

GLOBAL COMMUNITY HEALTH & BEHAVIORAL SCIENCES (GCHB)

GCHB 6030 Soc & Beh Aspects of Glo HI (3)

This course covers the behavioral, social and cultural aspects of health and disease. Students learn how behavioral and social theories are relevant to health promotion and disease prevention efforts. Factors that protect or erode health operate at multiple levels (including individual, community, societal and global levels) will be discussed. The development of interventions to improve health by addressing critical factors at these levels will be presented.

GCHB 6130 Hlth Econ for Developing Cntrie (3)**GCHB 6150 Taiwanese Community Health Str (3)**

This course is designed to provide a field study opportunity for learning global public health practices, cross-culture communication and interaction, and alternative community health strategies. About 10 students each from Asia University and from Tulane University will be paired to form cross-culture teams to research and solve community health problems identified in the field study. In this course students will be housed at the Asia University campus and will be led to visit health organizations at national, provincial, city, county and community levels. Lectures and discussions will be provided by experienced faculty from both universities and from practitioners in Taiwan. At the end of the course the cross-culture student teams will be required to submit written and present in class project papers.

GCHB 6200 Eval of Pgrm Intrvtn in Global (3)

This course introduces students to the basic concepts, principles, and practices for the impact evaluation of public health programs and interventions. It focuses primarily on impact evaluations for sexual and reproductive health interventions. Lectures, discussion and assignments will emphasize impact evaluation strategies for health promotion and disease prevention in international settings.

GCHB 6240 Hlth Prblms of Devlpng Societ (2)

Health Problems of Developing Societies is tailored to students entering the International Health and Development program within the Department of Global Community Health and Behavioral Sciences at Tulane University's School of Public Health and Tropical Medicine. The course provides an overview of the major health problems facing resource-poor or "developing" societies; the divergent historical patterns of public health in rich versus poor societies; the links among public health, development, and culture; and strategies for improving public health in poor societies. There is no prerequisite for the course.

GCHB 6260 Violence Prevention Studio Seminar (1)

This course is designed to create an interactive learning environment for students, community partners, and Violence Prevention Institute (VPI) faculty through strengthening partnerships between academic institutions and community organizations focused on preventing violence and mitigating the negative effects of violence on children. Seminars will include presentations by community partners and faculty from the VPI. Community partners will speak about violence prevention programs and strategies utilized by their organization. They will also discuss specific training capacities and potential practicum projects for scholars to complete in their field based training. Seminars will also include presentations by VPI faculty focused on empirical approaches and competencies necessary for effective academic and community partnerships seeking to address the complex issues related to violence and children.

GCHB 6310 Pblc Nutr & Hlth in Emergenci (2)

This course is designed to familiarize students with methods and approaches for coping with public nutrition and health problems in complex emergencies. It addresses the control of malnutrition (general and micronutrient) through general ration distribution and selective feeding programs, emergency public health measures, and key policy issues. Outside speakers with recent experience in this field contribute to specific topics and with illustrative case studies.

GCHB 6340 M&E of Global Health Programs (3)

This course provides students with an introduction to monitoring and evaluation, a widely valued set of skills in public health program, in both the domestic and international contexts. Students will learn to develop a conceptual framework, write goals and measurable objectives, develop appropriate indicators (of input, process, output, and outcome). Students will gain practical experience in translating concepts into applications for actual programs. Prerequisite(s): SPHL 6080.

Prerequisite(s): SPHL 6080.

GCHB 6360 Sexual Health: A PH Perspectiv (3)

Sexual health is a growing component of public health outreach. The goal of this course is to provide students with a foundational understanding of sexual health from a public health perspective.

GCHB 6460 Child Hlth & Development (3)

This course covers child health and development, addressing important health issues in each stage of childhood, the biologic, genetic, psychosocial, and environmental influences upon these issues, medical aspects of their management and most importantly, fundamental public health approaches to intervention. Population based approaches to elimination of disparities in the maintenance of health and access to primary and secondary care of children will be presented with a focus on children with special health care needs, children within immigrant families, children with developmental and psycho-social challenges, and other groups of children who carry a disproportionate burden of disease.

GCHB 6490 Key Policies & Programs in MCH (3)

This course examines maternal and child health policy in the US, with a focus on the history, organization, delivery, and financing of maternal and child health, and related public health and social services at the national, state and local levels. This course will emphasize the evolving Maternal and Child Health (MCH) -Title V Block Grant program legislative mandates; the national, state and local structures and roles; and how MCH fits into the overall US public and private health systems.

GCHB 6500 Violence as a Pub Hlth Problem (3)

This course is designed to give an overview of the problem of violence as viewed from a public health perspective. We will look at the epidemiology of violence (scope, causes, risk factors, and consequences) along with public health approaches to the problem. The course aims to balance a review of the problem with ideas and evidence for solutions. Local academics in other relevant disciplines, including social work, psychology, law, and pediatric psychiatry, and community leaders working in the field of violence prevention will lend their expertise to help students understand and address violence as a public health problem.

GCHB 6510 Essential Issues in MCH (3)

This course is designed to present current issues and trends in maternal and child health. The course offers an introduction to MCH-related issues primarily in the United States from a multidisciplinary perspective. The purpose of the course is to provide students with an overview of the health, social, economic, and environmental issues currently affecting women of reproductive age, infants, and children. This course is unique in that it relies on the expertise of guest lecturers whose work is germane to the field of maternal and child health. Discussion and debate with fellow students, the professor, and the guest lecturers is integral to the class. Critical thinking and writing across scientific, clinical, social and political aspects of each issue is essential.

GCHB 6610 Local Food Systems and Nutrition (2)

This course examines community influences on food habits, dietary behaviors, and nutritional outcomes. Socio-economic and racial-ethnic inequities in access to healthy food are described as are cultural influences on food choice. Examples of applied interventions to address nutrition problems are examined throughout the local food system. New Orleans, with its rich culinary history and active engagement in food and nutrition programming, serves as a backdrop for the study of these issues.

GCHB 6700 Social Innovation for PH Profe (3)

This course offers MPH students a toolkit of human-centered design (HCD), systems-led leadership, complex systems thinking, and related social innovation to prepare the graduates to address complex societal problems while working together with others, and in domestic or international settings. Training in design-thinking for social impact is offered via hands-on workshops, complemented by a theoretical framing and examples from public health. Students gain a deeper understanding of how change happens, and skills for understanding and addressing “wicked” problems. Students learn to map complex systems, identify entry-points, and reframe problems to work more creatively with community stakeholders. Students are required to attend the Fast 48 weekend workshop <http://taylor.tulane.edu/activities/design-thinking/> . An additional \$60 fee covers workshop food and materials.

GCHB 6750 Population Nutrition Assessment (3)

This course offers a thorough review of the tools used for the assessment of nutritional status of populations. Topics include anthropometric, biochemical, and socioeconomic indicators of nutritional status; methods for the collection, analysis, and interpretation of dietary data; measurement of household food security; and the use of data from nutrition monitoring and surveillance sources. Computer lab exercises are Integrated In the course to develop the student’s ability to analyze population-level nutrition data.

GCHB 6770 U.S. Food & Nutrition Policy (3)

This course surveys domestic policies and programs that affect nutrition at the population level. Subjects include: dietary policy, including the politics of the food guide pyramid; food labeling policy; food access policy, including the U.S. food assistance programs; food safety and food supplies policy; the obesity epidemic, including the role of the food industry; environmental determinants of nutrition outcomes and efforts to improve them; actors and agencies involved in making policy; and nutrition advocacy.

GCHB 6780 Nutrition in Low- and Middle-Income Countries (3)

The purpose of the course is to familiarize students with the current public health nutrition-related issues affecting low- and middle-income countries (LMICs), including the coexistence of under and overnutrition (i.e. the double burden of malnutrition), issues with infant feeding behaviors, iron-deficiency anemia and other relevant micronutrient deficiencies, food insecurity, and the impact of climate change on diets. Students will learn about the biological, social, and environmental factors influencing these issues, as well as the nutrition-specific and nutrition-sensitive policies designed to address them.

GCHB 6790 Food Security & Resil.- Italy (3)

Students will examine the impacts of rapidly globalizing food systems on food and nutrition security at local, household, and intra-household levels in this course. This topic is especially relevant now because of the increased policy attention and resources for programming that are focused on promoting improved food security, nutrition and sustainability. This course will provide students with the analytical skills for identifying the elements of resilient food systems and the outcomes of food and nutrition security, access to organizations prominent in international food security policy discussions, and a background in readings relative to this debate.

GCHB 6800 Community Traing Methodologies (2)

This course introduces students to the concepts and methods which will enable them to effectively train adults to perform health care functions in the community. Knowledge about how adults learn coupled with attitudes toward participatory learning methods will be presented in a way which will permit the students to exhibit behaviors which will enable them to in effect "train trainers" to multiply themselves and to multiply healthy practices in a community. Emphasis will be placed upon developing a positive attitude toward interactive learning and combining this with a variety of training methodologies which will together help to create an atmosphere where communities are empowered to improve their health.

GCHB 6830 Internatl Hlth Policy (3)

This course examines the process of designing and implementing health policy, mainly focusing on developing countries. The diversities of policies are illustrated using case studies, group debates and in-class lectures. Constraints such as lack of resources, multiple stakeholders, corruption and historical conditions will be discussed and analyzed with both the practical and the ethical considerations of how the policy process operates in different culture. This course helps students develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments.

GCHB 6860 Public Health in Cuba (3)

The course addresses how the Cuban government has prioritized the development of universal health care in the last five decades, with a special emphasis on the efforts to strengthen primary health care (PHC) and to articulate PHC with more complex levels of care. The course contextualizes and analyzes the programs to prevent infant mortality and to prevent and control infectious diseases such as polio, malaria, tuberculosis, dengue, and HIV, as well as the economic and political context in which these public health initiatives developed. The course takes place in Havana and in rural areas in partnership with the National School of Public Health of Cuba.

GCHB 6870 Adolscnt Hlth Policies & Prgrm (3)

This course provides students with an understanding of the context, design, and effectiveness of the main interventions to prevent and reduce adolescent health risk-taking and develops students' professional skills in the use of quantitative methodologies to determine the health needs and problems of adolescents in developing countries and the formulation of workable strategies for responding to identified needs. The course begins with a discussion of major policy issues and controversies surrounding specific program approaches to reducing adolescent health risk-taking. Students will compare interventions for addressing common health problems in adolescence as well as services for meeting the needs of special youth populations in emerging and developed countries. The key components of successful and unsuccessful programs in specific health areas will be addressed. Prerequisite(s): SPHL 6050.

Prerequisite(s): SPHL 6050 or BIOS 6030.

GCHB 7010 Hlth Cmmuicatn Theory and Prac (3)

This course is designed to examine research and practice in the area of health communication, with a special focus on how health media campaigns are planned and executed in order to stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. This examination will include the review of the history of health communication campaigns, selected case studies of campaigns, and the theoretical foundation for the design and implementation of campaigns. Prerequisite(s): GCHB 6030*. * May be taken concurrently.

Prerequisite(s): GCHB 6030*.

* May be taken concurrently.

GCHB 7020 Commnictns Rsch for Fmly Plnig (3)

This course constitutes a practical introduction to the research methodologies used in planning a communication program for promoting desirable health behaviors, designing appropriate messages, pre-testing communications and evaluating program effectiveness. Most examples and data sets will involve international family planning and sexual risk behaviors, but will be applicable to other areas of public health. Lectures will be combined with exercises in which students carry out communication pretests, conduct and analyze the results of focus groups and do secondary analysis of existing communication data sets using statistical software. These skills are basic to the systematic approach in designing, implementing, and evaluating a health communication program.

GCHB 7070 The Social Determinants of HIV and AIDS (3)

The goal of this course is to provide students with the skills to critically reflect on current strategies to stem the epidemic through a sociological approach to understanding epidemiological patterns. Students will participate in group work and individual assignments that apply concepts discussed in class. The course format combines presentations and small group activities to highlight the complexities of the epidemic and equip students with the skills, resources, and agency to become active participants in the global response.

GCHB 7100 Public Health Policy and Pract (3)

This course introduces students to the broad context of public health practice, including the mission, core functions, structure, policy role, program activities, cultural competency, ethics, and collaborative endeavors of public health agencies, as well as the value conflicts inherent in public health leadership works at the local, state, national, and global levels through non-profits and governmental agencies.

GCHB 7120 Mnting and Eval of Maternal (3)

This course focuses on the monitoring and evaluation of HIV/AIDS program. The course is intended to: (1) provide an introduction to HIV/AIDS prevention, care and treatment programs; (2) strengthen skills in the application of tools for global- and national-level monitoring of the HIV epidemic and response; (3) provide a foundation for monitoring and evaluating specific HIV/AIDS programmatic areas (prevention, testing and counseling, treatment, community and home-based care, tuberculosis/HIV integration, orphans and vulnerable children, key populations, and behavior change communication); and (4) demonstrate how M&E findings are used to prioritize options for improving the national HIV/AIDS response. Prerequisite(s): (BIOS 6030* or SPHL 6050*). * May be taken concurrently.

Prerequisite(s): (BIOS 6030* or SPHL 6050*).

* May be taken concurrently.

GCHB 7140 Montrg/Eval of HIV/AIDS Prgms (3)

This course focuses on the monitoring and evaluation of HIV/AIDS program. The course is intended to: (1) provide an introduction to HIV/AIDS prevention, care and treatment programs; (2) strengthen skills in the application of tools for global- and national-level monitoring of the HIV epidemic and response; (3) provide a foundation for monitoring and evaluating specific HIV/AIDS programmatic areas (prevention, testing and counseling, treatment, community and home-based care, tuberculosis/HIV integration, orphans and vulnerable children, key populations, and behavior change communication); and (4) demonstrate how M&E findings are used to prioritize options for improving the national HIV/AIDS response. Prerequisite(s): (BIOS 6030* or SPHL 6050*). * May be taken concurrently.

Prerequisite(s): (BIOS 6030* or SPHL 6050*).

* May be taken concurrently.

GCHB 7160 HIV Srvlnce in Hard2Reach Pop (2)

In the context of health sciences, sex workers, people who inject drugs, men who have sex with men, transgender persons, migrants, homeless persons, youth living on the streets and other stigmatized and vulnerable populations, are at higher risk for HIV, TB, hepatitis, and other infections. Measuring the behavioral and biological risks affecting these populations is essential to creating effective prevention programs, allocating funding and modeling future epidemic scenarios. Respondent driven sampling (RDS) is a highly robust and effective method to recruit samples of 'hard-to-reach' populations that are connected through social networks. This course will provide participants with practical and relevant up-to-date information about the methodological and theoretical issues and analytical concerns from one of RDS's world-leading practitioner. It will draw on a variety of lectures, presentations of actual field research, hands-on analysis and practical experience in designing surveys using RDS.

GCHB 7200 Dvlpent Issues: Thry and Msrem (3)

This course critically reviews major theories, concepts and debates about social, human and economic development in the developing world. These concepts are useful to public health researchers and practitioners aiming to advance human well-being. We compare and contrast major development theories: economic growth, modernization, dependency, neoliberalism, sustainable development, human development, and human rights approaches. Then we address contemporary, critical perspectives that are reshaping development practice: the Capabilities Approach, Human Rights, and Post-Development thought. These challenge notions of: poverty, participation, gender, culture, technology, globalization, and sustainability, foreign aid, and development actors/institutions. Insights from critical research on development agencies and projects show how theories, worldviews and assumptions translate into real "development" programs and projects that have often unexpected, unintended outcomes.

GCHB 7210 Srvy Data Anlysis in Fmly Plng (3)

This course is intended for advanced Masters students and doctoral students. The course will introduce students to a number of key concepts and measures used in the monitoring and evaluation of family planning and reproductive health programs. Students will gain an understanding of a variety of reproductive health and health service indicators, data sources and their strengths and limitations. This course also provides basic hands-on quantitative skills that are essential in conducting monitoring and evaluation exercises in family planning and reproductive health programs. Students will learn how to use the STATA statistical software package to manage and analyze survey data and to construct reproductive health indicators. Students will also learn to interpret and present quantitative data, using graphs and tables, in ways that are suitable for scientific manuscripts. Prerequisite(s): (BIOS 6030 or SPHL 6050 and EPID 6030 or SPHL 6060 and GCHB 6340*, GHSD 6270*, GCHB 6200* or TRMD 6200*). * May be taken concurrently.

Prerequisite(s): (BIOS 6030 or SPHL 6050 and EPID 6030 or SPHL 6060 and GCHB 6340*, GHSD 6270*, GCHB 6200* or TRMD 6200*).

* May be taken concurrently.

GCHB 7220 Community Organization (3)

This course emphasizes community organization as a major approach to social change and community participation in addressing health problems. The course will explore concepts relevant to community practice. We will discuss methods for identifying and analyzing community health problems, their causes and solutions. We will examine roles of community residents, public health practitioners, and others in improving and degrading community health. The course stresses a theoretical foundation and application of community organization skills with an emphasis on community assessment, group process for partnership development and evaluation of community-level programs. Common strategies for community-level change will be discussed in the context of case study reviews.

GCHB 7250 Evdnc Based Mthds Social & Beh (3)

The purpose of this course is to train students in how to collect and analyze data on social phenomena in a rigorous and scientific manner through 1) inquiry and research design, 2) data collection, and 3) data analysis. Topics will include focus groups and in-depth interviewing, transcribing and reporting, survey design and modes of collection, descriptive statistics and quantitative methods. Students will learn the basic concepts and techniques that are used in social science research. Above all else, this course will prepare students to better understand the limits and potential of social science research, to understand the content of future classes in the social and behavioral sciences, and to perform your own inquiries into social and behavioral phenomena.

GCHB 7260 Social Marketing (3)

This introductory course provides an overview of the concepts and strategies used in social marketing and public information campaigns in the U.S. and other countries. The course outlines basic principles and methods followed by social marketers and provides a framework for carrying out social marketing. Contributions of commercial marketing will be discussed and real world applications of the approach will be integrated into the course.

GCHB 7280 Qual Mthds: Basic Foundations (2)

Qualitative methods can be highly useful in the conduct of community-based population health research and evaluation. This course, part of a two course sequence, will provide introductory classroom and field-based learning experience in qualitative methods research and evaluation. Students will receive foundational training in the design, implementation, analysis, and synthesis of qualitative methods. Emphasis will be given to the appropriate uses of commonly-used methods in community-based health research and evaluation. This course is for graduate students in the SPHTM.

GCHB 7290 Qual Mthds II - Theory and Mth (2)

This course builds on Qualitative Methods I to provide students hands-on experience conducting a qualitative rapid assessment on a topic of their choice and to complete a qualitative research proposal. In addition to enhancing in-depth interviewing and textual data management skills, students will be exposed to theories of qualitative research, social network research and the use of formal methods in rapid assessment research, as well as the digital tools that are used to facilitate this research. Class time will be divided into lecture, discussion, computer lab, and fieldwork. The course is designed to permit the student to use the skills and knowledge developed in the two courses to produce a final report of substance on a health related topic. Prerequisite(s): GCHB 7280.

Prerequisite(s): GCHB 7280.

GCHB 7340 Population Mobility and Health (2)

This course will introduce students to the inter-relationships between migration and health. Health and mobility interact in myriad ways for different types of migrants, such as refugees and other types of immigrants in receiving countries, displaced persons in societies undergoing turmoil, itinerant workers, and the homeless. The course will provide an overview of how political, economic, and cultural factors at the global and local levels shape the migration patterns and health of immigrants and refugees. Major themes in the course will include 1) current patterns and trends in population mobility; 2) explanatory (theoretical) models linking different types of mobility with associated health outcomes; and 3) major public health challenges to meeting routine and exceptional health needs of mobile populations.

GCHB 7510 MCH:Lifecourse Perspective (3)

In this course students are taught to use a life course perspective to approach important issues of public health. Over the semester, basic principles of human development, from preconception to end of life, are explored and examined through the conceptual framework provided by life course theory. Particularly, students will learn about the mechanisms, timing and dynamics of health as a developmental process, which can inform development of early interventions. In addition to providing a conceptual framework for understanding public health issues, the course will illustrate the application of this framework to gain practical insight into maternal and child health. Prerequisite(s): GCHB 6510 and 6030.

Prerequisite(s): GCHB 6030 and 6610.

GCHB 7910 ISPP Dietetic Intrnship Part 1 (3)**GCHB 7950 Dietetic Internship Pt 1 (6)**

Supervised practice for dietetic intern students with DPD Verification statements. Experiences are provided in food service management, medical nutrition therapy, and community nutrition at various facilities in Southeast Louisiana

GCHB 7960 Dietetic Internship II (0-6)

Supervised practice for dietetic intern students with DPD Verification statements. Experiences are provided in food service management, medical nutrition therapy, and community nutrition at various facilities in Southeast Louisiana. Course may be repeated 3 times for credit. Prerequisite(s): (GCHB 7950 or CHSC 7950).

Prerequisite(s): (GCHB 7950 or CHSC 7950).

Course Limit: 3

GCHB 7980 Prof Practice Seminar Nutr (1)

This course is designed to transition our trainees from students to professionals. It will enhance Nutrition Leadership Trainee competencies in communication, team building, ethics, cultural-competence, leadership, and professional development that students have developed throughout the program. Students will describe the challenges they face in the workplace either in their Applied Practice Experience or in another professional setting. They will develop solutions to these challenges in a team-building environment. Students will also learn about professional employment, continuing education, professional associations, and employment resources throughout the field of public health nutrition. The seminar will be offered annually. Development of this course is a condition of our HRSA funding under the MCH Nutrition Leadership Training Program (#T79MC31883). It will be required of the MCH-Nutrition trainees that are funded under this program, and will be an elective for other Nutrition MPH students.

GCHB 7990 Master's Independent Study (1-3)

Masters students and advisor select a topic for independent study and develop learning objectives and the expected written final product.

GCHB 8200 Evaluation Theory (3)

This course presents the theory of evaluation, and the theoretical assumptions that underlie evaluation organized around the five components that Shadish, Cook, and Leviton consider to be important in evaluation theory; theories of knowledge, value, use, social programming and practice. The course is a seminar course that will focus on the key figures in the field and exemplary evaluations. This is an active learning course applying evaluation principles. Students will be required to participate actively in class discussions and write critiques of evaluator's work.

GCHB 8250 Advnced Rsrch Mthds in GH (3)

This course is intended for upper-level masters students interested in applied research methods and doctoral students working towards their dissertations. The focus is on providing skills for conducting program, impact or other forms of evaluation using econometric methods to analyze health, population and nutrition data. Of particular focus will be analyses of population-based household surveys using the Stata 9.0 statistical software package. Key topics that will be covered are: research methods and designs, linear regression models with their assumptions and limitations, limited dependent variable models (logit, probit tobit, multinomial logit), instrumental variables and two-stage least squares, sample selection and censored regression models, multilevel models, propensity score matching, applications of program evaluations, and time series analysis with pooled and longitudinal data. Prerequisite(s): (SPHL 6050 or BIOS 6030) and (SPHL 6060 or EPID 6030)

Prerequisite(s): (SPHL 6060 or BIOS 6030) and (SPHL 6060 or EPID 6030).

GCHB 8750 Soc Determ of Hlth I:Concep (3)

Prerequisite(s): SPHL 6080.

GCHB 8760 Social Epid/Soc Determinant II (3)

This course prepares students for practical applied research on the social determinants of health. The first half of the course will focus on 1) measurement of key constructs 2) common study designs. The second half of the course will focus on 1) common biases and limitations to social determinants research and methods to address limitations and 2) analytic strategies and interpretation. Students will gain hands-on experience in analyzing and interpreting data. Students will also review and critique empirical applications in the public health field. By the completion of the course, the student will have the skills necessary to design, analyze and present data from a range of studies that consider social determinants of health. Prerequisite(s): (BIOS 6030 or SPHL 6050 and EPID 6030 or SPHL 6060).

Prerequisite(s): (BIOS 6030 or SPHL 6050 and EPID 6030 or SPHL 6060).

GCHB 8800 Senior Grad Rsch Seminar II (1)

This course is required for all doctoral students in the GCHBS department for the duration of their tenure as doctoral students. It is intended to increase student's proficiency in 1) analyzing and interpreting current public health research, as represented in peer review journals; 2) determining how to apply research findings to the practice of public health, especially by developing community-based programs for disease prevention; and 3) presenting and discussing research-related topics. These objectives will be attained through a variety of activities, including faculty-and student-led discussions of required readings; faculty and student oral presentations of ongoing research projects (including the prospectus and dissertation research), and small group projects. All doctoral students will be expected to make a research-related oral presentation at least once.

GCHB 8820 Adv Pro Plan:Grant Writing:Res (3)

This is a "skills" course for the purpose of which is to guide students through the process of planning, developing, and evaluating the major components of a research proposal. Students will develop the skills needed to write a successful research grant proposal focused on a significant public health topic. They will identify an idea for a prevention research project (behavior change, environmental change, or policy change). They will plan, develop, and write the major sections of the proposal. The instructor will guide the students through the grant writing process, help them to plan and develop their ideas, provide personal tutorials as needed, and provide individual feedback and support.

GCHB 8830 Senior Grad Rsch Seminar I (0)

This course is required for all doctoral students in the GCHBS department for the duration of their tenure as doctoral students. It is intended to increase student's proficiency in 1) analyzing and interpreting current public health research, as represented in peer review journals; 2) determining how to apply research findings to the practice of public health, especially by developing community-based programs for disease prevention; and 3) presenting and discussing research-related topics. These objectives will be attained through a variety of activities, including faculty-and student-led discussions of required readings; faculty and student oral presentations of ongoing research projects (including the prospectus and dissertation research), and small group projects. All students will be expected to make a research-related oral presentation at least once.

GCHB 8990 Doctoral Independent Study (1-3)

Doctoral students and advisor select a topic for independent study and develop learning objectives and the expected final written product.

GCHB 9970 Dissertation (0)

Doctoral candidates who have defended their prospectus and are engaged in research.

GCHB 9990 Dissertation Research (2)

Doctoral students who have completed course work but not defended their prospectus. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99