

## PUBLIC HEALTH SPECIAL COURSES (SPHL)

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### **SPHL 6000 Fundamentals of Interprofessional Collaboration & Practice (1)**

Students will be introduced to Interprofessional Education to prepare students to work collaboratively with other sectors to promote and advance population health. Six modules will cover the four core competency domains identified by the Interprofessional Education Collaborative (IPEC): 1) Values and Ethics; 2) Roles and Responsibilities; 3) Communication; and 4) Teams and Teamwork. This course will prepare students to utilize team science, collaboration, and effective communication to be effective public health professionals. This course is required for all MPH, MSPH, and MPHTM students. They will enroll in this course in their first semester of enrollment to meet accreditation requirements.

### **SPHL 6020 Foundations in Public Health (3)**

Foundations of Public Health is one of five interdisciplinary courses that contribute to the foundational competencies required of graduates with degrees in public health. The course introduces students to the unique history, purpose of TU SPHTM and the critical focus of health equity in the curriculum. Students will discuss the principles and concepts of public health, prevention, and evidence-based approaches to addressing population health. Students will explore the determinants that influence health, including biological and genetic factors, social and behavioral determinants of health, environmental influences, economic and political factors impacting health, and culture and health inequities. The course provides a context for graduate public health degrees and is required for all SPHTM graduate public health degree programs. Course waiver: Students who have completed a CEPH-accredited public health degree can request a course waiver. Students with previous public health coursework can take the Challenge Exam to qualify for a waiver.

### **SPHL 6050 Biostatistics for Public Health (3)**

One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. Strong analytical skills in evidence-based practices are essential across all public health disciplines. In SPHL 6050, students learn how to collect, manage, and visualize a wide variety of data and appropriate biostatistical methods, including probability distributions, estimations, power and sample size, and regression. Interdisciplinary exercises, homework assignments, and data sets are drawn from real-world scenarios. The course also prepares those students who move on to advanced biostatistics courses. Biostatistics for Public Health is a requirement for all students in the MPH, MSPH, and MPH&TM professional degree programs.

### **SPHL 6060 Epidemiology for Public Health (3)**

One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6060 introduces students to epidemiological methods and approaches for use across all public health domains. This includes measuring the occurrence of disease, outbreak investigations, incidence and prevalence, natural history of disease, study designs, and estimating risk. The course also addresses the interpretation of data analyses for research, policy, and practice. Epidemiology for Public Health is a requirement for all students in the MPH, MSPH, and MPH&TM professional degree programs.

### **SPHL 6070 Health Systems Policy and Management (3)**

One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6070 exposes students to the complexities, scope, and impact of decisions affecting public health. It provides a survey of public health and health care systems, policy and management principles used in public health settings. Class discussion and exercises provide opportunities for students to apply principles and skills to their own areas and career interests. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

### **SPHL 6080 Design Strategies in Public Health Programs (3)**

One of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6080 equips students with the knowledge and skills to design, implement, and evaluate public health programs for diverse public health issues, populations, and settings. This course features active and collaborative learning and real-world application of course concepts. Ultimately, the course will illustrate that the effective design of public health programs is critical to improving community health. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

### **SPHL 6100 Health Equity (3)**

This introductory-level course in health equity is designed for students in an MPH degree. Both synchronous and asynchronous activities will be used. Students will be introduced to the status of health equity in the U.S. according to race and ethnicity, sex and gender, and socioeconomic status. They also will explore causes of health inequities guided by a socioecological framework. Lastly, they will gain skills in cultural competency, including tools for addressing implicit biases individually and in organizations, as well as approaches for allyship with marginalized populations. Students will engage in peer discussions pertaining to topical areas, complete brief writing assignments to apply learning from the course, and conduct a literature review to synthesize knowledge in a chosen health equity topic.

**SPHL 6110 Introduction to GIS for Public Health (3)**

This course will introduce students to commercial and open-source GIS and digital data collection tools (ArcGIS, QGIS, Google Earth and OpenDataKit), and applications to global health program management. It is designed to build incremental skills in order to use these software and tools for spatial analysis related to programmatic issues including healthcare coverage, epidemic monitoring, and health services' accessibility. Case studies will invite students to think critically about appropriate use of technology in resource-constrained environments. In addition, the students develop an independent data collection and mapping project on a public health issue relevant to New Orleans.

**SPHL 6820 Advanced Standing (3)**

Advanced Standing course: SPHL 6020

**SPHL 6850 Advanced Standing (3)**

Advanced Standing course: SPHL 6050

**SPHL 6860 Advanced Standing (3)**

Advanced Standing course: SPHL 6060

**SPHL 6870 Advanced Standing (3)**

Advanced Standing course: SPHL 6070

**SPHL 6880 Advanced Standing (3)**

Advanced Standing course: SPHL 6080

**SPHL 6900 Student Success & Academic Skills (0)**

The Graduate Student Success and Academic Skills synchronous hybrid course is designed to help international graduate students take advantage of available on-campus resources, adjust to new expectations, gain awareness of cultural assumptions, and develop practical techniques for resolving both personal and academic issues. Students explore U.S. expectations for classroom behavior, academic integrity and communication with professors and classmates. They also practice graduate writing, presentation, and listening and notetaking skills. These unique workshops will ensure that students understand what is expected of them and how to build the skills they need to thrive academically during their graduate experience. This is a non-credit course. An appropriate score on an accepted English proficiency test is required for entry.

**SPHL 7000 Special Topics (1-3)**

Any TSPHTM course offered for credit in which the subject matter or content may vary within specific sections as indicated by that course's title and description in course inventory.

**Maximum Hours:** 99

**SPHL 7001 Special Topics (1-3)**

Any TSPHTM course offered for credit in which the subject matter or content may vary within specific sections as indicated by that course's title and description in course inventory.

**Maximum Hours:** 99

**SPHL 7020 Leadership Theory & Practice (3)**

Leadership Theory and Practice is an advanced graduate level course that examines organizational leadership skills necessary for leadership positions within the public health system. Drawing from a variety of disciplines, this course provides students with a set of strategies, theoretical models and frameworks that are adaptable to the broad scope of experience in the field of public health, particularly as it relates to collaborative consensus building for purposes of influencing behavior and policies. Case studies will challenge students to analyze problems collaboratively and apply strategies to address real-world dilemmas faced by decision-makers. This course also emphasizes development of a personal leadership model and philosophy for lifelong learning.

**Prerequisite(s):** (SPHL 6020, 6820 or minimum score of PASS in 'SPHL 6020 Exemption') and (SPHL 6070 or 6870) and (SPHL 6080 or 6880).

**SPHL 7030 MI Program Internship (0)**

Practicum during Peach Corps service for Master's Internationalsis students

**SPHL 7230 Project Management for Public Health (3)**

This course focuses on project management principles for application to public health programs. Students will learn project performance measurement and evaluation for continuous quality improvement. Course topics also include requirements and responsibilities for program managers, stakeholder engagement, project initiation, scope, schedule, cost and budgeting, communication, risk and opportunity, and ethics.

**SPHL 7800 Public Health Study Abroad (9-12)**

**Maximum Hours:** 99

**SPHL 7940 Transfer Coursework (0-20)**

Transfer coursework at the 7000 level. Departmental approval required.

**Maximum Hours:** 99

**SPHL 7950 Integrative Learning Experience (0-1)**

All MPH, MSPH, and MPHTM students must complete an Integrative Learning Experience (ILE) that demonstrates the synthesis of foundational and concentration competencies and that contains a substantive writing component.

**Course Limit:** 2

**SPHL 7990 Independent Study (1-3)**

SPHL 7990 is the designation for a special (independent) study in a master's program. Course may be repeated up to 6 credit hours.

**Maximum Hours:** 6

**SPHL 8000 Principles of Public Health Leadership (3)**

Principles of Public Health Leadership is an advanced graduate-level course that examines organizational leadership skills necessary for leadership positions within the public health system. Drawing from a variety of disciplines, this course provides students with a set of strategies, theoretical models, and frameworks that are adaptable to the broad scope of experience in the field of public health, particularly as it relates to collaborative consensus building for purposes of influencing behavior and policies. Case studies will challenge students to analyze problems collaboratively and apply strategies to address real-world dilemmas faced by decision-makers. This course also emphasizes development of a personal leadership model and philosophy for lifelong learning.

**SPHL 8010 Budget and Financial Management (3)**

This course provides foundational theory and practice in developing and managing budgets and financial operational plans. Topics to be covered include budgeting, financial statements, resource allocation, and financial management. Didactic content and case studies will be used as well as applications to different practice settings and situations.

**SPHL 8020 Leadership and Strategic Management (3)**

This is an application course that builds upon SPHL 7020 Leadership Theory and Practice, and will focus on advanced leadership and advocacy skills essential for successful deployment of public health initiatives. Students will conduct an environmental scan and mixed methods stakeholder assessment, evaluating the strengths, weaknesses, opportunities, and threats (SWOT) for an organization or entity. Results of the assessment will produce the analysis from which students will develop a responsive strategic plan to address identified needs in the community. Data-driven plans will include strategies to improve health equity and identify advocacy opportunities for under-represented populations.

**Prerequisite(s):** SPHL 7020.

**SPHL 8070 Teaching Assistantship Educational Experience (0)**

This course will provide students with an applied learning experience to strengthen their skills in teaching. The course will include an orientation, mid-course reflection, and faculty evaluation. The specific skill set of focus will depend on the needs of the student and the course instructor. Illustrative skills include effective communication, public speaking, assessing student learning, utilizing learning management systems, and teaching and learning strategies among others.

**Course Limit:** 2

**SPHL 8080 Public Health Pedagogy (3)**

This doctoral-level discussion-based course will equip doctoral students with the knowledge to think critically about their teaching practices and to enhance their pedagogical skills. Rooted in the scholarship of teaching and learning, the course will help novice instructors to gain teaching-self-efficacy and utilize pedagogical best practices while providing a supportive environment to develop and discuss diverse instructional approaches and materials. The course will also prepare students to assist with or teach future public health academic classes and other instructional activities. Course assessments include the development of a teaching philosophy, classroom observations, a research paper on a pedagogical strategy, a mock teaching session, and a series of journal reflections.

**SPHL 8100 Health Equity and Advocacy (3)**

This is designed to equip doctoral-level students with advanced knowledge and skills to tackle health disparities by addressing social determinants of health and advocating for systemic health policies that promote equity. Through in-depth exploration of models, frameworks, contextual models, and empirical data, students will develop and implement a community health needs assessment. By integrating readings, lectures, and the course assignments and project, students gain expertise in collecting and synthesizing primary and secondary data (qualitative and quantitative), identifying affected populations, and proposing evidence-based recommendations. The course aims to cultivate individuals who can contribute to transformative changes in public health through advocacy and policy development for improved health equity.

**SPHL 8200 Public Health & Social Policy (3)**

The course will advance your abilities to utilize public health principles, practice, and policy to improve population health using liberatory public health frameworks. We will look at policy and practice from a diversity of spaces, including federal, state, and local government (policy with a big P); international laws and bodies (policy with a big P); as well as institutional, organizational, and regulatory policy (policy with a small p). Students in this course will advance their skills in conducting policy analyses, evidence synthesis, communicating and advocating for public health policy; and framing policy problems and solutions all in support of advancing equitable population health.

**SPHL 8250 Study and Evaluation Methods in Public Health (3)**

The course will focus on designing a study or evaluation project to address a public health issue using ethnically-sound, rigorous sampling, recruitment, data collection and data management methods. Building on prior coursework, methods covered in this course will support the design of quantitative, qualitative, mixed, and program evaluation projects. For the final project, students will design a qualitative, quantitative, mixed methods, or evaluation project to address a public health issue of their choosing. This course is intended for DrPH students.

**Prerequisite(s):** (SPHL 6050 or 6850) and (SPHL 6060 or 6860) and (SPHL 6080 or 6880).

**SPHL 8400 Public Health Grant Writing (3)**

This course is designed to provide doctoral students the knowledge and skills to prepare clear, effective, and persuasive grant applications to biomedical and public health funding agencies. All important aspects in the academic funding process will be covered. They include identifying the right funding opportunities, asking significant and innovative research questions, communicating the application effectively to tell your scientific story, and understanding the merit review process to make reviewers your research advocates. Students will develop a NIH grant application for a research project including specific aims, research strategy, human subject protection, budget, and biographic sketch. In addition, students will learn how to critically review and revise a grant application.

**SPHL 8500 Interdisciplinary Doctoral Seminar (1)**

Interdisciplinary seminar for doctoral students.

**SPHL 8870 Strategies for Effective Workforce Development (3)**

This discussion-based course will equip students with the knowledge to think critically about pedagogical skills and enhance their assessment of an audience's knowledge and learning needs, particularly for those outside of academia. Rooted in the scholarship of teaching and learning, the course will help students gain teaching self-efficacy and utilize pedagogical best practices while providing a supportive environment to develop and discuss diverse instructional approaches and materials. The course will prepare students to teach public health academic classes as well as facilitate pre-service trainings, workforce development endeavors, capacity building workshops, and other learner-centered activities within international organizational and community settings. Course assessments include the development of a teaching philosophy, a mock teaching session, and a series of journal reflections.

**SPHL 8990 Independent Study (1-3)**

SPHL 8990 is the designation for a special (independent) study in a doctoral program. Course may be repeated up to 12 credit hours.

**Maximum Hours:** 12

**SPHL 9450 Practice Based Portfolio: Background (3)**

The course will focus on establishing the background and rationale for the focus of the Practice Based Portfolio for rising second year doctoral students in the DrPH program in Leadership, Advocacy, and Equity. Students will conduct a background and literature review, and develop a prospectus for their portfolio that includes priority population, topic of interest, fieldwork site and preceptor descriptions, timeline, objectives, scope of work and proposed products. Completion of this course provides the foundation to advance successfully into the advanced course series of the doctoral program and the development of the portfolio.

**Prerequisite(s):** (SPHL 7020, 8080, 8200 and SBPS 8220) and (SPHL 8010\* and 8250\*).

\* May be taken concurrently.

**SPHL 9460 Practice Based Portfolio: Experiential Learning (0)**

DrPH students who are engaged in an applied practice experience. The course may be repeated up to 5 times.

**Course Limit:** 5

**SPHL 9470 Practice Based Portfolio: Culminating Experience (0-3)**

DrPH students who have completed their prospectus and are engaged in their culminating learning experience. The course may be repeated up to 5 times.

**Course Limit:** 5

**SPHL 9970 Dissertation Research (0)**

Doctoral students who have completed course work but not defended their prospectus. Course may be repeated up to 3 times.

**Course Limit:** 3

**SPHL 9980 Applied Practice Experience (0-1)**

The Applied Practice Experience (APE) (formerly practicum) is a supervised practice experience conducted in an agency or organization external to the university to gain practical experience. The APE allows students to demonstrate attainment of at least five competencies, including at least 3 from the foundational competencies (CEPH Criterion D2). The APE is conducted after completion of the foundational courses. After identifying the APE setting and defining the competencies, students enter the information into Terra Dotta. An APE written report is required that summarizes the field experiences. Students who need to repeat the course need to complete an APE Extension Request form.

**Course Limit:** 2

**SPHL 9990 Dissertation (0)**

Doctoral candidates who have defended their prospectus and are engaged in research. Course may be repeated up to 9 times.

**Course Limit:** 9