are working on their Final Concentration Project until project grade has been assign.

**PBHL-S 702 Public Health Social and Behavioral Science Concentration Project (3 cr.)** P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge through course work and the public health internship. Student projects will include components of behavioral health sciences research and application.

**PBHL-S 711 Capstone Experience in Social and Behavioral Sciences in Public Health (3 cr.)** P: PBHL-S 602: Please contact Sarah Johnson shm@indiana.edu for authorization to register. This course will provide students with a culminating experience aimed at integrating their learning throughout the MPH program. Through the

accomplishment of the learning objectives, students will have the opportunity to practice public health through the resolution of public health problems; determine their proficiency in public health through the development of an ePortfolio, and engage in professional development through various activities and presentations to prepare them for professional life.

**PBHL-S 725 Preparing for Academia in Public Health (1 cr.)** This 1.0 credit seminar course will prepare advanced graduate students for the roles and responsibilities they may assume as faculty members. Course content will include an overview of the higher education culture and faculty expectations for teaching, research and service.

## Courses

The abbreviation "P" refers to course prerequisites and "R" to recommended prerequisite courses. Prerequisites can be waived by the instructor of the course. The number of hours of credit is indicated in parentheses following the course title. Courses are listed in three groups: environmental health science, health services management, and public health.

### Graduate Courses

#### **PBHL-A 505 INTRODUCTION TO PUBLIC HEALTH ENVIRONMENTAL HEALTH SCIENCE (1 cr.)**

The environment influences many aspects of human health and well-being. Many diseases are initiated, promoted, sustained, or stimulated by environmental factors. For these reasons, the interactions people have with their environments are an important component of public health. Environmental health focuses on the relationship between the environment and human health.

**PBHL-A 519 Environmental Science in Public Health (3 cr.)** The course focuses on Environmental Health which is the branch of public health that protects against the effects of environmental hazards that can adversely affect health or the ecological balances essential to human health and environmental quality. The environment influences many aspects of human health and well-being.

Many diseases are initiated, promoted, sustained, or stimulated by environmental factors. For these reasons, the interactions people have with their environment are an important component of public health.

**PBHL-A 602 Internship in Environmental Health Science (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-A 609 AIR POLLUTION AND HEALTH (3 cr.)** Air pollution and health provides an overview and foundation in the science and management of air

quality with a focus on health impacts and strategies to reduce these impacts. Our focus is on the scientific technical aspects of air pollution through the study of the characteristics of the atmosphere and atmospheric pollutants, effects of meteorology on air pollution, urban air pollution, visibility, smog, acid deposition, stratospheric ozone depletion, global warming and indoor air pollution.

#### **PBHL-A 614 WATER QUALITY (3 cr.)**

This course is designed to teach public health students the fundamentals of water quality and treatment of water, wastewater and solid waste along with associated aspects of the water cycle, ecosystems, water resources and regulations.

#### **PBHL-A 617 ENVIRONMENTAL EPIDEMIOLOGY (3 cr.)**

This course covers the major developments in the history of epidemiology. The course is not meant to be comprehensive, but rather to provide an opportunity to follow the development of the discipline. You will be required to read 5-7 seminal articles each week and be prepared to discuss them in class. Due to the shortened nature of the summer semester, you must read the first week's material before the class has started. All of the articles have been scanned and placed in Oncourse under the resource tab. Copies of the powerpoint presentations to help direct your readings also have been provided. We will be discussing the first weeks articles the first night so you must read them prior to class time. In order to focus your reading and discussion, there are several questions posed for each week's readings; you should be familiar with the major contribution of each article or historical figure. You should familiarize yourself with the context of their work - you should know what the purpose of their work was, external drivers that either facilitated or hindered their research, underlying political pressures, and assess the utility of their research in regards to how the field is practiced today.

#### **PBHL-A 620 Environmental Health Policy Analysis (3 cr.)**

This course is designed to introduce students to a variety of environmental issues at the state, national and international levels and the environmental policies that have been created and implemented to eliminate or control them. We will study the basic elements of the policy-making process and the many variables that comprise the dynamic framework for environmental policy formulation. Contemporary thinking about these issues will be examined and questions will be posed about the politics, economics, science, tragedies, events, and public opinion that influence the nature and scope of environmental policy making. The current U.S. environmental laws, rules and regulations that address pollution of air, water, and land; contamination of food; and use of energy and natural resources will also be considered.

#### **PBHL-A 621 Solid and Hazardous Waste Management (3 cr.)**

This course provides students with a technical foundation in areas of solid and hazardous waste management that can be applied to the examination of policy options. Topics include characterization of the waste stream, regulations, health and environmental risks, liability issues, management techniques, and treatment and disposal options.

### **PBHL-A 623 MANAGEMENT AND LEADERSHIP IN HEALTH PROTECTION (3 cr.)**

Explores concepts to integrate the expertise and efforts of health protection professionals into a broader organization/workplace to influence strategy and create impact. We will examine discipline-specific elements of management systems, establish professional skills, and navigate work situations and effective communication strategies for health protection.

**PBHL-A 628 Public Health Sanitation (3 cr.)** This course will examine the various hazards that cause food borne illness as well as the risk factors that are known to contribute to these diseases. Topics include etiological agents for common and emerging food borne diseases; basic concepts of food science and technology; food safety principles and practices that are recommended by the Food and Drug Administration's "Food" Code.

### **PBHL-A 633 Occupational Health and Safety for Public Health Professionals (3 cr.)**

Each year, thousands of workers throughout the world are killed, injured, or otherwise adversely affected by chemical, biological, and/or physical, agents encountered in the workplace. Common hazards include dusts, gases and vapors, bio-aerosols, pathogens, noise, and ionizing and non-ionizing radiation. Ergonomic stresses and safety hazards are also important causes of workplace morbidity and mortality. The goal of this course is to educate individuals to anticipate, recognize, evaluate, control, and manage such workplace health risks.

This course is a survey of the technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; noise-induced hearing loss in the workplace; radiation; accident prevention; cumulative trauma; and personal protective equipment. The course provides students with an introduction to the principles and practice of industrial hygiene. Industrial hygiene is concerned with the anticipation, recognition, evaluation and control of environmental and occupational factors that pose hazards to health and safety in the workplace. These aspects parallel the basic components of risk assessment: hazard identification, dose-response determination, exposure assessment, risk assessment, and risk management. Greater attention is focused on anticipation, recognition, and evaluation, but some consideration of control methods and hazard communication will also be included. These functions all require a sound understanding of basic toxicology, procedures for investigation, methods of exposure measurement and assessment, behavior of chemical and physical agents in the environment, and the application of guidelines and standards, topics which form the primary elements of the course.

### **PBHL-A 640 Public Health Applications of GIS (3 cr.)**

Using ArcGIS Desktop software, this course aims to familiarize students with applications of Geographic Information Systems (GIS) in the context of public health. Public Health cases will be used to explain and teach principles, methods, and techniques. Topics include creating layer packages in ArcMap, health data visualization, map design, health data downloading, geocoding tabular data, and spatial analysis and spatial

joins. Downloading, processing and visualization of satellite data on environmental parameters that are traditionally determinants of public health will be covered at the end of the course. The course will provide practical experience to students through exercises and a final project.

### **PBHL-A 650 Readings in Public Health (1-3 cr.)**

This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-A 660 Chemistry for Environmental Health Professionals (3 cr.)** Chemistry for Environmental Health Professionals provides a review of chemistry fundamentals and application of fundamentals to environmental health issues. Our focus is on the organic and inorganic chemistry of topics including hazardous materials and wastes; industrial processes, toxicology, and sustainability; water and water pollution and treatment; the atmosphere and air pollution; soil; and other related topics.

### **PBHL-A 661 Fundamentals of Toxicology (3 cr.)**

P: PBHL-A 609. This class will give students a solid introduction to toxicology and the ways in which environmental exposures can contribute to human disease. The course will also introduce the regulatory settings in which environmental toxicology is key.

### **PBHL-A 662 Human Health Risk Assessment (3 cr.)**

Human Health Risk Assessment is the basis for making decisions related to human health. This course will examine the basic principles and methods of conducting human health risk assessments and how risk is managed and communicated to the public. Applications emphasizing real scenario will be used to illustrate the interdisciplinary process and products of risk assessment, as well as the regulatory use of the information.

### **PBHL-A 670 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

### **PBHL-A 670 Topic: Air Pollution in the Community (3 cr.)**

C: Jointly offered with A451 This course provides an overview and foundation in the science and management of air quality, with a focus on health impacts and strategies to reduce these impacts. Course topics include the scientific technical aspects of air pollution through the study of the characteristics of the atmosphere and atmospheric pollutants, effects of meteorology on air pollution, urban air pollution, visibility, smog, acid

deposition, stratospheric ozone depletion, global warming and indoor air pollution.

**PBHL-A 675 Regulatory Affairs for Product Stewardship (3 cr.)** This course explores the major national and international legislative, regulatory, and voluntary frameworks that impact manufacturing, importing, and placing products into commerce, and aspects for compliance management for businesses.

**PBHL-A 676 Product Stewardship Strategy and Management (3 cr.)**

This course presents integrated product stewardship and business strategy framework, interacting with leadership at all levels throughout the organization. It explores how businesses set and attain overarching goals by integrating risk assessments, regulatory, and other considerations. Responsibility and performance required of product stewardship programs and the expectations of product stewardship professionals is emphasized.

**PBHL-A 677 Product Hazard, Exposure & Risk Assessment (3 cr.)**

Examines product hazards against probable and misuse exposure scenarios that translate into a risk assessment. Explores a framework to assess risk throughout the product supply chain to determine and document appropriate and effective systems for ongoing assessment and management of product and business risk.

**PBHL-A 678 Product Hazard, Exposure & Risk Assessment (3 cr.)**

Presents best practices in product design, focusing on materials selection, packaging and sustainability. Examines alternatives in the product development cycle where improvement opportunities exist to reduce potential impact on human and environmental health while providing comparable or superior efficacy, and competitive advantage to business. Explore sustainability concepts and their impact on product development and design.

**PBHL-A 680 Fundamentals of Product Stewardship (3 cr.)**

Introduction to regulatory, customer, and societal issues that affect consumer and intermediate products and how to incorporate solutions into business strategy using appropriate tools, concepts, and systems. Examines the product supply chain, from the sourcing of raw materials, manufacturing of materials into products, transportation, retail, and use, to their end-of-life.

**PBHL-A 700 Environmental Health Continuous Enrollment (1 cr.)** P: PBHL-A 703. This course is a one-credit course designed for MPH students who previously registered for PBHL-A 703 Environmental Health Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-A 703 Environmental Science Concentration Final Project (3 cr.)** P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge acquired through coursework and the public health internship. Student projects will include components of environmental science analysis, research, and application.

**PBHL-B 527 INTRODUCTION TO CLINICAL TRIALS (3 cr.)** This is a standard course that prepares Biostatisticians for support of clinical trial projects. The course will cover fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects (clinical research/trials) including ethics, design, sample size calculation, randomization, monitoring, data collection, analysis and reporting of the results.

**PBHL-B 530 Statistical Methods in Bioinformatics (3 cr.)** P: Students are assumed to have completed a graduate level statistics courses (such as STAT 51200 & STAT 51900) and are familiar with the basic concepts of statistical inference. Students who are uncertain about their levels of preparation are encouraged to contact the instructor. This is a graduate level course designed for students in biostatistics, statistics, bioinformatics, and other related areas. The course covers a broad range of statistical methods used in many areas of bioinformatics research, including sequence alignment, genome sequencing and gene finding, gene expression microarray analysis, transcriptional regulation and sequence motif finding, comparative genomics, and proteomics. This course is designed to train student's skills in data analyses and communications through real life bioinformatics projects. The courses primary audiences include are graduate students in biostatistics, bioinformatics, and researchers from pharmaceutical industry.

**PBHL-B 546 BIOSTATISTICS METHOD IV: APPLIED LONGITUDINAL DATA ANALYSIS (3 cr.)** This course covers modern methods for the analysis of repeated measures, correlated outcomes and longitudinal data, including the unbalanced and incomplete data frequently encountered in biomedical research. Class presentations and homework assignments will focus on data analysis in SAS using PROC GLM, PROC MIXED, PROC GENMOD, and PROC NLMIXED.

**PBHL-B 551 Biostatistics for Public Health I (3 cr.)** P: One semester of undergraduate mathematics. This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression and correlation. An introduction to SAS statistical software is now a part of this course.

**PBHL-B 552 Fundamentals of Data Management (3 cr.)** This course teaches concepts related to research data planning, collection, storage, processing, and dissemination. The curriculum includes theoretical guidelines and practical tools for conducting public health research. Hands-on training with real-world examples and problem-solving exercises in SAS will be used to ensure that students are comfortable with all concepts.

**PBHL-B 561 Introduction to Biostatistics I (3 cr.)** P: One year undergraduate mathematics is required. Working knowledge on linear algebra and elementary calculus is expected. Students with insufficient mathematics preparation are expected to remedy the deficiency on their own. This is an introductory level biostatistics course designed for healthcare professionals. This course introduces the basic principles

and methods of data analysis in public health biostatistics. Emphasis is placed on public health concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression and correlation. SAS software is required.

**PBHL-B 562 Biostatistics for Public Health II (3 cr.)**

P: PBHL-B 551 or PBHL-B 561 or one semester of graduate level Biostatistics. This course introduces the advanced principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as: Multiple regression, analysis of variance and covariance, logistic regression, nonparametric statistics, survival analysis, epidemiology statistics, and repeated measures analysis.

**PBHL-B 571 Linear Models in Public Health (4 cr.)**

P: PBHL-B 551 or equivalent.

P: PBHL- B 551 This course introduces some basic designs of experiment and analysis tools for outcome data of continuous variable, such as Analysis of Variance (ANOVA), Analysis of Covariance and Linear Regression Analysis. SAS programming language will be the primary statistical analytical tool for the course. Throughout the semester, applications of these statistical methods on biomedical studies will be emphasized with focus on modeling data and interpreting analytical results.

**PBHL-B 572 BIOSTATISTICS METHOD II:**

**CATEGORICAL DATA ANALYSIS (4 cr.)** P: PBHL-B 551 or equivalent.

P: PBHL- B 551 This course covers applied statistical methods for the analysis of categorical data with special emphasis on data collected from epidemiologic studies and general biomedical studies. The topics delivered in this course will focus on methods of categorical analysis commonly used in practice of health sciences. The course will be taught in two parts: the relevant theory and methods will be presented in lecture sessions and the hands-on analysis of real-life problems using the SAS statistical software package will be practiced in laboratory sessions.

**PBHL-B 573 BIOSTATISTICS METHOD III: APPLIED SURVIVAL DATA ANALYSIS (4 cr.)**

P: Students must have taken one course in basic statistics and another course in linear regression models. Students must have prior knowledge of SAS for completion of homework. The statistical methods covered in this course focus on "time to event" data, where the event can be response to treatment, relapse of disease, or death. Topics covered in this course include estimations of survival function and regression models for survival data. Specifically, this course covers the central functions of survival analysis: the hazard, survival, and cumulative hazard functions, nonparametric estimation of survival functions using life-table method and the Kaplan-Meier method, and comparison of survival distributions using the log-rank and other tests. In addition, we will discuss regression models for survival outcomes with emphasis on the Cox proportional hazards model. Alternative models such as the accelerated failure time model and use of parametric distributions (exponential, Weibull) will also be considered. Class material will include presentation of statistical methods for estimation and testing, along with current

software (SAS) for implementing analyses of survival data. Applications to real data will be emphasized.

**PBHL-B 574 BIOSTATISTICS METHOD IV: APPLIED LONGITUDINAL DATA ANALYSIS (3 cr.)**

This class will cover statistical methods used for analyzing correlated data including longitudinally collected data. Students are expected to have knowledge of probability theory on basic estimation and inference procedures and linear regression models. Topics include linear mixed effect models, generalized linear models, maximum likelihood and related estimation, generalized estimating equations (GEE) and missing data in longitudinal studies. The software SAS will be used to demonstrate analysis procedures.

**PBHL-B 581 Biostatistical Computing (3 cr.)**

This course introduces the necessary SAS skills for general data preparation, description, visualization, and some advanced skills. After successfully finishing this course, you will be able to perform at entry-level graduate research assistant positions and be prepared for biostatistical method courses. Data steps and the following procedures will be covered: IMPORT, SORT, PRINT, FORMAT, TABULATE, REPORT, MEANS, UNIVARIATE, FREQ, CORR, SQL, GPLOT, SGLOT, SG PANEL, NPAR1WAY, POWER. Additionally, SAS macro, ODS and IML will also be introduced.

**PBHL-B 582 Introduction to Clinical Trials (3 cr.)**

P: Analysis of variance and regression (G652 or equivalent). A working knowledge of biostatistics is assumed and general familiarity with clinical trials will be helpful. This is a standard course that prepares Biostatisticians for support of clinical trial projects. The course will cover fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects (clinical research/trials) including ethics, design, sample size calculation, randomization, monitoring, data collection, analysis and reporting of the results.

**PBHL-B 583 Applied Multivariate Analysis (3 cr.)**

P: PBHL-B 551 and PBHL-B 561. The course will focus on applications to real data which will be analyzed by the professor and the students using the SAS software. One priority of the course will be to have students perform many analyses on real data sets, via SAS take-home labs, to prepare students for real life applications in analyzing data and interpreting results. Students will gain experience in preparing data for analyses by merging data sets and recoding variables.

**PBHL-B 584 Biostatistics Practicum (3 cr.)**

Statistical data analysis and study design is an art in practice. When and how to apply different statistical models and the interpretation of data analysis results is heavily driven by experience. This course is designed to develop students' skills in studydesign, data analyses, and oral and written communication through multiple real-life projects. The projects will cover designs and data analyses of observational studies and experimental studies. Practical issues in study design and data analysis include but are not limited to sample size and power estimation, interpretation of p-values, phase I to IV trial designs, case-control, case-cohort, retrospective/prospective study designs; ANOVA, ANCOVA, survival analysis, main effect/interaction, multiple comparisons, diagnostic

tests, statistical modeling, and data analysis reporting, including both written and oral presentations. The most important feature of the course is the intended training in the practice of biostatistics in collaborative environments. The course is part of the Biostatistics PhD curriculum. Course material will be covered by lectures and interactive exercises that include the instructors role playing as statistically naive investigators. Knowledge gained will be reinforced by short homework assignments and projects that require presentations.

**PBHL-B 585 Analysis and Interpretation of Observational Studies (3 cr.)** P: PBHL-E 715. and B-652 or equivalent This course is designed for students in the PhD program in Epidemiology. Advanced students in the Master of Public Health degree program, Epidemiology concentration may register for this course with the permission of the professor. This course examines fundamental aspects of analyzing data generated by observational epidemiology studies. The focus is on developing a solid understanding of contemporary analytical techniques to increase the validity of the study and control for possible confounding effects and biases.

**PBHL-B 586 Technical Writing and Scientific Reporting (3 cr.)** Biostatistics is an applied field that requires effective written communication. This one credit hour course is designed to help graduate students developing the necessary writing skills to produce clearly written and well-structured scientific reports. A specific goal of the course is to train PhD-level students on the dissertation writing and scientific publication. The course will focus on the general principles of good writing, structures of various types of scientific papers, and techniques and styles that are unique to the field of biostatistics. It also discusses frequently encountered issues in statistical publication and peer review. The class meets once a week. In addition to the instructor's lectures, the class will analyze and discuss the merits and deficiencies of different writing samples. Regular homework assignments will be given so that students can practice what they learned in the class. This is not an English language course.

**PBHL-B 587 Nonlinear Mixed Models (3 cr.)** P: Students are assumed to have completed an undergraduate level statistics course and are familiar with the basic concepts of statistical inference. Students who are uncertain about their levels of preparation are encouraged to contact the instructors. Nonlinear mixed models are heavily utilized in drug development. Population pharmacokinetics/pharmacodynamics models are the most important applications. Because this topic has a heavy interdisciplinary flavor, it requires a mixed content that has pharmacology background, statistical theory, and computational implementations. The course's primary audiences include graduate students in biostatistics, pharmacology, bioinformatics and researchers from pharmaceutical industry. The most important feature of the course is the intended balance among pharmacology background, statistical theory and software implementation. At the end of this course, we expect that the students can understand the pharmacokinetic models, fit the nonlinear mixed model through the required software package, conduct the diagnosis of model fitting, perform hypothesis tests, and

provide interpretation of the data. The course is part of the Biostatistics PhD curriculum.

**PBHL-B 602 Internship in Biostatistics (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-B 612 Modern Statistical Learning Methods (3 cr.)** P: Calculus, linear algebra, linear models, mixed models and generalized linear models. The goal of this course is to introduce some advanced regression techniques to students in the Biostatistics PhD program.

**PBHL-B 616 Advanced Statistical Computing (3 cr.)** This course will cover selected computational techniques useful in advanced statistical applications and statistical research. Topics to be covered include methods for solving linear equations, numerical optimization, numerical integration, Expectation-Maximization (EM) algorithm, Monte Carlo method, Bayesian methods, bootstrap methods and stochastic search algorithms. Upon completion of the course, students are expected to understand the appropriate statistical computational approaches to discovery in data analysis, of statistical inference, and for development of statistical theory and methods. Students are expected to implement research and computational ideas using R.

**PBHL-B 626 Advanced Likelihood Theory (3 cr.)** P: Stat 519 and Stat 528, or Equivalent. This course covers theoretical foundation of statistical inference with focus on likelihood theory and its application on biomedical studies. It provides a good preparation for advanced biostatistics courses such as Advanced GLM, Advanced Longitudinal Data Analysis, and Advanced Survival Analysis.

**PBHL-B 627 Statistics in Pharmaceutical Research (3 cr.)** P: Analysis of variance and regression (PBHL-B 652 or equivalent). A working knowledge of biostatistics is assumed and general familiarity with clinical trials will be helpful. It is also helpful (but not critical) that some advanced concepts, such as the analysis of survival data, are familiar to the students. This is a standard course that prepares Biostatisticians for support of clinical trial projects. The course will cover fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects (clinical research/trials) including ethics, design, sample size calculation, randomization, monitoring, data collection, analysis and reporting of the results.

**PBHL-B 636 Advanced Survival Analysis (3 cr.)** P: Stat 528 and Stat 536 This course will discuss the counting process approach to the analysis of censored failure time data. From this prospective, we will revisit many of the standard statistical methods in survival analysis, including the Nelson-Aalen estimator of the cumulative hazard function, the Kaplan-Meier estimator



of the survivor function, the weighted logrank statistics, the Cox proportional hazards regression model, and the accelerated failure time model. Counting process based martingale theory will be introduced to facilitate the derivation. Extension of Cox proportional hazards model will be introduced too.

**PBHL-B 644 Applied Generalized Linear Models and Longitudinal Data Analysis (3 cr.)** P: Students registering for this course are expected to have completed "Linear Models in Public Health" or its equivalents with a grade of "B" or better. This is an introductory statistical method course on generalized linear models and longitudinal data analysis for students in various public health disciplines. The course focuses on the basic concepts and implementation of four extensions to classical linear regression models: (1) generalized linear models (including logistic and log-linear regression); (2) mixed effects models; (3) generalized linear mixed models; and (4) population average models based on generalized estimating equations (GEE).

**PBHL-B 646 Advanced Generalized Linear Models (3 cr.)** P: Students taking this course should have formal training in applied linear and generalized linear models. In addition, they should have a basic understanding of the theory of probability, statistical estimation and inference. Students who are not adequately prepared in aforementioned areas are expected to make up for the deficiency on their own. This course presents the fundamental ideas of generalized linear models (GLM). It also discusses practical implementation of GLM through real-life applications. Discussion will start from the classical theory of linear models, followed by important special cases of GLM, the unified GLM theory, and then the more recent model extensions. Although it is not designed to be a data analysis course, it will present the practical motivations and considerations behind the development of GLM.

**PBHL-B 650 Readings in Public Health (1-3 cr.)** This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-B 652 Introduction to Biostatistics II (3 cr.)** P: G 651 or equivalent. This is an advanced biostatistics course designed for students with an interest in the health sciences. Students are expected to have completed at least one semester course of basic biostatistics. Knowledge of probability and probability distributions, concepts of estimation and hypothesis testing are assumed. Topics covered in this course include multiple linear regression, analysis of covariance, logistic regression, and survival analyses. Upon completion of the course, students are expected to understand the

appropriate statistical models for various outcomes and be able to interpret results using statistical techniques covered in this course. Students are also expected to conduct simple analyses using SPSS on personal computers.

**PBHL-B 656 Advanced Longitudinal Data Analysis (3 cr.)** P: PBHL-B 574 and familiarity with concepts and theory of statistical inference. Students who are uncertain about their level of preparation are encouraged to contact the instructor. This course covers the theory of classical and modern approaches to the analysis of clustered data, repeated measures, and longitudinal data. Topics include random effects and growth curve models, generalized estimating equations, statistical analysis of repeated categorical outcomes, and estimation with missing data. The class also discusses computational issues including EM algorithm, quasi-likelihood methods and Bayesian methods for both traditional and new methodologies. This course belongs to the advanced portion of the Biostatistics Ph.D. curriculum.

**PBHL-B 662 Design and Analysis of Medical Experiments (3 cr.)** P: G 652, PBHL-P 652, PBHL-B 641 or equivalent. This is a course into the application of experimental design to biomedical experiments, such as randomization, blocking, factorial designs and stratification. The course addresses both clinical and pre-clinical investigation as well as design of experiments to evaluate medical devices, which will likely be encountered by biomedical researchers. It is addressed to second-year graduate students in biostatistics or epidemiology with a solid understanding of analysis of variance, regression and working knowledge of survival analysis. The course will be taught in two sessions, a lecture, where the relevant theory and methods will be presented, and a practicum or laboratory session, involving hands-on analysis of real-life problems using the SAS statistical software package.

**PBHL-B 670 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-B 670 Topics in Public Health: Fundamentals of Data Management - Using SAS (3 cr.)**

**PBHL-B 688 Theory of Statistical Genetics (3 cr.)** This course is designed to provide solid training in statistical theory used in genetic analyses.

**PBHL-B 698 Topics in Biostatistical Methods (1-3 cr.)** Directed study and reports for students who wish to undertake individual reading and study on approved topics.

**PBHL-B 699 PhD Thesis / Research (1-3-3 cr.)** Research required by the graduate students for the sole purpose of writing a PhD Dissertation.

(Source: Course Catalog)

**PBHL-B 700 Biostatistics Continuous Enrollment (1 cr.)** P: PBHL-B 701. PBHL-B 700 Environmental Health Continuous Enrollment in a one-credit course designed for MPH students who previously registered for PBHL-B 701 Biostatistics Concentration Project and are working

on their Final Concentration Project until project grade has been assigned.

**PBHL-B 800 Biostatistics Doctoral Dissertation Research (1-8 cr.)** The dissertation will be written on an original topic of biostatistics research and presented as one of the final requirements for the PhD degree. The dissertation must be an original contribution to knowledge and of high scholarly merit. The candidate's research must reveal critical ability and powers of imagination and synthesis. The dissertation is written under the supervision of the Dissertation Committee Chair with input from the other members of the Dissertation Committee. The data used by the student may involve analysis of primary or secondary data.

**PBHL-E 505 INTRODUCTION TO PUBLIC HEALTH EPIDEMIOLOGY (1 cr.)** This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 517 Fundamentals of Epidemiology (3 cr.)** This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 562 EPIDEMIOLOGY OF OBESITY AND DIABETES MELLITUS (3 cr.)** This course provides master and doctoral students with an overview of fundamental concepts and methods of obesity and diabetes mellitus epidemiology.

**PBHL-E 563 SYSTEMATIC REVIEW AND META-ANALYSIS IN HEALTH SCIENCES (3 cr.)** This course provides graduate students with an overview of fundamental concepts and methods of systematic review and meta-analysis in health sciences. Principles and methods in conducting a systematic review and meta-analysis are illustrated through case studies of public health and clinical medicine.

**PBHL-E 601 Advanced Epidemiology (3 cr.)** P: PBHL-E 517 and PBHL-B 551 (or concurrently enrolled). This course provides students with an in-depth understanding of advanced epidemiologic concepts introduced in other courses as well as a fundamental understanding of epidemiologic techniques not covered in other classes. Topics included will represent cutting edge techniques, philosophical issues and insights to appropriately conduct and interpret the findings of epidemiological studies. Students will gain an understanding of these concepts and issues through discussions with expert epidemiologists and hands-on exercises.

**PBHL-E 602 Epidemiology Public Health Internship (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-E 603 MPH Internship in Public Health Informatics: Applied Practice Experience (1-3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course provides an applied practice experience in which students integrate concepts from core and concentration courses, conduct projects, solve problems, gain valuable work experience, and interact with professionals in public health informatics. The student works with the faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-E 606 Grant Writing: From Befuddlement to Brilliance (3 cr.)** Students will learn each component of a successful proposal for research or community projects by a Federal or private agency. Current funding opportunities from these agencies will be used as templates for preparation and review of proposals. Skills needed to review proposals also will be taught.

**PBHL-E 609 Infections Disease Epidemiology (3 cr.)** P: E517. This course is designed to provide a basic overview of the infectious disease process, including disease agents, transmission routes, immunity and public health significance. The course introduces principles of infectious disease epidemiology, including outbreak investigation and surveillance, using case studies as examples. Concepts on globalization of disease, microbial ecology, and disease eradication also are discussed.

**PBHL-E 610 Chronic Disease Epidemiology (3 cr.)** P: PBHL-E 517. This course examines chronic health conditions from epidemiological perspectives. Concepts include distribution, determinants; diagnosis; measures of severity; treatment modalities; surveillance measures; survival and prognosis; and quality of care measures. Research methods prevention strategies and screening tests are presented. Clinical expert's present diagnosis and treatment methods.

**PBHL-E 618 Cancer Epidemiology (3 cr.)** P: PBHL-E 517. This course is an overview of cancer epidemiology, focusing on key concepts, etiologic research, applications to public health practice and major epidemiologic methods. This course is designed for students who have an interest in epidemiology.

**PBHL-E 629 Introduction to Genetic Molecular Epidemiology (3 cr.)** P: PBHL-E 517 and PBHL-B 551. Epidemiologic concepts, including human genetics, concepts and methodology used in genetic epidemiology. Students will gain an understanding of the role of Genetic Epidemiology in designing and interpreting studies to determine genetic roles in common diseases. Among the

topics to be covered are introduction to human genetics, introduction to the field of genetic epidemiology, study designs used in genetic epidemiology, and issues in study design and analysis.

**PBHL-E 635 Foundations in Public Health Informatics (3 cr.)** This course will introduce the application of Informatics in the Public Health field. The course will include a brief review of core public health functions, describe the current policies defining the use of informatics in public health, and outline the history of the application of informatics principles in both public health and clinical health systems.

**PBHL-E 645 INFORMATION EXCHANGE FOR POPULATION HEALTH (3 cr.)** This course explores the electronic exchange of data, information and knowledge between clinical and public health organizations in support of population health. Students will examine the strategic, organizational, legal, technical, and socio-political aspects of clinical and public health information exchange in the United States and abroad.

**PBHL-E 650 Readings in Public Health (1-3 cr.)** This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-E 651 Public Health Surveillance (3 cr.)** This course will focus on the recognized value of Public Health Surveillance as well as the development and utility of Surveillance Systems. Included are the historical development of surveillance systems, data sources, informatics of surveillance, data management, and evaluation of surveillance systems. In addition, descriptive epidemiology techniques, identification of outbreaks and community needs. Trend analysis based on the data collected from the surveillance system will be covered, along with related ethical and legal issues. The course discusses how surveillance is conducted in low to middle income countries and the future of public health surveillance.

**PBHL-E 655 Historical Evolution of Epidemiology (3 cr.)** P: PBHL-E 517. The course will explore the historical developments and public health responses to human disease morbidity and mortality, and their importance and influence on the role of public health in modern society. Readings and discussion will examine in detail, the evolutionary change in the epidemiologic response of a Variety of disease of national and international importance.

**PBHL-E 670 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of

public health topics and current issues will be covered in this course.

**PBHL-E 675 Fundamentals Injury Epidemiology (3 cr.)** P: This course is designed for students in the Master of Health Administration and the Master of Public Health degree programs. Students not in one of these two programs must have the permission of the instructor to enroll. All students must have at least a Bachelor's Degree. Injury is the leading cause of death for individuals between the ages of 1 and 44 years. This course will introduce students to basic epidemiologic concepts of injury, both intentional and unintentional. We will discuss the burden of injury and its effect on public health, patterns of injury in populations, the use of descriptive techniques, and secondary data sources. Students will gain an understanding of the role of Injury Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 700 Epidemiology Continuous Enrollment (1 cr.)** P: PBHL-E 704. Environmental Health Continuous Enrollment in a one-credit course designed for MPH students who previously registered for PBHL-E 704 Epidemiology Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-E 704 Public Health Epidemiology Concentration Project (3 cr.)** P: MPH Core; Public Health Internship. Students synthesize and integrate knowledge acquired through course work and the public health internship by conducting an epidemiological study. Satisfactory projects include epidemiological research that involves protocol development, data collection and analysis and presentation of an oral presentation and written report.

**PBHL-E 706 MPH Capstone in Public Health Informatics: Integrated Learning Experience (1-3 cr.)** P: MPH Core; Public Health Internship. The capstone project, or integrated learning experience (ILE), represents the culminating experience in the MPH Program. Students' ILE must demonstrate synthesis of foundational and concentration competencies in public health informatics. In consultation with their faculty advisor, students select foundational and concentration-specific competencies appropriate to their educational and professional goals

**PBHL-E 710 Advanced Public Health Survey Research (3 cr.)** This course provides an intensive focus on the formative phases of health survey research. Topics covered will include sampling methodologies, questionnaire development, testing, revision and administration, interviewing, coding procedures, as well as topical discussions related to research ethics and real world challenges of research. Active learning will be emphasized through several field based exercises, as well as a research proposal based on students' own research interests.

**PBHL-E 711 APPLIED EPIDEMIOLOGY METHODS (3 cr.)** The purpose of Applied Epidemiology Methods (AEM) is to give graduate epidemiology students the opportunity to gain "hands-on" experience analyzing data to answer a specific research question. Methods and

theoretical issues taught in the introductory epi courses. The focus will be on practical analysis issues with actual data.

**PBHL-E 712 APPLIED EPIDEMIOLOGY METHODS II (3 cr.)** The purpose of Applied Epidemiology Methods (AEM) is to give graduate epidemiology students the opportunity to gain "hands-on" experience analyzing data to answer a specific research question. Methods and theoretical issues taught in the introductory epi courses. The focus will be on practical analysis issues with actual data

**PBHL-E 715 Design and Implementation of Observational Studies (3 cr.)** P: PBHL-E 517 and Research Methods. This course examines fundamental aspects of designing and implementing observational epidemiology studies. The focus is on developing strategies to increase the validity of the study results by using techniques to control for possible confounding factors and biases. Topics include sampling methods, sensitivity, data weighting, standardization, selection of cases and controls, matching, data collection and project management.

**PBHL-E 720 ANALYSIS AND INTERPRETATION OF OBSERVATIONAL STUDIES (3 cr.)** This course examines fundamental aspects of analyzing data generated by observational epidemiology studies. The focus is on developing a solid understanding of contemporary analytical techniques to increase the validity of the study and control for possible confounding factors and biases.

**PBHL-E 730 Molecular and Genetic Epidemiology (3 cr.)** P: PBHL-E 517. This course presents fundamental concepts and methods in molecular and genetic epidemiology, and explains different study designs commonly used in genetic epidemiology to identify the genetic basis of common, complex disease. Students will learn about available common molecular and genetic measures, various elements of study design, including definition of study population, phenotype definition, and choice of analytic methods. We will briefly discuss linkage analysis and then focus on association tests. Additional topics will be discussed including interactions with environmental factors, ethnical issues and genetic testing.

**PBHL-E 731 Design and Analysis of Genetic Association Studies (3 cr.)** P: PBHL-B 562, PBHL-E 601 and PBHL-E 730. This course introduces the conceptual and practical tools needed for population-based genetic association studies among unrelated subjects. Lectures and selected readings present key issues (such as linkage disequilibrium, "tagging SNPs," haplotypes, population stratification and epistasis) and appropriate statistical methods. Students will be required to present selected papers in class. Students will gain hands-on experience with a range of analytic tools and software packages as part of a class project which gives them the opportunity to design and analyze an association study. This project will require students to work on real-world problems such as marker selection, potential multiple comparisons issues due to multiple markers and multiple outcomes, and missing data.

**PBHL-E 750 Doctoral Topics in Public Health (3 cr.)** Courses offered under this course number would include

PhD courses on topics expected to be offered only once, such as those taught by visiting faculty, and those that are newly developed and have not yet been assigned a specific course number. The course will focus on a specific topic or technique related to the field of Public Health. The material to be studied will be determined by the instructor with input from the PhD faculty.

**PBHL-E 751 Doctoral Readings in Epidemiology (1-3 cr.)** This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Epidemiology. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-E 752 Doctoral Research in Epidemiology (1-3 cr.)** This course is designed to allow PhD students the opportunity to explore research questions by collecting data or using existing data related to their field of study in Epidemiology. The study topic will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop the study protocol, obtain IRB approval if necessary, obtain the data and collect the planned data analysis. The time frame for completion and the nature of the study product will be determined by the PhD student, faculty member and advisor. Generally the product will be a manuscript for submission to an appropriate journal. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-E 765 Nutritional Epidemiology (3 cr.)** P: PBHL-E 517 and PBHL-B 551. This course provides students with an overview of fundamental concepts and methods of nutritional epidemiology and the current state of knowledge on well-studied associations between diet and chronic diseases. Emphasis will be placed on the design, implementation, analysis, and interpretation of nutritional epidemiologic studies.

**PBHL-E 775 Doctoral Research Seminar in Epidemiology (1 cr.)** This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

**PBHL-E 780 Pharmacoepidemiology (3 cr.)** P: PBHL-E 517. This is a graduate level introductory pharmacoepidemiology course. Students will learn how

principles of modern epidemiologic methods are used to evaluate the safety, effectiveness, and utilization patterns of medical products (drugs, vaccines, and medical devices) in human populations, with a focus on observational studies. Related topics, including therapeutic risk management, data sources and ethical principles will be discussed. Advanced methodology, such as that utilized to address confounding by indication and misclassification will be introduced.

**PBHL-E 795 Cardiovascular Epidemiology (3 cr.)**

P: PBHL-E 517 and PBHL-E 601. An advanced graduate course that discusses the topics related to the epidemiology and prevention of cardiovascular diseases. The purpose is to give students an overview of the major cardiovascular diseases and their risk factors. To develop critical thinking skills related to the key issues that epidemiologists consider.

**PBHL-E 800 Epidemiology Doctoral Dissertation Research (1-8 cr.)**

The dissertation will be written on an original topic of epidemiology research and presented as one of the final requirements for the PhD degree. The dissertation must be an original contribution to knowledge and of high scholarly merit. The candidate's research must reveal critical ability and powers of imagination and synthesis. The dissertation is written under the supervision of the Dissertation Committee Chair with input from the other members of the Dissertation Committee. The data used by the student may involve analysis of primary or secondary data.

**PBHL-H 501 U.S. Health Care Systems and Health Policy (3 cr.)**

This course explores the U.S. health care system, policy development, and ethical challenges. It examines the structure, components, organization and financing of the U.S. health care system. The policy process at national, state and local levels will be analyzed using legislation and related activities.

**PBHL-H 502 Developing Strategic Capability in Health Care (3 cr.)**

This course aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan.

The course emphasizes the unique strategic challenges facing health services organizations and their leadership, and aims to develop accordingly the student's ability to identify, analyze and address these challenges.

The course utilizes real-world cases to facilitate the understanding of basic course content. The conceptual model of strategic management will be illustrated through the analysis of selected health care cases. The student will also be required to independently analyze a strategic

case most relevant to their field of work or study applying the conceptual strategic planning process.

**PBHL-H 505 INTRODUCTION TO PUBLIC HEALTH, HEALTH POLICY AND MANAGEMENT (1 cr.)**

This course will provide an introduction to the public health concentration Health Policy and Management. This online course begins with a broad overview of public health. Additional modules will be completed that illustrate key concepts in health policy.

**PBHL-H 507 Management of Individual and Group Behavior (3 cr.)**

This course provides a conceptual framework for understanding behavior in the work environment by introducing concepts concerning effective management of people in organizations. Key theories and concepts in the field of organizational behavior will be introduced. The focus of this course is at the micro level of analysis, addressing topics such as individual theories of motivation, job design, and diversity issues; management of work teams; group decision making; managing conflict; and leadership, influence, and power issues.

**PBHL-H 508 Managing Health Care Accounting Information for Decision-Making (3 cr.)**

P: PHBL-H 200 or BUS-A 201. Provides a user-oriented understanding of how accounting information should be utilized, focusing on balance sheet and income statement and cash flow analysis, budgeting, cost analysis, and responsibility accounting.

**PBHL-H 509 Financial Management Principles of Health Care (3 cr.)**

P: PBHL-H 508. Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

**PBHL-H 514 Health Economics (3 cr.)**

P: 3 credit hours of undergraduate economics. Examines the principles and application of economic analysis in the health field and the economist's approach to health care issues. Provides insights offered by economic analysis of specific health issues and problems.

**PBHL-H 515 Seminar in Health Policy: Special Topics (3 cr.)**

Exploration of health policy topics from economic, financial, sociological, political, and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments. May be repeated once with advisor's approval.

**PBHL-H 516 Health Services Delivery and the Law (3 cr.)**

Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the law and the legal processes affecting the health services system. Presentation of the elements of administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.

**PBHL-H 518 Statistical Methods for Health Services (3 cr.)**

P: 3 credit hours of 300-level undergraduate statistics. Study of the quantitative techniques commonly used to examine health-related data. Includes univariate, bivariate, and multivariate techniques. Emphasis is on using statistical techniques to make policy and

administrative decisions in a health services setting. Students use standard computer software to analyze data.

**PBHL-H 521 Management Science for Health Services Administration (3 cr.)** Focus is on management science methods, as applied to health sciences administration. Includes treatment of decision theory, constrained optimization, and probability simulation.

**PBHL-H 523 Health Services Human Resource Management (3 cr.)** This course provides the knowledge and skills needed to understand the application of personnel and labor relations techniques to the health services sectors, with particular emphasis on human resources management, employees' benefit programs, and labor relations as applied to the health services delivery organization.

**PBHL-H 556 Global Public Health Law and Ethics (3 cr.)**

Introduction to critical issues in law, ethics, and global public health. We compare and contrast the American perspective with those of other countries and governance structures.

This course is designed to provide students with an introduction and overview of critical issues relating to law, ethics, and global public health. While a goal of democratic governments is to protect and support the health of the public, implementation of health policies may infringe on the rights and liberties of individuals, including businesses. This conflict is sometimes characterized as "private interest versus public good." This course examines legal foundations of public health systems and resulting ethical dilemmas that must be reconciled when the interests of the larger community are at odds with those of individuals. Discussions will compare and contrast the American perspective with those of other countries and varying governance structures around the world.

Health law and ethics are inextricably linked. Throughout the course, discussion will center on conceptual foundations of health law, ethics and human rights and issues relating to these fields. From there, we will explore ways in which democratic government actions on behalf of the public's health may conflict with the Constitutional rights of individuals and businesses as considered from the American perspective. This includes recognition of the scope and limitations of authority of health organizations, regulation of professions and tort litigation for the public's health. We will discuss current controversies in public health law and practice, including such topics as surveillance and privacy rights, and issues relating to health promotion, regulation of commercial speech, and First Amendment rights to freedom of expression. The course concludes by examining future issues and emerging problems in public health, including those related to infectious diseases, bioterrorism, and public health genetics. Though the point of reference in this course is the U.S., we will bring a global frame to discussions.

**PBHL-H 559 Leadership in Global Health Systems (3 cr.)**

This course critically examines current issues in global health systems and prepares students to confront organizational and policy challenges. Health leadership

here covers the entire "value chain" from the inception of public health policies to health services delivery. Health leadership is therefore examined in terms of a comprehensive world view of public health issues and options. The course looks at health systems in selected countries outside the U.S. including examples in high-, middle- and low-income countries. We will examine trends in global health reforms and their governing structures. Health leadership, in the context of a professional career or an altruistic mission, requires knowledge, skills and commitment. The course will look at how leadership expectations are voiced by a diversity of stakeholders, inside and outside institutions, and how they may be met with critical thinking, analysis and application.

**PBHL-H 565 Financing Global Public Health (3 cr.)**

The course will focus on how development assistance for health (DAH) is changing and implications for the public's health. Students will discuss global health related financial goals and priorities. They will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

Global health is defined as the [health](#) of populations in the global context. It pertains to worldwide health improvement, reduction of disparities, and protection against global threats that disregard national borders. Every year, development assistance for health (DAH) is provided to lower and middle income countries. In 2013 the amount was estimated to have been the equivalent of USD 31.1 billion (IHME)[1]. Global health leaders must understand where and how these funds originate and how they are being spent. The course will focus on current day discourse about the way DAH is changing and implications for the public's health. Dominated in the past by bi-lateral agreements and the UN system (WHO, UNICEF, UNFPA), non-state and non-UN actors are now taking on greater prominence[2]. This development creates challenges for securing long-term solutions to global health challenges. Controversies include, for example, ethical and legal considerations when NGOs and other independent institutions/corporations leverage DAH contributions in their tax expenditure strategies. Students will familiarize themselves with issues surrounding finance and global health goals and priorities. Students will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

[1] Institute for Health Metrics and Evaluation.

[2] Some of the major ones are The Global Fund, GAVI Alliance, World Bank, Gates Foundation and non-governmental organizations (NGO's).

**PBHL-H 568 Global Public Health Policy and Advocacy (3 cr.)**

Review frameworks for global policy processes then take an in-depth look at one approach and its basic steps, applying it to select cases. The course considers key concepts in development of an advocacy agenda using strategies tailored to the policy environment and designed to move policies in the desired direction.

Health policymaking is a complex process that varies around the world. It is affected by such factors as

governance structures and systems, the relative influence of stakeholder groups, and the policy context including political, economic, social and organizational conditions. Making sense of the complex interplay of these elements requires skill, and there is no single correct way to approach such an analysis. In this course, we briefly review theories and frameworks for the policy process then take an in-depth look at one approach and its basic steps, applying them to select cases. The course concludes by considering key concepts in development of an advocacy agenda using strategies tailored to the particular policy environment and designed to move policies in the desired direction.

**PBHL-H 602 Internship in Health Policy and Management (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-H 603 Internship in Health Policy and Management (1-3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course provides an applied practice experience in which students integrate concepts from core and concentration courses, conduct projects, solve problems, gain valuable work experience, and interact with professionals in public health informatics. The student works with the faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-H 606 Health Services Quality Improvement and Risk Management (3 cr.)** Critically examines the concepts, strategies, and techniques related to the improvement of the quality of health service delivery. Addresses the increasing need to enhance productivity given the impact of external and other factors on the workplace. Principles and application of risk management concepts and techniques, including insurance, are emphasized.

**PBHL-H 610 Lean in Healthcare Administration (3 cr.)** A combination of experiential (learn by doing) and lecture formatted learning aimed at introducing students to the concept of Lean thinking and leadership in healthcare organizations. Within the course students will be introduced to: the history of Lean and its rise in healthcare, identification and quantification of the value of waste removal in process oriented work systems, Lean thinking, facilitation, tools and leadership. Students will work independently and in small groups.

**PBHL-H 611 Policy Design, Implementation and Management (3 cr.)** Public health policies cover a broad range of personal and community health issues. These range from the

challenges of health system reform; public health preparedness and bioterrorism response; communicable disease control; chronic disease management; health behaviors, health promotion and disease prevention; health informatics; environmental health policy including contamination and climate change; impact of health on economic activity; global health, and other issues. These issues cover local, state, national, and international responses. Addressing these issues in the public health policy process entails collecting and analyzing data to assess the impact of the issue; identifying and assessing policy options to address the issues; and understanding and addressing competing interests among the public, health professionals, businesses, and other entities. Achieving agreement on policy options can be elusive even when key policymakers, such as the President, Congressional leaders, and substantial proportions of the population have favored addressing specific health issues.

**PBHL-H 612 Marketing for Health Services Delivery (3 cr.)**

This course examines the marketing function and the marketing mix; philosophy and principles behind a marketing-driven health service organization; the dynamic healthcare environment; healthcare consumers; marketing research; the promotional mix; and the role marketing management plays in today's health service organization.

**PBHL-H 613 Public Health and Emergency Preparedness (3 cr.)** This graduate elective course is designed to familiarize learners with emergency preparedness concepts due to natural and man-made disasters. The course will also review biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present. The content will be delivered via, seminar discussion, web based activities, CDs addressing bioterrorism, resources for infection control and key resources for further exploration. Other student opportunities include readings from past great works depicting responses to naturally occurring infectious disease or contemporary responses to disasters and terrorism/bioterrorism. Public health responses to emergency preparedness at local, state and federal levels will also be discussed.

**PBHL-H 615 Health Care Outcomes and Decision Making (3 cr.)** Application of health outcomes measures in decision-making and evaluation in various health service settings. Includes designing and implementing evaluation plans of health and social programs. Emphasis on evaluation strategies, measurement of health outcomes, and management decision-making.

**PBHL-H 616 LEADING PUBLIC HEALTH SERVICE ORGANIZATIONS (3 cr.)**

This course explores the discipline of management and its major components and functions relating to leading public and private health service organizations. This course will provide students with a foundation of basic management and leadership theory as well as fundamentals, principles, philosophies, methods and techniques for effective leadership which have particular relevance and application in healthcare.

**PBHL-H 619 Financial Management for Public Health Organizations (3 cr.)** To further develop the student's knowledge of financial management of public health organizations. Topics will include: Financial Statements; Measuring Income; Net Worth and Cash; Break Even Analysis; Cost Allocation; Budgeting for Operations; Analyzing Financial Performance; Time Value of Money; Governmental Accounting and Budgeting Capital Budgeting.

**PBHL-H 620 Patient-Reported Health Outcomes (3 cr.)** P: PBHL-B 551 and PBHL-E 517. This web-based course is evidence-based and focused on health outcomes research in contemporary health care. The different types of health outcomes assessment tools and their application in determining patient health status, changes in health status, and the effectiveness of health care interventions will be addressed. The course will focus on generic and specific health related outcomes assessment tools, looking at such issues as disease specific outcomes and patient satisfaction.

**PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)**

Known as the "Capstone" Course, a final semester course in the MHA Program that utilizes the Capstone Project as the central component of learning for the course. The Capstone Project is a healthcare service organization - sponsored project of significant importance to the sponsor as well as demanding of the student to apply knowledge and skills to a real administrative issue. The Project requires students to utilize a variety of skills including interpersonal, conceptual, critical thinking, report & executive writing, oral presentation, coordination and organization to satisfactorily fulfill the Capstone Project requirements. Guest lecturers in healthcare executive roles are invited to share administrative and leadership challenges, strategic management issues and experiences, and operating challenges from the health services field. Guest lecturers provide valuable insight to facilitate the transition from the academic setting to the health care industry work place. The class will also emphasize the development of personal leadership philosophies and principles. The development of a personal set of leadership philosophies and principles is designed to help prepare the students for early career success and to set a foundation for professional growth and development.

**PBHL-H 624 Developing Strategic Capability (3 cr.)**

This course aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan.

The course emphasizes the unique strategic challenges facing health services organizations and their leadership,

and aims to develop accordingly the student's ability to identify, analyze and address these challenges.

The course utilizes lectures, group discussion, and real-life case studies to facilitate the understanding of basic course content and the conceptual model of strategic management. Students will also be required to analyze a strategic case and apply the conceptual strategic planning process.

**PBHL-H 626 Managed Care and Population Health (3 cr.)**

The purpose of this course is to introduce students to the structure and processes that characterize Managed Care Organizations (MCOs). The course covers current Health Care transformation related to the Affordable Care Act (ACA).

**PBHL-H 628 Health Care Information Systems (3 cr.)**

This course introduces the management of healthcare information systems. Topics include analyzing system requirements, system design and evaluation, selecting computer resources, and managing the implementation process.

**PBHL-H 632 History of Public Health (3 cr.)**

This course surveys the history of public health from antiquity to the late twentieth century with the aim of providing students with an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; dislocation of populations from conflicts and natural disasters; malnutrition; and chronic diseases in aging populations. Using a chronological and thematic approach to history, students will learn of the origins, natural histories, and important determinants of the structure and function of modern systems of public health in the United States. The course will explore the complex interactions within populations of disease, science, social and cultural norms, moral/ethical values, economic and legal precepts, health professionals, institutions, and government in shaping the rate of adoption and diffusion of public health systems. The course will use a readings/discussion format with limited didactic teaching and an emphasis on active learning. Each week students will read 4-7 papers and be prepared to discuss them in class. Important goals of the course are to stimulate interest in the history of public health, learn about the methods and tools used in historical research, and promote critical thinking.

**PBHL-H 639 Law Poverty and Population Health (3 cr.)**

This course on Law and Public Health addresses the law and policy that inform the practice of public health primarily in the United States. The course proceeds with an examination of the field of public health and various definitions of public health. The course also examines law governing the practice of public health by state, local, and federal agencies, as well as health care professionals and institutions. Specific topics addressed include the constitutional foundations for public health practice and regulation, models and issues in public health regulation, and the relationship and tension between public health and private interests.

**PBHL-H 641 Public Health Ethics (3 cr.)**



This course is an introduction to the role of ethics in population health-related programs, policymaking, professions and research.

**PBHL-H 644 Health Impact Assessment (3 cr.)** The goal of this course is to introduce students to the theoretical and practical aspects of health impact assessment (HIA) as a methodological tool in public health. HIA utilizes a variety of qualitative and quantitative methods and tools, designed to assess the potential health effects of a public policy, program, project, or initiative. While HIA is still an emerging practice in the United States, in Europe, Canada, and other areas of the world, the assessment of the public health impact of public decisions have been performed regularly to support policy decisions and promote conditions required for optimal health. During the first part of the semester, students will learn the necessary steps to conduct an HIA, review national and international case studies, and discuss how findings may or may not impact policy making. During the second half of the course, students will work in teams with a local or state health department to examine the potential health impact of policy proposals in Indiana.

**PBHL-H 650 Readings in Public Health (1-3 cr.)** This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-H 657 Application of Cost-Effectiveness Analysis in Public Health (3 cr.)** Cost-effectiveness analysis is widely used in evaluating the performance of public health programs and policies. In this course, students will learn to frame the conceptual model, to collect and synthesize data regarding "cost" and "effectiveness," to perform a cost-effectiveness analysis, and to form recommendations based on the analysis. Meta-analysis and various survey/interview techniques will be introduced as essential tools for data collection in cost-effectiveness analyses. Learning will be facilitated by numerous examples of the application of this popular method. Health Policy and Management students have option of taking this course in place of PBHL-H 509.

**PBHL-H 658 RESEARCH CONCEPTS IN HEALTH POLICY AND MANAGEMENT (3 cr.)** P: Students should complete all the core courses before taking this class. This course Introduces students to the methods and tools of health policy research. It covers various study designs, data collection methods, and data analysis techniques. It facilitates the development and execution of student's final concentration project.

**PBHL-H 659 The Tobacco Pandemic (3 cr.)** This course focuses on U.S. and global Tobacco Control, including

the health and economic burdens of tobacco use as well as evidence-based approaches to prevention and management. Students will explore how human use of the plant "Nicotiana tabacum" with its potent alkaloid, nicotine, evolved into the largest human made pandemic in world history. The nature, prevalence, and trends of tobacco addiction, tobacco-related diseases, and their treatment will be addressed, as well as the centuries long "tobacco wars," pitting the tobacco industry's effective marketing of their products against the often fragmented, underfunded, and ineffectual government and anti-tobacco forces. Students will review the rise, over the past 50 years, of effective science and evidence-based tobacco control policy in the U.S.: U.S. Surgeons General Reports; CDC Best Practices for Comprehensive Tobacco Control Programs; U.S. PHS Clinical Practice Guidelines: Treating Tobacco Use and Dependence, and related sources. The future of Tobacco Control, including various scenarios for the "end game" of tobacco use in modern societies will be addressed, in light of recent major legal, political, and economic changes in the landscape of Tobacco Control in the U.S and globally.

**PBHL-H 670 Topics in Public Health: (1-6 cr.)** P: PBHL-H 705. This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 670 Topics in Public Health: Operations Management for Healthcare Organizations (3 cr.)** This course provides learners the opportunity to learn best practices for operationalizing strategy in healthcare organizations, including: goal setting; measuring, monitoring, and controlling organizational performance; organizational design; change management; quality management and safety; process improvement; and the patient experience.

**PBHL-H 670 Topics in Public Health: Leadership in Healthcare Administration (3 cr.)** This course explores the discipline of management, its major components and functions, with a focus on executive leadership of public and private health service organizations. This course will provide students with a foundation of basic management and leadership theory as well as fundamentals, principles, philosophies, methods and techniques for effective leadership which have particular relevance and application in healthcare.

**PBHL-H 670 Topics in Public Health: Population and Public Health (3 cr.)** Population health is the distribution of health outcomes within a population, the health determinants that influence distribution, and the policies and interventions that affect the determinants. The management of the health of a population requires attention to the multiple determinants of health including: medical care, public health, and the environment. As a key component of population health, this course provides a broad introduction to the principles and organization of public health.

**PBHL-H 680 SEMINAR IN CONTEMPORARY HEALTH POLICY AND MANAGEMENT CHALLENGES (3 cr.)** This seminar is the introductory seminar for HPM doctoral

students and should be taken in the first or second year of your graduate study. The broad goal of the course is to help you develop your skills in analytic reasoning, critical thinking, knowledge translation, and professional self-reflection necessary for a successful research career. The course includes both face-to-face seminars and an online component. The face-to-face meetings will expose you to a wide-range of "hot topics" currently being studied by experts in the field. To augment the in-class seminar discussions, you will interact with your fellow students online, both to explore the substantive topics in more depth and to reflect on broader methodological, theoretical and ethical questions associated with the projects featured. In the online component of the course, you also will complete a series of weekly exercises intended to help you identify and appraise potential dissertation topics and, toward the end of the semester, begin composing and planning a possible dissertation research prospectus.

**PBHL-H 682 Global Perspectives of Health Policy and Health Systems (3 cr.)** This 3 hour course is designed to expand students' perspectives on global health care through the in-depth study of health care and health systems that are distinct from the U.S. health care system. Students also will learn how health policy and management research apply the comparative method in the study of health systems and health policy. Finally, students will explore health policy as a global challenge through a systematic discussion of international health policymaking and responses to health problems requiring global or regional nation-level cooperation.

**PBHL-H 685 Research Methods in Healthcare Finance (3 cr.)** P: Health Economics (H619) and Biostatistics for Public Health (B551)

This course focuses on quantitative research methods applied to healthcare finance. The goal is to equip students with a solid methodological basis for research design and secondary data analysis. The course presents different methodological applications using a combination of readings and problem sets that cover a selection of topics in healthcare finance.

**PBHL-H 700 Health Policy and Management Continuous Enrollment (1 cr.)** P: PBHL-H 705. This is a one-credit course designed for MPH students who previously registered for PBHL-H 705 Health Policy and Management Concentration Project and are working on their Final Concentration Project until project grade has been assigned.

**PBHL-H 702 Internship in Health Services Management (3 cr.)** P: Requires the equivalent of a minimum of 3 credit hours of on-site experience under the supervision of a qualified preceptor and program faculty. Grading is on an S/F basis. The Internship is a learning experience will assist students/future as health care executives with the development of their leadership philosophy and style, as well as understanding the complex problems and challenges associated with planning, organizing, managing, leading, financing and evaluating the delivery of health services in numerous settings.

**PBHL-H 705 Health Policy and Management Final Concentration Project (3 cr.)** P: MPH Core; Public Health Internship. The purpose of this course is to give students the opportunity to synthesize and integrate

knowledge acquired through course work and the public health internship. Students prepare a substantial report or paper on their final project and present their findings in a poster format at the conclusion of the course.

**PBHL-H 706 MPH Capstone in Public Health Informatics: Integrated Learning Experience (1-3 cr.)** P: MPH Core; Public Health Internship.

The capstone project, or integrated learning experience (ILE), represents the culminating experience in the MPH Program. Students' ILE must demonstrate synthesis of foundational and concentration competencies in public health informatics. In consultation with their faculty advisor, students select foundational and concentration-specific competencies appropriate to their educational and professional goals.

**PBHL-H 711 Capstone Experience for Health Policy and Management (3 cr.)** P: PBHL-H 602: Please contact Sarah Johnson shm@indiana.edu for authorization to register. This course will provide students with a culminating experience aimed at integrating their learning throughout the MPH program. Students will determine their proficiency in public health through the development of an ePortfolio, and engaging in professional development through various activities and presentations to prepare them for professional life.

**PBHL-H 735 Research in Health Administration (3-6 cr.)** P: Consent of instructor. Field research conducted under the direction of a faculty member. Designed for advanced students and those who have elected not to take a residency. Grading is on an S/F basis.

**PBHL-H 740 WORKSHOP IN HEALTH POLICY AND MANAGEMENT (3 cr.)**

This course is designed to prepare students for the H742: Practicum in Health Policy and Management. Students will be assigned to work in small groups of two or three students with health policy makers in local or state government or in private or non-profit health care organizations on a policy issue chosen by the agency. Over the course of the semester, students will conduct background research on the topic and examine prior relevant policies. This background work will be shared and discussed with the sponsoring agency.

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**PBHL-H 746 Comparative Effectiveness Research Methods (3 cr.)** P: PBHL-E 517 and PBHL-B 551. This course introduces the range of methods and associated political and ethical issues related to comparative effectiveness research in health and medicine, with a particular focus on developing quantitative skills to the

design, review and analysis of clinical trials (e.g. drugs, devices, clinical or behavioral strategies). Students will learn quantitative methodologies that can be utilized to synthesize a range of evidence regarding the benefits and harms of available choices for care, and will explore the potential and limitations of comparative effectiveness findings for policy and health care decision making.

**PBHL-H 747 Health Policy and Management Research Seminar (12 cr.)** The objective of this course is for students learn how and practice critically appraising, developing, and defending research studies related to Health Policy and Management. These are broad skills that should continuously be improved throughout students' time in a PhD program. Therefore, this course is designed to be taken repeatedly so that students at different stages of their PhD studies can continue to develop their skills.

The course will be taught seminar style, meaning that class sessions will often consist of roundtable discussions of published and proposed research studies. In these discussions, students are expected to participate heavily and to drive much of the discussion.

**PBHL-H 751 Doctoral Readings in Health Policy and Management (1-3 cr.)** This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Health Policy and Management. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-H 752 Doctoral Readings in Health Policy and Management (1-3 cr.)** This course is designed to allow PhD students the opportunity to explore research questions by collecting data or using existing data related to their field of study in Health Policy and Management. The study topic will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop the study protocol, obtain IRB approval if necessary, obtain the data and collect the planned data analysis. The time frame for completion and the nature of the study product will be determined by the PhD student, faculty member and advisor. Generally the product will be a manuscript for submission to an appropriate journal. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

**PBHL-H 755 ORGANIZATIONAL LEADERSHIP THEORY AND PRACTICE (2 cr.)** This course provides an overview of the theoretical framework for organizational leadership in field settings. We will focus on specific leadership topics such as team leadership, change and innovation processes. Special emphasis will be placed

on leadership styles and the relevance of context and geographic location in the world.

**PBHL-H 756 LEADERSHIP IN GLOBAL HEALTH LAW AND ETHICS (2 cr.)** Overview of critical issues relating to law, ethics, and global public health, including legal foundations of the American public health system and ethical dilemmas. We compare and contrast the American perspective with those of other countries and governance structures.

**PBHL-H 757 A POPULATION PERSPECTIVE FOR GLOBAL HEALTH (1 cr.)** This course is designed to enable learners to understand what "population health" means in the context of contemporary politics and public health. The course provides learners with a basic familiarity of the use of epidemiology and aggregate measures in political and policy contexts.

**PBHL-H 758 INITIATING THE RESEARCH PROCESS (1 cr.)** This course is designed to enable learners to understand what "population health" means in the context of contemporary politics and public health. The course provides learners with a basic familiarity of the use of epidemiology and aggregate measures in political and policy contexts.

**PBHL-H 759 Leadership in Global Health Systems (2 cr.)**

Critical examination of current issues in global health systems prepares students to confront organizational and policy challenges. Examine trends in global health reforms and governing structures. Explore leadership expectations of diverse stakeholders, inside and outside government, and how they may be met with critical thinking, analysis and application.

This course critically examines current issues in global health systems and prepares students to confront organizational and policy challenges. Health leadership here covers the entire "value chain" from the inception of public health policies to health services delivery. Health leadership is therefore examined in terms of a comprehensive world view of public health issues and options. The course looks at health systems in selected countries outside the U.S. including examples in high-, middle- and low-income countries. We will examine trends in global health reforms and their governing structures. Health leadership, in the context of a professional career or an altruistic mission, requires knowledge, skills and commitment. The course will look at how leadership expectations are voiced by a diversity of stakeholders, inside and outside institutions, and how they may be met with critical thinking, analysis and application.

**PBHL-H 760 Essentials of Practice-Based Research (2 cr.)**

Review basic research techniques used in health services research, including qualitative and quantitative methods.

Special emphasis is placed on applying these skills in "real world" settings where data may not be perfect and conditions may make it necessary to compromise in applying research techniques used in more controlled settings.

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these skills in “real world” settings where data may not be perfect and conditions may make it necessary to compromise in applying research techniques used in more controlled settings. The course prepares students to move from research question to preliminary ideas about research methods that would be appropriately applied in their dissertations. The course covers basic research designs, measurement scales and coding nomenclatures, analytical techniques for qualitative data, research techniques for primary data collection and use of secondary data. Emphasis is placed on qualitative methods in this course. Given the nature of the dissertations completed in this program, the vast majority of students will use primarily qualitative methods in executive of their research.

#### **PBHL-H 761 Literature Review and Appraisal (2 cr.)**

This course introduces methods for identifying, exploring and evaluating literature relevant to students’ proposed dissertation topics in a scholarly and systematic way. The course also prepares students to effectively review research for decision-making and other applications in their roles as senior leaders in organizations.

#### **PBHL-H 762 The Science of Global Health Implementation (2 cr.)**

This course provides students with an introduction to the topic of implementation science including immediately applicable problem solving and analytical skills relevant to those working in global public health settings. The course introduces a suite of tools for each step of the implementation framework, allowing students to understand the suitability of different tools for different applications.

The primary objective of this course is to provide students with an introduction to the topic of implementation science including immediately applicable problem solving and analytical skills relevant to those working in global public health settings.. Reflecting the trans-disciplinary nature of global health, the course draws on and integrates qualitative and quantitative tools from a broad array of fields. For example, tools for understanding local contexts, needs and activities have been developed in the social sciences (ethnography), engineering design (contextual inquiry), business (Voice of the Customer) and organizational behavior (appreciative inquiry). The course introduces a suite of tools for each step of the implementation framework, allowing students to understand the suitability of different tools for different applications.

#### **PBHL-H 763 Leadership Challenges in Global Health Informatics (2 cr.)**

This course provides students with insights into timely issues relating to global health informatics. The course helps students understand current global challenges and opportunities in health informatics and equips them with the skills and knowledge they need to effectively identify and address information needs in organizations.

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and address information needs in organizations. Health informatics initiatives have implications for stakeholders such as consumers, patients, practitioners, administrators, and policy makers. Students will consider informatics initiatives from varied stakeholder perspectives and evaluate them in the context of organizational strategies and operations.

#### **PBHL-H 765 Financing Global Health (2 cr.)**

The course will focus on how development assistance for health (DAH) is changing and implications for the public’s health. Students will discuss global health related financial goals and priorities. They will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

Global health is defined as the [health](#) of populations in the global context. It pertains to worldwide health improvement, reduction of disparities, and protection against global threats that disregard national borders. Every year, development assistance for health (DAH) is provided to lower and middle income countries. In 2013 the amount was estimated to have been the equivalent of USD 31.1 billion (IHME)[1]. Global health leaders must understand where and how these funds originate and how they are being spent. The course will focus on current day discourse about the way DAH is changing and implications for the public’s health. Dominated in the past by bi-lateral agreements and the UN system (WHO, UNICEF, UNFPA), non-state and non-UN actors are now taking on greater prominence[2]. This development creates challenges for securing long-term solutions to global health challenges. Controversies include, for example, ethical and legal considerations when NGOs and other independent institutions/corporations leverage DAH contributions in their tax expenditure strategies. Students will familiarize themselves with issues surrounding finance and global health goals and priorities. Students will become acquainted with principles of political economy and the structures and governance of financing institutions related to DAH worldwide.

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#### **PBHL-H 766 FUNDAMENTALS OF RESEARCH ANALYSIS (3 cr.)**

Students refine their methodology, increasing their understanding of how specifically to implement it, including how to manage and organize data and how to present the data results. This course emphasizes collection of primary data through questionnaires or surveys, focus groups and key informant interviews.

#### **PBHL-H 767 Executive Communication for Global Health Leaders (2 cr.)**

Communication within the field of health services and global public health requires special knowledge, abilities and skills. Executives must understand the value and role of organizational communication teams that manage and direct internal and external communication efforts. In addition, executives work with expert communicators to respond effectively during times of crisis. Media for

communication include traditional outlets as well as new and emerging electronic media. Sensitivity to timing, context, culture, and best practices can maximize the effectiveness of executive communication within and outside their own organizations. This course introduces topics in executive communication necessary for senior leaders to be effective.

#### **PBHL-H 768 Global Health Policy and Advocacy (2 cr.)**

Review frameworks for global policy processes then take an in-depth look at one approach and its basic steps, applying it to select cases. The course considers key concepts in development of an advocacy agenda using strategies tailored to the policy environment and designed to move policies in the desired direction.

Health policymaking is a complex process that varies around the world. It is affected by such factors as governance structures and systems, the relative influence of stakeholder groups, and the policy context including political, economic, social and organizational conditions. Making sense of the complex interplay of these elements requires skill, and there is no single correct way to approach such an analysis. In this course, we briefly review theories and frameworks for the policy process then take an in-depth look at one approach and its basic steps, applying them to select cases. The course concludes by considering key concepts in development of an advocacy agenda using strategies tailored to the particular policy environment and designed to move policies in the desired direction.

#### **PBHL-H 769 Strategic Theory and Practice in Global Health Leadership (2 cr.)**

This course focuses on theories and principles of strategic leadership of organizations with a mandate to provide health care services. Coursework will address such strategic leadership issues as a basis for ensuring resource efficiency and effective operations. The course also addresses strategic challenges relevant in a global context.

This course focuses on the theories and principles of strategic leadership of organizations with a mandate to provide health care services, whether public or private. The complexity of strategic leadership may arise from the composition of staff employed, organizational structures and/or from the characteristics of an organization's environment. Strategy development in an organization requires exploration of internal and external premises for conducting strategy processes. Coursework will address such strategic leadership issues as a basis for ensuring resource efficiency and effective operations. An expanding set of organizational stakeholders enters into the complex equation of strategy analysis. Students will identify them and draw on their findings in shaping strategy proposals. The course also addresses strategic challenges relevant in a global context, including frequent reforms and changing regulations in complex settings with pressures from a broad variety of stakeholders.

#### **PBHL-H 770 Marketing and Public Relations for Global Health Leaders (2 cr.)**

Senior leaders must be aware of key concepts in marketing and PR. Fundraising efforts must be supported by organizational leaders to advance the interests of

the organization and serve the public good. This course provides insights into executive competencies related to external relationships influenced through marketing, PR and organizational development.

Senior leaders in organizations that serve the public's health must be aware of key concepts in marketing and PR to effectively understand how experts manage internal and external images and stakeholder attitudes and perceptions. Fundraising efforts, while typically under the purview of organizational experts, must be supported by organizational leaders to advance the interests of the organization and serve the public good. This course provides students with insights into executive competencies related to external relationships influenced through marketing, PR and organizational development

#### **PBHL-H 771 Program Evaluation for Global Health Leaders (2 cr.)**

Review key evaluation theories and frameworks, selection of evaluation questions, evaluation design and data collection strategies, reporting evaluation results, and the political, ethical, and interpersonal considerations in evaluation. Some topics, including research design and data collection strategies, reinforce previous course content.

#### **PBHL-H 775 Doctoral Research Seminar in Health Policy and Management (1-3 cr.)**

This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

#### **PBHL-H 777 Dissertation Planning and Preparation I (1-2 cr.)**

This course guides students through the steps necessary to produce the outline of a dissertation proposal. In collaboration with faculty, students will assess the current state of their research questions and literature reviews and generate work plans for revisions, additional refinements and the addition of preliminary ideas about methodology.

This course guides students through the steps necessary to produce the outline – and to the extent possible, a first draft – of a dissertation proposal. In collaboration with faculty, students will assess the current state of their research questions and literature reviews and generate work plans for revisions, additional refinements and the addition of preliminary ideas about methodology, culminating in brief oral presentations of dissertation proposal outlines in person in August. Emphasis is on making independent progress on components of a proposal draft, with support and guidance from faculty and peers over six class sessions during the summer.

#### **PBHL-H 778 Dissertation Planning and Preparation II (1 cr.)**

This is the second in a two-part series to guide students through the steps necessary to produce a draft dissertation proposal. In close collaboration with course

faculty and the students' dissertation committee chairs and committee members, students will refine their proposals in preparation for oral defense.

### **PBHL-H 781 Research Designs in Health Policy & Management (3 cr.)**

This doctoral-level course exposes PhD students to research designs commonly used in the health policy and management (HPM) literature. Topics covered will include overview of the research process, types of study designs including their benefits and drawbacks with a strong focus on causal inference designs developed in the field of economics and policy analysis. At the end of the semester, students should come away with an improved grasp of the interdisciplinary language of HPM research and a deeper appreciation of the importance of research design.

### **PBHL-H 782 Health Services Empirical Methods (3 cr.)**

The goal of this course is for the student to understand how to apply quantitative methods to theory-based, hypothesis-driven research. While the course will review quantitative methods useful to health services research, the emphasis will be on the practical application of such methods, including issues related to data management, the use of different software packages to implement such methods, and the effective presentation of quantitative findings to a variety of audiences. The final course deliverable will be an empirical analysis using national survey data to inform an issue of interest to the student.

### **PBHL-H 783 Qualitative Methods in Health Services Research (3 cr.)**

This is a qualitative research methods course for doctoral students. Emphasis will be placed on ethnographic field methods as they apply to understanding the organization, implementation, and evaluation of health services. Students will: learn qualitative research design; collect, manage, and analyze qualitative data; and report qualitative findings.

### **PBHL-H 805 Doctoral Dissertation (3 cr.)**

Students work independently, in collaboration with dissertation committee chairs and committee members, to complete dissertations. The DrPH dissertation is the ultimate academic test of a student's competency. It requires application of key aspects of the curriculum to improving the understanding of an important public health-related administrative or policy issue.

Students work independently, in close collaboration with their dissertation committee chairs and committee members, to complete their dissertations. The DrPH dissertation is the ultimate academic test of a student's competency. It requires application of key aspects of the curriculum to improving the understanding of or resolving an important public health-related administrative or policy issue. The dissertation should demonstrate the candidate's mastery of the skills and knowledge required to lead an important health-related program or organization, to create a substantial change in policy for the public's health, or to develop new methods that accomplish either of these two goals. The dissertation should be of publishable quality in either the scholarly

literature or applied literature in health care delivery or global public health.

### **PBHL-P 506 POPULATION AND PUBLIC HEALTH (3 cr.)**

The management of the health of a population requires attention to the multiple determinants of health including: medical care, public health, and the environment. As a key component of population health, this course provides a broad introduction to the principles and organization of public health.

**PBHL-P 670 Topics in Public Health (3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

### **PBHL-S 500 Social and Behavioral Science in Public Health (3 cr.)**

This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only focusing on individual capacities and capabilities to address their diseases and/or ailments, but also, most importantly perhaps, focus on the conditions and contexts in which individuals have the liberty and limits to make choices that influence health and illness behaviors in many different ways.

### **PBHL-S 505 Social and Behavioral Science in Public Health (1 cr.)**

This course is designed to introduce students to the social and behavioral science principles that provide the foundation for health program planning and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; and the fundamentals, theories and principles that shed light on health and illness behaviors. Students will be introduced to the important complementary and inter-related relationships between behavioral and social determinants of health.

### **PBHL-S 510 Introduction to Research Methods in Public Health (3 cr.)**

This course examines fundamental research methods used in the field of public health. The focus is on understanding how community and clinical data are collected in scientifically valid methods and how study results are fairly interpreted. Students will learn how to critique published research to identify the strengths and limitations of the designs and approaches used, along with possible confounding factors and biases. Topics include components of research studies, including: justification for

a research project, development of research questions, research designs (qualitative, quantitative), selection of participants, sampling methods, project management, and data for analysis. Methods used to complete and interpret community-based needs assessments and program evaluation will be included.

**PBHL-S 602 Internship in Social and Behavioral Science (3 cr.)** P: MPH Core Curriculum (5 courses); Consent of Faculty Advisor. This course integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects, and interact with a range of health professionals in the designated setting. Linked to the student's chosen concentration, this work experience exposes the student to new issues and new ways to solve problems and offers the student an opportunity to gain work experience in his/her concentration major and, at the same time, provides valuable job skills. The student works both with a faculty advisor and an academically and professionally qualified preceptor in the agency.

**PBHL-S 610 Booms, Busts, Shapes and Shifts: Why Population Matters to Public Health (3 cr.)** Whether you realize it or not, demographic processes are constantly influencing your life. What do I mean by demographic processes? I mean patterns of childbearing (fertility), death (mortality), and the geographic movement of human beings (migration), both in this country and around the globe. Demography, also called Population Studies, is the study of human populations in terms of their size, composition, distribution, and the causes and consequences of changes in these three characteristics. Demography is a fascinating topic because it deals with many questions you may find personally relevant: nearly all of the major events in your life have demographic implications. Furthermore, demographic forces play a large role in shaping entire populations health and wellbeing. Understanding these forces can help to answer some of the most interesting and important questions facing public health practitioners today, such as: How many disability-free years can people expect to live? How is urbanization related to a society's causes of mortality? Does immigration place strain on health care systems?

**PBHL-S 614 Program Planning in Public Health (3 cr.)** This course will provide students with a systematic approach to program planning and evaluation of health programs. Students will apply program planning, implementation and evaluation theory to develop an evidence-based health promotion program that addresses a public health issue of personal interest.

**PBHL-S 615 Culture and Qualitative Methods (3 cr.)** This course provides learning opportunities for public health graduate students to develop an understanding of culture and of how qualitative methods can be used to develop a sensitivity to and an understanding of cultural practices. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, and program evaluation. This class will provide important knowledge and opportunities related to public health practice in a community setting comprised of a multicultural population with differing health beliefs, values, behaviors and health care needs. By the end of the semester, the student will be able to define and distinguish the concepts of culture and

traditions, acculturation and enculturation, traditionalism and modernism and will be able to begin to identify how to build on cultural practices to develop interventions aimed at influencing health behaviors. Further, the student will have active experience in conducting qualitative research in a community setting, including skills in conducting windshield surveys, participant observations, key informant interviews, and focus groups.

**PBHL-S 617 Health Promotion and Disease Prevention (HP/DP) (3 cr.)**

This course is designed to introduce graduate students to the important role that health education, health promotion, and disease prevention play in the overall plan to improve the Nation's health. This course is designed to prepare students in the science and art of helping people change their lifestyle – stopping smoking, getting exercise, eating nutritious food -- so that they can begin to move toward a state of optimal health and avoid the chronic diseases that are causes of premature death and disability in Indiana, the United States, and around the world. Students will learn to identify factors (social, economic, biological, and cultural) that underlie individual disease risk, understand what barriers prevent behavior change, and the factors that influence individual decision making. They also will study effective preventive interventions directed at individuals (and their personal risk factors) and populations (community level approaches). With this background, the students should be able to better design their own programs as well as critique public health intervention recommendations for at risk populations. Practical use and application of these principles will be gained through class exercises, case study analysis, class discussion, and class assignments.

**PBHL-S 620 Stress and Population Health: A Biopsychosocial Exploration (3 cr.)** This course will examine stress holistically, i.e. from a biological/physiological, psychological and sociological perspective. You will learn how stress is manifested psychologically as well as in the systems of the body. You will also examine stress from a community/population perspective. Finally, the effects of stress on the body will be examined through examples from its role as a cause of and contributor to major illnesses.

**PBHL-S 622 Coaching for Health Behavior Change (3 cr.)** This course is designed to teach students how to coach individuals and groups attempting to improve their health behaviors. Theory, evidence-based practices, and different types of communication and interviewing styles will be explored through hands-on activities. Students will practice the learned techniques throughout the semester and will be able to apply these techniques upon completion of the course. Health educators, health educator trainers, health care providers, and others interested in guiding behavior change will benefit from this course.

**PBHL-S 625 Applied Public Health Campaigns and Social Marketing Strategies (3 cr.)** Effectively communicating public health messages can be a challenge. From advertising a program to promoting behavior change, there are many social marketing strategies and tools that yield positive results. This course will offer students practical opportunities to apply these strategies and tools in the development and evaluation of

public health campaigns. Case studies, guest speakers, and hands-on experiences will be incorporated in this class.

**PBHL-S 631 Maternal, Child, and Family Health (3 cr.)**

This course is designed to give students an overview of the social, economic and environmental issues currently affecting the health of women of reproductive age, infants and children. Focus will be placed on the maternal-fetal period with an examination of the complex interplay between the biologic, behavioral, psychological and social factors that affect health status and reproductive outcomes.

**PBHL-S 650 Readings in Public Health (1-3 cr.)** This course is designed to expose the student to published material on a specific topic or technique in the field of Public Health. The material to be studied will be determined primarily by the student under the direction of a faculty member with input from the student's concentration advisor. The student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The student and faculty member will complete a written agreement, which outlines the scope of work for the semester. This agreement will also be signed by the concentration advisor.

**PBHL-S 658 Methods for Research on Social and Behavioral Dimensions of Public Health (3 cr.)** This course will train students in basic research methods used by social and behavioral scientists in the public health arena. Through lectures, labs, individual and group activities, students will learn how to read empirical research and evaluate its quality in order to become good consumers of existing research. Students will also learn to produce quality research through an understanding of theoretical foundations, research design and the basics of measurement theory. Overview of Maternal Child health with emphasis on conditions and issues effecting reproductive, childhood, and women's wellbeing. Includes classroom lecture, discussion, and student presentations.

**PBHL-S 660 Community Capacity Building in a Global Health Context (3 cr.)** This course examines strategies to build the capacity of communities, in foreign nations, to address their priority health and social issues. The course will present students with social justice perspective of global health and global community engagement strategies. This foundational knowledge will be coupled with practical experience in working with global partners to develop a strategic plan that addresses community health issues. Students will grow their knowledge base about program planning, community engagement, social determinants, and culture by learning how to plan programs in a foreign country that align with the UN Sustainable Development Goals. Student will work in teams consisting undergraduate and graduate public health student and global partners. Collectively the team will create a strategic plan to address an identified community health issue, with MPH students also creating a white paper that proposes a solution strategy to diminish poverty in the target community. The course will require student to engage in analytical reading and discussions,

and produce and deliver impactful written and oral communications.

**PBHL-S 670 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-S 672 International Perspectives on Health and Housing (3 cr.)** This international service-learning course is designed for students who are interested in developing an in-depth understanding of the relationship between health and housing outside of the U.S. This course will provide students with an opportunity to learn and work with individuals, families and communities struggling to overcome poverty to improve well-being in Argentina through a collaborative project with Habitat for Humanity, International. This course combines didactic learning related to the social determinants of health with a short term international service experience with Habitat for Humanity that will not only explore the complex social and geopolitical factors associated with health and housing, but will provide firsthand experience in an international setting. The course will require travel to participate in a 8-10 day service learning experience within an Argentinian community where community development efforts are underway to improve the health and well being of communities impacted by poverty.

**PBHL-S 700 Social and Behavioral Health Science Continuous Enrollment (1 cr.)** P: PBHL-S 702. This is a one-credit course designed for MPH students who previously registered for B701 Biostatistics Concentration Project and are working on their Final Concentration Project until project grade has been assign.

**PBHL-S 702 Public Health Social and Behavioral Science Concentration Project (3 cr.)** P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge through course work and the public health internship. Student projects will include components of behavioral health sciences research and application.

**PBHL-S 711 Capstone Experience in Social and Behavioral Sciences in Public Health (3 cr.)** P: PBHL-S 602: Please contact Sarah Johnson shm@indiana.edu for authorization to register. This course will provide students with a culminating experience aimed at integrating their learning throughout the MPH program. Through the accomplishment of the learning objectives, students will have the opportunity to practice public health through the resolution of public health problems; determine their proficiency in public health through the development of an ePortfolio, and engage in professional development through various activities and presentations to prepare them for professional life.

**PBHL-S 725 Preparing for Academia in Public Health (1 cr.)** This 1.0 credit seminar course will prepare advanced graduate students for the roles and responsibilities they may assume as faculty members. Course content will include an overview of the higher education culture and faculty expectations for teaching, research and service.



## Undergraduate Courses

**PBHL-A 115 ENVIRONMENT AND HUMAN HEALTH (3 cr.)** Environment where people live, work, play has a profound impact on human health and wellbeing. Through case-based learning, we will examine contemporary and emerging global environmental issues, their links to human health effects, and ways to solve these problems. We will explore future approaches to making environments sustainable and health-promoting.

**PBHL-A 120 REGIONAL CULTURES AND MORTALITY (3 cr.)** In the US we don't have one culture. We have regional cultures which influence our environmental and health. Students of all majors can learn about mortality patterns in different cultural regions of the country, and learn to use concept maps to understand cultural influences on those patterns in death.

**PBHL-A 310 Exposure Assessment Laboratory and Data Analysis (4 cr.)** This course will improve students understanding of principles in environmental exposure assessment through a two prong approach. Students will first learn to apply math and chemistry principles to environmental problems in small group learning activities. Laboratory experiments will then demonstrate exposure assessment techniques and allow student to evaluate health concerns.

**PBHL-A 316 Environmental Health Science (3 cr.)** The purpose of this course is to familiarize students with human / environment interaction and the potential impact of environmental hazards on human health and safety. This course focuses on the study of disease and injury-causing agents in the environment, where they come from, and their impact on human populations and communities. A variety of man-made and natural environmental agents will be studied. We will focus on biological, chemical, physical, and psychosocial agents and the illnesses and injuries produced by them. A variety of environmental control strategies, including technology, health promotion, and policy, will be examined throughout the course.

**PBHL-A 320 PREVENTION STRATEGIES TO IMPROVE POPULATION HEALTH (3 cr.)** Fundamentals of strategies to prevent injury and illness at the population level. We will explore the concepts of primary, secondary, and tertiary prevention with emphasis on regulatory, design, and clinical solutions.

**PBHL-A 325 INJURY PREVENTION (3 cr.)** An examination of intentional and unintentional injury in our homes, on our streets, and in our workplaces. We will explore major injury classes, the impact on the public's health, identification of causal factors, and intervention strategies.

**PBHL-A 330 HUMANS IN EXTREME ENVIRONMENTS (3 cr.)** Exploration of human performance, resilience, and adaptation to extreme environmental conditions, with emphasis pertaining to the occupational environment. We will examine physiological response and other human factors in these environments, including temperature extremes, low and high altitude, and in air/space travel.

**PBHL-A 380 Environmental Health Science Internship (3-6 cr.)** P: Permission of Instructor. The internship in environmental health science provides students with an opportunity to gain meaningful and appropriate experience

in any of the disciplines within environmental health. Students may seek internships in local, state, national, or international organizations in the government, not-for-profit, business, or industrial sectors, providing the work of the internship reflects one of the environmental health disciplines. Internships may be paid or unpaid.

**PBHL-A 404 Topics in Public Health: Public Health Applications of GIS Jointly offer with A640 (3 cr.)**  
C: PBHL-A 640

Using ArcGIS Desktop software, this course aims to familiarize students with applications of Geographic Information Systems (GIS) in the context of public health. Public Health cases will be used to explain and teach principles, methods, and techniques. Topics include creating layer packages in ArcMap, health data visualization, map design, health data downloading, geocoding tabular data, and spatial analysis and spatial joins. Downloading, processing and visualization of satellite data on environmental parameters commonly determinants of public health will be covered at the end of the course. The course will provide practical experience to students through exercises and a final project.

**PBHL-A 410 FUNDAMENTALS OF TOXICOLOGY (3 cr.)** This course is structured for those students desiring a basic understanding of the principles and practices of toxicology and how these are applied in the environmental regulator arena.

**PBHL-A 415 EXPLOSIONS, COLLAPSES, AND TOXIC SPILLS: PREVENTION & RESPONSE (3 cr.)** An exploration of catastrophic global incidents that have caused large scale fatalities, injury, illness, and massive destruction. We will examine select case studies to determine events leading to the incident, the subsequent rescue and recovery efforts, impact on the public's health, and identification of causal factors to inform prevention strategies.

**PBHL-A 420 ARMED CONFLICT, NATURAL DISASTERS, AND HEALTH (3 cr.)** Explores the environmental public health concerns facing refugee populations from armed conflict, natural disasters, and other forced migration. Examines the response from local and international organizations, the effects of inadequate resources, and future solutions to improve refugee health.

**PBHL-A 425 HIGH COST OF FASHION: ENVIRONMENTAL HAZARDS & CHEAP LABOR (3 cr.)** We will consider clothing through the lens of environmental public health. Using the lifecycle of the garment as a frame, we will examine processes of production and use, accounting for the people who do the work, and the environment which provides the raw materials and absorbs the results.

**PBHL-A 428 Public Health Sanitation (3 cr.)** In this course, students will learn the fundamentals of proper food, water, and waste sanitation, and the impact healthy living conditions have on public health. We will discuss these fundamentals from the perspective of developed and developing countries and how the process of sanitation differs during emergencies and natural disasters.

**PBHL-A 430 E-waste, Toxic Materials, and Conflict Minerals (3 cr.)**

We will consider modern electronics from an environmental public health perspective. Using the lifecycle of electronics as a frame we will examine processes of production and use, consideration the people who do the work and the environment which provides the raw materials and absorbs the results.

**PBHL-A 433 Industrial Hygiene (3 cr.)**

There are nearly 5,000 workplace fatalities in the United States – about 13 deaths per day – and an estimated 50,000 annual deaths from work-related diseases. Approximately 10 million non-fatal injuries and illnesses occur each year. In this course, we will learn to anticipate, recognize, evaluate and control the hazards that face workers each day, including chemical, physical, biological, and psychosocial stressors. Through problem-based learning, we will focus on applied problem solving.

**PBHL-A 435 Energy, Climate Change, Resilience, and Health (3 cr.)**

Climate change is a contentious, complex and important topic. In this course, we will address the whole complexity of climate change, explore its connection to energy consumption and discuss its impacts on human health and welfare and the possible remediation to together navigate a sustainable path of going forward both as a society and an individual.

**PBHL-A 440 Terrorism as a Public Health Threat (3 cr.)**

Explores mass casualty / high disruption weapons as a public health threat, with an emphasis on health protection of community members and first responders. We will examine multi-hazard emergency response frameworks; the structure/function of these weapons and their health effects; and the cycle of preparedness, response, recovery and mitigation.

**PBHL-A 445 Global Environmental Health & Sustainable Development (3 cr.)**

Analysis of how the global model of development is characterized by and influences relationships between the environment and human activities, and how such relationships influence human health. Based on the comprehension of such relationships, this course examines the possible approaches to control major environmental health problems in a sustainable manner.

**PBHL-A 450 Food and Water: Safety, Scarcity, Security (3 cr.)**

An exploration of food and water use, sanitation and safety, and its availability. We will examine the impact of human activity, including the demands of population growth, industrial development, and advancement in technology on food, water, and human health.

**PBHL-B 275 PROBABILITY WITHOUT TEARS AND WITHOUT CALCULUS (3 cr.)**

This is a course teaching fundamental concepts in biostatistics through computer simulation. While this is a self-contained course, working knowledge of R or another computer language is desirable.

**PBHL-B 280 Biostatistics for Health Data Scientists A Computational Approach (3 cr.)**

This course introduces students to the fundamental concepts of biostatistics through computational methods. Topics such as exploratory analysis of health data, probability and probability distributions, and the basics of inference from both the frequentist and Bayesian perspective will be presented. Prerequisite: PBHL-B 275 Probability Without Tears and Without Calculus.

**PBHL-B 285 Classical Biostatistical Regression Methods (3 cr.)**

This is the first course in a two-semester sequence teaching fundamental concepts of classical regression methods in biostatistics, both linear (i.e., least squares) and non-linear (e.g., logistic, Poisson, etc.). While this is a self-contained course, working knowledge of the R statistical environment is desirable. Pre-requisites for this course is PBHL B-300 or equivalent or at least one semester of an introductory statistics course or permission of instructor. Prerequisite: PBHL-B 275 Probability Without Tears and Without Calculus and PBHL-B 280 Biostatistics for Health Data Scientists a Computational Approach.

**PBHL-B 300 INTRODUCTION TO BIOSTATISTICS (3 cr.)**

This is an introductory survey of statistical reasoning and analysis.

**PBHL-B 325 Introduction to Biostatistical Computing (3 cr.)**

This is a course teaching fundamental concepts of *biostatistical computing*, a broad set of skills required for data acquisition, processing and visualization. At the end of the course the student will be able to analyze and manage statistical data, produce plots, and write functions using the statistical package R. Additional skills that will be acquired include preparation of scientific documents and presentations using R markdown, use of basic tools in the Linux environment and use of scientific text editors. Prerequisites: PBHL-B 275 Probability Without Tears and Without Calculus and PBHL-B 280 Biostatistics for Health Data Scientists: A Computational Approach.

**PBHL-B 385 Contemporary Biostatistical Regression Methods (3 cr.)**

This is the second course in a two-semester sequence teaching fundamental concepts of contemporary regression methods in biostatistics, linear and non-linear. Advanced topics like shrinkage methods (principal components, ridge regression, Lasso, etc.), random effects and repeated measures, non-parametric regression (smoothing) and additive models will be presented. Pre-requisites are PBHL B-285 (Classical biostatistical regression methods) or permission of instructor. While this is a self-contained course, working knowledge of the R statistical environment is desirable.

**PBHL-B 401 Health Data Science Internship I (3 cr.)**

This course provides real-world experience applying data science techniques in the form of an internship within the university or industry setting. Students in the Bachelor of Science program in Health Data Science will be matched with internship supervisors or organizations and undertake projects geared applying skills they have acquired from the BS in Health Data Science curriculum. Satisfactory

completion of the course will be determined jointly by internship supervisor and HDS Faculty. Students should expect to submit a final project and oral report to either the organization internship supervisor, appointed HDS Faculty, or both.

**PBHL-B 402 Health Data Science Internship II (3-4 cr.)**

This course provides real-world experience applying data science techniques in the form of an internship within the university or industry setting. Students in the Bachelor of Science program in Health Data Science will be matched with internship supervisors or organizations and undertake projects geared applying skills they have acquired from the BS in Health Data Science curriculum. Satisfactory completion of the course will be determined jointly by internship supervisor and HDS Faculty. Students should expect to submit a final project and oral report to either the organization internship supervisor, appointed HDS Faculty, or both. Students taking PBHL-B 402 may wish to continue their work from PBHL-B 401 within the same organization.

**PBHL-B 420 Introduction To Statistical Learning (3 cr.)**

This is a course teaching fundamental concepts of *statistical learning*, a broad set of methods which refers to making sense of complex data. Such methods include, but are not limited to, the sparse regression (e.g. LASSO), classification and regression trees (CART) and support vector machines. This course is intended for students starting out in this area who perhaps lack the mathematical training to absorb a very technical treatment of these topics. For this reason, this course focuses on the application with less focus on the mathematical details.

**PBHL-B 430 Advanced Biostatistical Computing (3 cr.)**

This is a second course in biostatistical computing covering advanced concepts including understanding the basics of statistical algorithms and creating data products. At the end of the course the student will be able to implement their own computational algorithms, create a distributable program in a form of an R package as well as implementing algorithms using web tools. Prerequisite: PBHL-B 325 Introduction to Biostatistical Computing.

**PBHL-E 109 Introduction to Public Health (3 cr.)**

Introduction to public health using Indianapolis as case study. Well-being, illness, injury, education, violence, housing, work, cultural and neighborhood variability will be examined to demonstrate the public health perspective on any situation and to see how the state of health in our city connects to the nation and the world.

**PBHL-E 202 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-E 210 Zombie Apocalypse and Domsday Infections (3 cr.)** The focus is infectious diseases, the possibility of a zombie infection. We will discuss infections that have changed the course of history. Included topics

are: disease transmission, outbreak investigations, control measures, assessment, and field investigations.

**PBHL-E 303 Buzzed and Stoned - The Impact of Substance Abuse on Public Health (3 cr.)**

This course will introduce students to substance abuse research from a public health perspective. We will utilize epidemiological concepts and tools to study distribution of alcohol, tobacco, and other drug use; identify social-behavioral factors that predispose individuals to engage in substance abuse and discuss health behavior theories and models; and review health and drug-control policy interventions. Students will learn key principles and concepts of substance abuse and addiction, and discuss short- and long-term effects of the primary drugs of abuse. Instructional methods will include lectures (in-class and/or online), interactive discussions, readings, exercises and individual and/or group assignments. This course is designed to help create a foundation of knowledge and understanding of substance abuse, utilizing public health concepts, tools, and strategies that will also be useful to students in other public health undergraduate and graduate courses.

**PBHL-E 303 Topics in Public Health (3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-E 322 Principles of Epidemiology (3 cr.)**

This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

**PBHL-E 323 Chasing Disease: Field Epidemiology (3 cr.)**

Describing the application of epidemiology in unexpected conditions in a population. This course, through the use of case studies, will explore the world of disease outbreaks and the field response. Preventing disease spread, discovery of disease etiology, and causal factors by using the prescribed steps of public health field epidemiology.

**PBHL-E 335 The Lurking Pandemic: Chronic Disease Epidemiology (3 cr.)**

This course is designed to introduce the student to the ever-expanding area of chronic health conditions and diseases from an epidemiological perspective. First, fundamental concepts in chronic disease epidemiology including descriptive and analytical epidemiologic techniques as well as disease surveillance are presented. The remainder of the course draws upon these techniques to examine the epidemiology of risk factors, chronic conditions, and chronic diseases as well as approaches to prevention and control. Throughout the semester students will learn how to find and apply credible information to

describe the epidemiology of chronic disease at various population levels.

**PBHL-E 404 TOPICS IN PUBLIC HEALTH (3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-E 335 The Lurking Pandemic: Chronic Disease Epidemiology (3 cr.)**

This course is designed to introduce the student to the ever-expanding area of chronic health conditions and diseases from an epidemiological perspective. First, fundamental concepts in chronic disease epidemiology including descriptive and analytical epidemiologic techniques as well as disease surveillance are presented. The remainder of the course draws upon these techniques to examine the epidemiology of risk factors, chronic conditions, and chronic diseases as well as approaches to prevention and control. Throughout the semester students will learn how to find and apply credible information to describe the epidemiology of chronic disease at various population levels.

**PBHL-H 100 Topics in Public Health (1-3 cr.)**

This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 101 Influencing the Public's Health (3 cr.)**

This course exposes students to the role of policy in influencing the health of human populations in our work, civil society and our own lives. Students from all disciplines will benefit from exploring empirical patterns and historical contexts that influence health policy decisions for our country's complex healthcare and public health systems.

**PBHL-H 120 Contemporary Health Issues (1-3 cr.)** An examination of current public health, environmental health, and health service delivery issues in the U.S. Topics include the organization and costs of health systems, access to care, and the interrelationships between risk factors and health; also, environmental challenges facing our society and their impact on health.

**PBHL-H 120 HEALTH CARE DELIVERY IN THE US (1-3 cr.)** An overview of the health care delivery system in the US from the lens of health care managers, this course will introduce the history of US health care, management in the health care delivery context, the role of government and policy in health care delivery, and the interconnectedness of health care delivery and public health. Health care administration career pathways will also be explored.

**PBHL-H 200 Health Care Accounting (3 cr.)** Health Care Accounting will provide the students with a foundation in health care accounting from long-term to acute care. Topics will include balance sheet of financial position, income statement of revenues and expenses, journals, ledgers, trial balances and discrimination of formatting

financial statements between acute care and long-term care organizations.

**PBHL-H 202 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 220 Policy and Management in Population Health (1-3 cr.)** This course will examine the concepts of health policy and management and its impact on social behavioral and environmental public health sciences.

Content covered will include fundamental characteristics and organizational structure of the public health system. Basic concepts of legal, ethical, economic and regulatory dimensions of health care, public health policy and the roles, and responsibilities of different agencies and branches of government will be addressed. Strategies to advocate for policies and provide public education will also be introduced.

**PBHL-H 245 PROFESSIONALISM IN THE HEALTHCARE WORKPLACE (3 cr.)**

This course provides an overview of healthcare organizational structures, professional self-presentation, business etiquette, and strategies for professional success in a healthcare workplace. An emphasis will be placed on each student's development and application of professional skills and behaviors required in healthcare administration and other sectors of the healthcare industry.

**PBHL-H 303 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 303 Introduction to Medical Group Management (3 cr.)**

Introduction to Medical Group Management is a survey course that will provide students with a foundation in understanding the fundamental skills needed to manage medical group practices. The course will mainly examine the management of physician practices, including primary care, and physician specialty service lines. The course will also include some brief practice management discussion around dental practices, wellness centers, and home health agencies.

**PBHL-H 310 LEAN METHODOLOGY IN HEALTHCARE ORGANIZATIONS (3 cr.)**

Using a combination of experiential (learn by doing) and lectures, students will be introduced to: the history of Lean and its rise in healthcare, identification and quantification of the value of waste removal in process oriented work systems, Lean thinking, facilitation, tools and leadership. Students will work independently and in small groups.

**PBHL-H 315 High-Risk Health Behavior and Harm Reduction (3 cr.)**

In this course, we will look at high-risk health behaviors through a public health lens. The term "high-risk" can refer to both behaviors and groups. High-risk behaviors are activities people engage in that make them more vulnerable to contracting specific health problems, while high-risk groups are collections of individuals prone to engage in high-risk behaviors. The effects of high-risk health behaviors extend beyond the

individual who engage in them. This is a writing intensive course.

**PBHL-H 320 Health Systems Administration (3 cr.)**

This course explores components of the United States health care system and associated managerial, organizational, financial, insurance, delivery, quality improvement, workforce, performance, structures, issues and challenges. In addition, this course explores the organization and structure of public and private healthcare systems, and how recent changes in regulation and reimbursement are affecting significant change in the healthcare industry. Successful completion of this course will help provide students with a general foundation of knowledge about the U.S. health care system and major structural and organizational components, and how changes in health policy and regulation, along with changes in reimbursement, are helping to drive the integration of public health, private health, and social service organizations towards population health management.

**PBHL-H 325 HEALTH INFORMATION TECHNOLOGY MANAGEMENT AND POLICY (3 cr.)**

This course will familiarize students with current issues associated with health information technology (IT) and their impact on the U.S. healthcare system. Health IT applications are playing an increasingly important role in assuring high quality care and have the potential to transform the nature of healthcare delivery. This course will review the evidence on the impact of Health IT from the perspectives of hospitals, physicians, patients, payers, and society.

**PBHL-H 330 Global Public Health (3 cr.)** All public health is global in today's world. This course will explore the key global public health issues that face countries throughout the world, ranging from malnutrition to the use of new technologies to improve health. The course will focus on the ways in which health policy of both developed and developing countries, impacts public health strategies, specific interventions, and outcomes.

**PBHL-H 345 Operations Management and Quality Improvement in Healthcare (3 cr.)** This course provides an overview of the healthcare operations management (OM), with emphasis on quality improvement. You will apply OM principles to develop more effective operational processes, mitigate risks, and improve quality. Discussions, case studies and assignments will focus on strategies and techniques of quality improvement processes, project management and others.

**PBHL-H 346 ORGANIZATIONAL BEHAVIOR & HUMAN RESOURCES FOR HEALTHCARE (3 cr.)**

This course introduces disciplines of organizational behavior and human resources management (HRM) and their application to the management of healthcare organizations. The course examines how to effectively manage individuals, teams and systems in the dynamic legal, social, and economic healthcare environment.

**PBHL-H 352 Health Finance and Budgeting (3 cr.)**

P: BUS-A 200 or BUS-A 201.

Health Finance and Budgeting is the study of the financial management of healthcare facilities based on generally accepted business practices. The topics will include: provider payment systems, healthcare financial statements, presentation and analysis, principles and

practices in healthcare accounting, working capital management, budgeting and variance analysis.

**PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.)** P: PBHL-H 352.

Advanced Health Finance and Budgeting builds on the elements learned in H352. The topics will include capital expenditure decisions, financing capital expenditures, defining cost information, time value analysis, and cost allocation strategies.

**PBHL-H 354 Health Care Economics (3 cr.)** This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

**PBHL-H 361 LEADERSHIP IN HEALTH MANAGEMENT RESOLVING DISPUTES AND DIFFICULT CONVERSATIONS (3 cr.)** P: PBHL-H 320; junior

standing. Negotiation occurs every day in our professional and personal lives. Through readings, lectures, reflection, writing, and numerous in class exercises and simulations, this course will help students build principled dispute resolution and assertive communications skills critical to thriving in and leading through challenges arising in any healthcare setting.

**PBHL-H 365 Health Services Practicum (3 cr.)**

P: PBHL-H 320; junior standing. The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

**PBHL-H 375 Management of Health Service Organizations (3 cr.)**

This course explores the discipline of management and its major components relating to health service organizations. This course will provide students with a foundation of basic fundamentals, principles and techniques of management which have particular relevance and application in healthcare. Students will learn about management theory and its practical application in healthcare in fundamental areas such as planning, organizing, leading, and controlling. Other key elements of management such as communication, decision making, delegation, participatory management, leadership style, managing staff, teamwork, and change and innovation will be explored. Successful completion of this course will help provide students with a general foundation of knowledge about management and its application in health service organizations. Instructional methods used will include lectures, interactive discussions, readings, in-class exercises and individual and group homework assignments using a wide range of management terms, concepts, fundamentals, theories, methods, techniques, and practices used in managing health service organizations. Special emphasis will be given to the role and application of leadership in the management of a diverse healthcare workforce, in a variety of health service settings. This course is designed to help create a foundation of knowledge and understanding of management that students will use

in other courses in the public health undergraduate programs.

**PBHL-H 379 CAREER PREPARATION IN HEALTH SERVICES MANAGEMENT (3 cr.)**

This course will emphasize career planning and professional development in health services management. Students will be led through the internship search process in preparation for their practical experience in health administration. Health care workplace culture will also be explored.

**PBHL-H 380 Health Services Management Internship (1-6 cr.)**

P: Permission of Instructor. The Internship Course is designed to provide students with work experience that complement their classroom preparation. The internship program is a self-directed program in which eligible students are responsible for identifying internship opportunities. Students are expected to identify potential opportunities and work with their faculty advisor to ensure these opportunities are appropriate to the student's knowledge and skills and suitable for the student's goals. It is offered from 1 to 6 credits with 80 hour increments of an internship experience equivalent to 1 credit hour.

**PBHL-H 401 Strategic Planning for Health Care Organizations (3 cr.)**

This course examines the importance of the strategic planning process and its design, major components, structure, techniques and process as applied in health service organizations. Students will examine and apply the strategic management process; compose its major components; and recognize and describe the supportive activities including the initial organizational "plan to plan"; board of directors "Kick off" meeting or retreat; stakeholder interviews; directional strategies; environmental assessment; service area competitive analysis; internal analysis; SWOT analysis; strategy formulation; action plan development and implementation; monitoring, measurement and evaluation; and strategic momentum.

**PBHL-H 401 Topics in Public Health (3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-H 411 Chronic And Long Term Care Administration (3 cr.)**

This course is an introductory study of the purpose, organization, and management of long-term care services and providers. The course will provide an understanding of who receives long-term care service; the venues in which services are provided; how services are provided; how providers are regulated; how they are paid; and career opportunities. The course will focus upon the needs of the elderly; the role of long-term care as a member of the healthcare services provider community; and, the organization and structure, of the continuum of long-term care provider types. The impact of the regulatory processes upon management of personnel, services and finances will be studied in detail. Current issues, including quality improvement initiatives impacting the future of long-term care will be reviewed.

**PBHL-H 420 Health Policy (3 cr.)** P: PBHL-H 320.

This course will provide the opportunity to examine and analyze the financing, organization and delivery of health care in the U.S. and how these core elements are shaped and influenced by health care policy and decision-making. Additionally, we will examine the landmark health care reform currently being implemented vis-a-vis the Patient Protection and Affordable Care Act (PPACA) of 2010, also known as Obama Care. <http://www.healthcare.gov/law/full/index.html>

**PBHL-H 432 Health Care Marketing (3 cr.)** A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

**PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.)**

This course will familiarize students with, and introduce students to, the legal and regulatory terrain unique to health care facilities by providing an overview of the legal liabilities and obligations of health care providers as well as the potential legal recourses available.

**PBHL-H 450 HEALTH SYSTEMS AROUND THE WORLD: UNDERSTANDING ENGLAND'S NATIONAL HEALTH SERVICE (3 cr.)**

This course provides an in-depth introduction to a global model for health services delivery and provides students with the opportunity to compare and contrast systems in England and the United States. Participants will spend substantial time out in the field visiting London-area health facilities, historical sites, and universities.

**PBHL-H 455 Topics in Public Health (1-3 cr.)** Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

**PBHL-H 472 Applied Health Care Administration (3 cr.)**

P: PBHL-H 320 and Senior Standing. This course is a study of the complexities of multi-institutional arrangements and integrated services in the U.S. health care industry. The focus is on applying management skills to, and making comparisons of, the current driving forces among health care delivery system components.

**PBHL-H 474 Health Administration Ethics Seminar (3 cr.)**

P: PBHL-H 320 and Senior Standing. This course will follow an interactive, theory-based approach to examine ethical decision-making challenges from health care provider, managerial, and public health perspectives. It will examine ethical dilemmas in the context of health services delivery to facilitate discussion about the broader implications of decisions made. Students must exhibit the ability to think critically about society and culture, social determinants that influence health outcomes, and the duties and responsibilities of health care actors at the individual, organizational, and societal levels to improve health care delivery as well as outcomes. Lastly, students are expected to demonstrate the ability to apply theories and principles to address complex ethical issues related to health care delivery and administration.

**PBHL-P 100 Topics in Public Health: Sex in America (1-3 cr.)** In this course, we will explore sex in contemporary American society. In recent decades, sexual behavior and sexuality have emerged as critical public health policy concerns. Whether it is the emergence and dramatic spread of sexually transmitted diseases, high rates of sex-related violence, the increasing visibility of sexual minorities, or the changing nature of sexual relationships, everyone seems to be talking about sex. Sexual expression is an essential and powerful dimension of the human experience, but most Americans struggle to fully understand and appreciate their personal sexual feelings and navigate our "hyper-sexual" society.

**PBHL-P 200 Computer Applications in Health Administration (1-3 cr.)** This course provides an overview of standard business applications, such as Microsoft Office Suite (2010) that are routinely used in healthcare environment. An emphasis will be on applied knowledge of Word, Excel, Outlook and PPT. This course also offers guidelines on appropriate business behaviors in any healthcare setting.

**PBHL-P 300 Organizational Behavior & Human Resources for Healthcare (1-3 cr.)** This course introduces disciplines of organizational behavior and human resources management (HRM) and their application to the management of healthcare organizations. The course examines how to effectively manage individuals, teams and systems in the dynamic legal, social, and economic healthcare environment.

**PBHL-S 105 Public Health in Film and Media (3 cr.)** This undergraduate course will expose students to a variety of public health issues portrayed in film and media. A series of selected films and documentaries, and readings, relevant to public health will be viewed, critically analyzed by students, and discussed in class. The films and readings span a wide variety of public health topics.

**PBHL-S 120 Introduction to Community Health (3 cr.)** This course offers students a basic introduction to community health. The class will present health issues with a focus on a community, not individual perspective; as a result, students will learn about public health approaches to health assessment, health promotion and disease prevention.

**PBHL-S 220 Navigating the Maze to Healthy Living (3 cr.)** This course provides students with knowledge and understanding of factors influencing personal health, health behaviors, health promotion, and disease prevention. The course emphasizes lifestyles and personal decision making as a consumer of health and health care services.

**PBHL-S 240 Peer Health Education and Leadership (3 cr.)** Peer Health Education and Leadership will consist of classroom and online components. Students will be engaged with in-classroom workshops facilitated by the Office of Health and Wellness Promotion staff and campus partners, focused on content education and skills training. Students will also learn, discuss, and reflect with their peers in an online environment, building a foundational

understanding of health and wellness topics and aspects of leadership development.

**PBHL-S 303 Topics in Public Health (1-3 cr.)** This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

**PBHL-S 305 Careers in Public Health (3 cr.)** This undergraduate course will expose students to a variety of public health careers and provide skills necessary for identifying and obtaining a career in public health. Students will have the opportunity to interact with professionals from the private and public sectors who will introduce students to the many careers in public health and to the various roles and functions of public health professionals. Students will engage in professional development through various activities including developing a personal career plan, job seeking strategies, resume design, and interview techniques to prepare them for professional careers.

**PBHL-S 315 Community Health (3 cr.)** This course is designated in IUPUIs RISE initiative as a Service Learning course. Through this course, students will learn processes for community assessment, change, organizing, and building. The course will address methods for strengthening communities to prevent and solve community health problems while building students' civic identity.

**PBHL-S 320 This Stress is Killing Me: Stress and Its Effects on You (3 cr.)** This course will teach you all about stress and its effect on your body and mind. You will learn the biology of stress, factors that protect you from stress or make you more vulnerable to it and the experience of stress in various settings, such as work, family and community. You will learn ideas about how to manage stress in your own life and be asked to create a plan to help better manage the stress that is in your life.

**PBHL-S 325 Urban Angst.Suburban Blues: Public Mental Health (3 cr.)** This online course will examine how the mental health of communities is influenced by geopolitical influences, SES, neighborhood, safety, culture, environment, community and other elements external to the individual. Using textbooks, case study readings, and multimedia we will analyze causes of mental (dis)ease in the general public and develop a stronger understanding of how the outside world can impact the health of the mind.

**PBHL-S 330 THEORETICAL FOUNDATIONS OF COMMUNITY HEALTH (3 cr.)** This course will explore the theories of health behavior change that are used to develop health interventions for individuals and communities. Students will learn different theories, how to put them into practice, and how useful and practical they are for various populations.

**PBHL-S 340 Cultural Competency in the Promotion of Health (3 cr.)** The term *culture* has increasingly been used in the discourse of public health, for example, with respect to issues of health disparities in the U.S., the development

and implementation of “culturally competent” or “culturally appropriate” programs, and in many other ways. What exactly *is* culture, however? The term is easily applied to all kinds of phenomena, without a critical look at the nature of, and role of culture as an aspect of human behavior. In this course we will examine what is meant by culture, the ways in which culture intersects with health issues, how public health efforts (domestic and global) can benefit by understanding and working with cultural processes, and we will take a brief look at research methods that are useful in identifying relationships between culture and health.

### **PBHL-S 365 Community Health Careers Practicum (3 cr.)**

The Community Health Careers Practicum is three-credit hour, satisfactory-fail undergraduate course consisting of two components – field visits to healthcare and public health organizations in Central Indiana and personal career planning. To receive a passing grade for this course, a student must perform satisfactorily in both components and complete assignments on time.

The **field visit component** of the practicum is designed to provide a level of knowledge and experience that cannot be obtained from the classroom setting. It will give students the opportunity to:

See a variety of health organizations in central Indiana. Interact with practicing professionals. Gain an understanding of organizational functions, complexity, services, structure, strategic/operational issues and relationships with other organizations. Refine professional business writing and verbal communication skills. Begin to develop a network to assist with future job placement activities.

The **career planning component** of the practicum is designed to familiarize students with career planning and job search to include networking with health professionals, finding potential positions, developing a resume and cover letter, preparing for interviews and articulating career goals. Career planning activities will include:

Class sessions on resumes/cover letters, interviewing and the job search. The development of a job portfolio. Field visits will give students the opportunity to make observations about careers and network with host organization managers.

**PBHL-S 372 International Perspectives on Health and Housing (3 cr.)** This international service-learning course is designed for students who are interested in developing an in-depth understanding of the relationship between health and housing outside of the U.S. This course will provide students with an opportunity to learn and work with individuals, families and communities struggling to overcome poverty to improve well-being in Argentina through a collaborative project with Habitat for Humanity, International. This course combines didactic learning related to the social determinants of health with a short term international service experience with Habitat for Humanity that will not only explore the complex social and geopolitical factors associated with health and housing, but will provide firsthand experience in an international setting. The course will require travel to participate in a 8-10 day service learning experience within

an Argentinian community where community development efforts are underway to improve the health and well being of communities impacted by poverty.

### **PBHL-S 399 Introduction to Research Methods in Public (3 cr.)**

This course examines fundamental research methods used in the field of public health. The focus is on understanding how community and clinical data are collected in scientifically valid ways and how study results are fairly interpreted. Students will become proficient consumers of published research and will be able to identify the strengths and limitations of the designs and approaches used, along with possible confounding factors and biases. Topics include components of research studies, including: justification for a research project, development of research questions, research designs (qualitative, quantitative), and selection of participants, sampling methods, and data for analysis.

### **PBHL-S 410 Booms, Busts, Shapes and Shifts: Why Population Matters to Public Health (3 cr.)**

This course provides you with a basic introduction to the discipline of population studies, in terms of how its main theories, concepts, and measures can be used by public health practitioners and scholars. Emphasis is placed on contemporary population issues and their origins, although important past developments will also be examined.

### **PBHL-S 415 Applied Health Promotion Methods (3 cr.)**

This course provides students with understanding, application, and practice of key methods in community health promotion including health communication, health education, health policy, and community mobilization strategies. Application of theory and implementation of methods at individual and community levels are addressed.

### **PBHL-S 422 Coaching for Health and Wellness (3 cr.)**

This course is designed to teach students how to coach individuals and groups attempting to improve their health behaviors. Theory, evidence-based practices, and different types of communication and interviewing styles will be explored through hands-on activities. Students will practice the learned techniques throughout the semester and will be able to apply these techniques upon completion of the course. Students planning to become health educators, health care providers, and others interested in guiding behavior change will benefit from this course.

### **PBHL-S 425 A Public Health Journey through the Social Determinants of Health (3 cr.)**

This course is designed to introduce students to an ecological perspective of health, going beyond biology and individual factors to investigate the influence on health of the social systems in which individuals live, work, and play. The factors we will explore in this course, often referred to as the social determinants of health include education, income, housing, employment, neighborhood environments, discrimination, social and community networks, culture, healthcare, and others. We will review evidence supporting the biological mechanisms by which social influences have physiologic consequences expressed as disease. We will explore the complex interplay of factors that shape health throughout life. Students will gain an understanding of the cumulative



effect of social advantage or disadvantage on health over one's lifetime, and how these social systems contribute to well-established patterns of health inequities. The ethical concept of social justice and its relationship to health inequities will be integrated in the course.

**PBHL-S 460 COMMUNITY CAPACITY BUILDING IN A GLOBAL HEALTH CONTEXT (3 cr.)**

This course examines strategies to build the capacity of communities, in foreign nations, to address their priority health and social issues. The course will present students with a social justice perspective of global health and global community engagement strategies. This foundational knowledge will be coupled with practical experience in working with global partners to develop a strategic plan that addresses community health issues. Students will grow their knowledge base about program planning, community engagement, social determinants, and culture by learning how to plan programs in a foreign country that align with the UN Sustainable Development Goals.

**PBHL-S 499 Capstone Experience: BSPH in**

**Community Health (3 cr.)** P: Students must be in their final year of the BSPH Program and have their advisor's permission to enroll in the Capstone Experience. Students must have a minimum undergraduate GPA of 2.5 to enroll in the Capstone Experience. This course integrates public health theory and practice in an applied practice setting. The capstone experience is tailored to students' expected post-baccalaureate goals. A variety of public health experiences are available, including an internship, a service-learning project, a portfolio project, a research paper, and an honors thesis.