

# DEPARTMENT OF INTERNATIONAL HEALTH & SUSTAINABLE DEVELOPMENT

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## Programs

**Interim Chair:** David Hotchkiss, PhD

On July 1, 2021, the former Department of Global Community Health and Behavioral Sciences divided into two departments: the Department of Social, Behavioral, and Population Sciences (<https://sph.tulane.edu/department-social-behavioral-population-sciences/>) (SBPS) and the Department of International Health and Sustainable Development (<https://sph.tulane.edu/department-international-health-sustainable-development/>) (IHSD).

### Mission

The mission of the International Health and Sustainable Development Program (IHSD) involves teaching, research, and service. Our teaching mission is to train the next generation of public health professionals who will address the central health problems of vulnerable populations including those in resource poor settings by working toward sustainable development. Our research mission is to expand knowledge and understanding of what causes the central health problems in low and middle income countries and among disadvantaged populations globally and how programs can be developed to effectively address them. Our service mission is to advance the goals of our profession, home institution, and communities. The vision of IHSD is a world in which one's health status and life chances have little association with one's place of birth.

International Health has been a historic part of SPTHM's identity and mission from the beginning of the school. The International Health & Sustainable Development provides professional public health training in 1) the major health problems facing vulnerable populations globally and their underlying causes; 2) how to assess the prevalence and consequences of these problems; 3) how to mitigate these problems through programs, policy and research; and 4) how to evaluate the effectiveness of program and policy efforts. The curriculum and applied learning opportunities draw upon Tulane's extensive overseas research, technical assistance work, and nearly four decades of experience in providing leadership training in international health to students from around the world. Coursework and learning opportunities are designed to emphasize the importance of cultural, social and behavioral factors influencing health. The department has a robust portfolio of sponsored research that is grounded in:

- Addressing health and underlying economic development problems in low- and middle-income countries (LMICs).
- Systems-level issues, in addition to individual-level factors, that influence health and development.
- Non-clinical intervention research to inform evidence-based decision making by global institutions like the World Health Organization and the World Bank, host governments, bilateral development partners such as the United States Agency for International Development (USAID) and the Department for International Development (DFID), and foundations including Bill & Melinda Gates Foundation.
- A focus on interdisciplinary research covering both the social sciences, including sociology, economics, and anthropology, and epidemiology, using a mix of quantitative and qualitative research methods.
- A long-standing reputation with global health agencies and organizations, including the Centers for Disease Control and Prevention, USAID, DFID, the Gates Foundation, and public-private partnerships.

Graduates of the IHSD Program obtain jobs as project coordinators, desk officers, or program/project managers in local, state, and federal health departments; non-government organizations (NGOs), private voluntary organizations (PVOs), and faith-based organizations; federal agencies involved in domestic and international work, such as the Centers for Disease Control and Prevention (CDC) and the United States Agency for International Development (USAID); and multi-national agencies such as the United Nations and World Bank.

In the short-term, the PhD program (<https://sph.tulane.edu/gchb/phd-sbbs/>) will be housed in the Department of Social Behavioral and Population Sciences, but students interested in a doctoral degree in International Health and Sustainable Development will work with faculty in IHSD. The degree will ultimately be divided between the departments, although we will continue to encourage cross-collaboration.

## Graduate Degree

- International Health & Sustainable Development, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/international-health-sustainable-development/international-health-mp/>)

Those interested in PhD with an International Health focus, may apply through the PhD program in the Department of Social, Behavioral and Population Sciences.

## Courses

### **IHSD 6200 Evaluation of GBL HLth Prgms (3)**

The popular in-class exercises engage students in hands-on application of professional methods and tools for developing impact evaluations. Students demonstrate their ability to apply lessons learned, such as identifying impact indicators, to novel situations on a final written exam. The group project is essential in giving students the opportunity to address real-world problems in public health and to do so in collaboration with peers. Since the project is evaluated through peer review as well as by the instructor, students engage in meta cognitive reflection and apply evaluation methods even within this evaluatory activity. The in-class presentation of the group project is designed to provide students with the real-world experience of communicating collaborative ideas and a collaborative product clearly enough for a non-academic audience to understand and respond to. Students are held to a high standard of professional quality and academic rigor required to address real-world, global interventions with lasting impact on public health concerns.

### **IHSD 6300 Monitoring of Global Health Pr (3)**

This course equips students with program monitoring principles and skills for tracking the performance and results in public health programs. The course will focus on programs and interventions in global settings, although the skills can also be applicable in the domestic context. Students will learn to develop frameworks and models for program monitoring and evaluation, develop appropriate indicators and plans to measure program implementation and results, and apply them to actual programs. This course is required for MPH students in IHSD and to be followed by a course on program evaluation. It is designed for students who are interested in program monitoring and evaluation jobs in global contexts, and should be taken in lieu of SBPS 6340.

**Prerequisite(s):** SPHL 6080.

### **IHSD 6340 Monitoring Global Health Problem (3)**

This course provides students with an introduction to monitoring and program evaluation, a widely valued set of skills for managing and tracking results in public health programs. The focus of this course will be programs and interventions in global settings, although the skill set is applicable in the domestic context as well. Students will learn to develop a conceptual framework, write goals and measurable objectives, and develop appropriate indicators (of input, process, output, and outcome). Students will gain practical experience in translating concepts into applications for actual programs. This course is designed for students that (1) intend to work primarily in program design and implementation, and/or (2) wish to master these concepts as a building block to further evaluation coursework

**Prerequisite(s):** SPHL 6080.

### **IHSD 7020 Comms Rsch for HIV & RH (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 for changing behaviors. Most examples and datasets will pertain to international reproductive health or HIV/STI prevention, but skills learned will be applicable to other areas of public health. Lectures will be combined with exercises in which students carry out communication pre-testing, conduct qualitative research (focus group discussions or in-depth interviews) and analyze the results, and conduct secondary analyses of existing survey data using statistical software. These skills are basic to the systematic approach in designing, implementing and evaluating a health communication program aimed at changing health behaviors.

### **IHSD 7070 The Social Determinants of HIV/AIDS (3)**

HIV/AIDS is the fifth leading cause of disease burden and the sixth leading cause of death globally. Patterns of infection serve as a vehicle for understanding social disparities. The goal of this course is to provide students with the skills to critically assess the social determinants of HIV and public health strategies to mitigate their effect on the epidemic. Students will participate in group work and individual assignments that apply concepts discussed in class and challenge students to map causal mechanisms to interventions. The course format combines readings, presentations, group activities, mini-assignments and a final paper. By completion of the course, students will gain the knowledge, skills and agency to become active participants in the global response.

### **IHSD 7210 Srvy Data Anlysis in Fmly Plng (3)**

This course is intended for doctoral and advanced Masters students. The course will introduce students to key concepts and measures used in the monitoring and evaluation of family planning and reproductive health (FP/RH) programs. Students will gain an understanding 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 FP/RH 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.

### **IHSD 7990 Independent Study (1-3)**

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