



LSU Health Sciences Center in New Orleans School of Public Health



# LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF PUBLIC HEALTH



## Elizabeth T.H. Fontham, MPH, DrPh, Dean

Appointed to the Deanship: May 1, 2004

Appointed to the Health Sciences Center Faculty: April 1, 1980

Faculty Academic Rank:

Professor and Dean, School of Public Health

Professor, School of Medicine Department of Pathology

Address: LSU Health Sciences Center in New Orleans  
School of Public Health  
1600 Canal Street Suite 800  
New Orleans, LA 70112

Telephone Number: (504) 599-1396

Website: <http://publichealth.lsuhschool.edu/>

Email Address: [sph@lsuhsc.edu](mailto:sph@lsuhsc.edu)

## Administration

ELIZABETH T.H. FONTHAM, MPH, DrPH  
*Dean*

STEPHANIE TORTU, PhD  
*Associate Dean, Academic Affairs*

VIVIEN W. CHEN, MPH, PhD  
*Academic Program Director Epidemiology*

JAMES H. DIAZ, MD, MHA, DrPH, MPH&TM  
*Academic Program Director  
Environmental/Occupational Health*

THOMAS HOUSTON, MD  
*Community/Preventive Medicine*

STEPHEN LOONEY, PhD  
*Academic Program Director  
Biostatistics*

ROBERT L. MARIER, MD, MHA  
*Academic Program Director  
Health Policy and Systems Management*

SARAH MOODY-THOMAS, PhD  
*Academic Program Director  
Community and Behavioral Health Sciences*

ALICE LeBLANC, MPH  
*Director of Admissions and Student Affairs*

## Administrative Council

ELIZABETH T.H. FONTHAM, DrPH  
*Ex officio, Dean*

STEPHANIE TORTU, PhD  
*Ex officio, Associate Dean of Academic Affairs*

MARY LYNNE THAMES, PhD  
*Ex officio, Faculty Assembly President*

SARAH MOODY-THOMAS, PhD  
*Ex officio, Academic Program Director  
Behavioral & Community Health Sciences*

STEPHEN LOONEY, PhD  
*Ex officio, Academic Program Director, Biostatistics*

JAMES DIAZ, MD, MHA, DrPH., MPH&TM,  
*Ex officio, Academic Program Director  
Environmental & Occupational Health Sciences*

VIVIEN W. CHEN, PhD  
*Ex officio, Academic Program Director, Epidemiology*

ROBERT L. MARIER, MD, MHA  
*Ex officio, Academic Program Director  
Health Policy & Systems Management*

THOMAS HOUSTON, MD  
*Ex officio, Community Preventive Medicine Program*

CHARLES BROWN, MD, *Elected, Senior Faculty*

DONNA WILLIAMS, MS, MPH, *Elected, Junior Faculty*

ALICE LeBLANC, MPH, *Ex officio, Director of Admissions  
& Student Affairs\**

H. BETTY GONZALES, MBA, *Ex officio, Business Manager\**

LEE HARTLEY, *Ex officio, Business Manager\**

\*Non Voting

## HISTORY

Public Health at LSU Health Sciences Center has had a long and distinguished history in tropical medicine and other fields of study in the School of Medicine dating back to 1941. Its programs were incorporated in the Department of Pathology in the 1980's. It was reactivated as a free standing Department in 1992. Since then it grew in size and importance through its three-part mission of education, research and service.

In 1995, the Department launched its first programmatic initiative in proposing the MPH program, which was subsequently approved by the Board of Regents. Enrollment was limited to students pursuing other graduate programs in the Medical, Dental, Allied Health, Nursing and Graduate schools of LSUHSC. The program was offered through the graduate school at LSU Health Sciences Center and was administered by the Department of Public Health in the School of Medicine. It was accredited by the Council for Education in Public Health in the spring of 2003.

In 2003, the Department was reorganized as a School of Public Health. The School offers MPH degrees with concentrations in Behavioral & Community Health Sciences, Biostatistics, Environmental/Occupational Health Sciences, Epidemiology, and Health Policy & Systems Management.

In May 2003, the Council on Education for Public Health (CEPH) conferred accreditation on the Community Preventive Medicine Master of Public Health (MPH) Program at LSU Health Sciences Center in New Orleans for a 3-year term extending through July 2006. The School of Public Health and its new MPH program concentrations will be reviewed for CEPH accreditation in 2006.

## MISSION

The Mission of the LSUHSC School of Public Health is to improve the health and well-being of the people of Louisiana through education, research and community involvement; to prepare health professionals to advance overall health status while diminishing health disparities among underserved and rural populations; and to pursue research and service activities committed to advancing the human condition throughout the global community.



## CALENDAR 2005 – 2006

### August 2005

Friday 12 Summer semester ends  
Saturday 13 Commencement

### 2005 Fall Semester

### August 2005

Tuesday 16 Registration  
Thursday 18 Classes begin  
Wednesday 31 Final date for adding courses for credit

### September 2005

Monday 05 Labor Day  
Tuesday 06 Final date for dropping courses without receiving a grade of "W"

### November 2005

Monday 07 Final date for submission of theses and dissertations and committee examinations report  
Thursday 24 Thanksgiving Holiday begins at 5 p.m.  
Monday 28 Classes resume

### December 2005

Wednesday 07 Fall Semester ends  
Thursday 08 Commencement

### 2006 Spring Semester

### January 2006

Tuesday 03 Registration  
Thursday 05 Classes begin  
Monday 16 Martin Luther King, Jr. holiday  
Wednesday 18 Final date for adding courses for credit  
Thursday 24 Final date for dropping courses without receiving a grade of "W"

### February 2006

Friday 24 Mardi Gras holiday begins at 5 p.m.  
Tuesday 28 Mardi Gras

### March 2006

Wednesday 01 Classes resume

### April 2006

Thursday 13 Easter holidays begin at 5 p.m.  
Tuesday 18 Classes resume  
Thursday 20 Final date for submission of approved theses, dissertations and committee examination reports for Spring Commencement

### May 2006

Friday 19 Spring Semester ends  
Saturday 20 Commencement

### 2006 Summer Semester

### May 2006

Tuesday 23 Registration  
Thursday 25 Classes begin

### June 2006

Wednesday 07 Final date for adding courses for credit  
Tuesday 13 Final date for dropping courses without receiving a grade of W

### July 2006

Tuesday 04 Independence Day holiday

### August 2006

Friday 11 Summer Semester ends  
Saturday 12 Conferral of Degrees

## ADMISSIONS

### GENERAL ADMISSIONS POLICIES

Minimum requirements for admission in the LSUHSC School of Public Health are as follows.

1. A baccalaureate degree from a college or university approved by a regional accrediting agency
2. Grade point average of 3.0 for undergraduate and graduate work on a 4-point scale and based on all work for which a grade is given
3. A minimum combined score of 1000 on the Verbal and Quantitative components of the Graduate Record Examination (GRE). When appropriate, the Medical College Admissions Test (MCAT-23 minimum score) or Dental Admissions Test (DAT – 15 minimum score) may be substituted
4. Satisfactory standing at the most recent educational institution attended.

In addition, all foreign students must present a minimum score of 585 on the paper-based or 215 on the computer-based Test of English as a Foreign Language (TOEFL). Official GRE and TOEFL reports from the Educational Testing Service are required along with World Education Services (WES) evaluation report. The WES converts educational credentials from any country in the world into their U.S. equivalents. It describes each certificate, diploma or degree that you have earned and states its academic equivalency in the United States.

Foreign Nationals must provide a copy of their passport and a signed letter (on bank letterhead) of adequate funding or a letter of sponsorship from a recognized sponsoring agency (on agency letterhead) in order to obtain a visa. Please note that the process of obtaining a visa may take 90 or more days. Therefore, early application is recommended.

Acceptance is contingent upon recommendation by one of the concentration programs. Note that specific programs may establish requirements *more rigid* than the minimum standards of the School of Public Health.

### TYPES OF ADMISSION

A student meeting all requirements is normally granted unconditional admission to a specific academic program within the School of Public Health.

Applicants, who fail to meet all qualifications or admissions requirements, may be admitted as non-degree seeking students and may reapply for full admission on the merits of their individual cases at a future date.

Applicants who appear to be admissible but who are unable, for good reason, to supply the required credentials (e.g., Official GRE report) prior to the stated deadline may request provisional admission. In such cases, complete credentials must be received no later than sixty days after the first day of classes.

## APPLICATIONS PROCEDURES

### Checklist of Application Materials

- Application Form
- Application Fee
- **Official Report** of Standardized Test Scores (*GRE, MCAT or DAT*)
- Transcripts from All Colleges and Universities Previously Attended
- **Original** Goal Statement or Statement of Purpose
- Resume or CV
- Recommendation Forms (*2 required; letters optional*)

In addition to the Checklist Materials, International Applicants must include official reports from the World Education Services (WES) and Test of English as a Foreign Language (TOEFL). The TOEFL scores use the 6385 LSUHSC institution code and 50-department code for Public Health. Foreign Nationals must provide a copy of their passport and a signed letter (on bank letterhead) of adequate funding or a letter of sponsorship from a recognized sponsoring agency (on letterhead) in order to obtain a visa. Please note that the process of obtaining a visa may take 90 or more days.

Applicants should download the Application and Recommendation forms at <http://publichealth.lsuhscc.edu>. They are required to complete the application form and specify which MPH concentration they wish to pursue and then send the signed original along with the application fee to the School of Public Health at the address noted below.

The School of Public Health requires official reports of Graduate Record Exam (GRE) scores from the Educational Testing Service. The codes are 6385 for LSUHSC institution code and 0616/GRE for Public Health department code. It takes six weeks or longer for official GRE reports to reach the school. Applicants may submit a photocopy of a "Student Copy" of the scores; however, official reports are needed for admission.

Official transcripts are required from each college or university applicants have attended. Transcripts that show transfer credits from other colleges are not acceptable. The school requires that the transcripts be sent from the Registrar's Office of each university directly to the Office of Admissions. Transcripts issued to students are not considered official.

All programs require a goals statement of long-term and/or short-term goals in relation to the program of study. The statement should be brief – not more than one page – but written in an applicant's own words. If using a phrase or longer text from other sources (such as the internet or books) an applicant must credit the original source. Failure to do so constitutes plagiarism, which is immediate cause for rejection of an application.

A current resume or CV is also required, along with two recommendations. Applicants should use the "Admissions Recommendation" forms provided on the school's website. Additional recommendation forms and/or letters may be sent; however, only two forms are required.

Send each of the items above to

School of Public Health  
LSU Health Sciences Center  
1600 Canal Street, Suite 100  
New Orleans, LA 70112

After submitting your application, check with the Office of Admissions and Student Affairs (504/568-3020) to track whether all materials have been received. Please do not assume that letters of recommendation or transcripts have arrived.

**Applications for fall admission must be complete by the end of the previous May.**

## Deposits

A fee of \$30 must be submitted for each graduate program for which you have applied. For example, if you apply to two concentrations, you must submit \$60. Make checks or money orders payable to "LSU Health Sciences Center."

## REGISTRATION

All students are expected to comply with the general Health Sciences Center provisions governing registration as specified in the general information section of this publication. Dates for registration are listed in the Calendar of this section. Late registration is permitted only under unusual circumstances and a late fee will be required.

It is sometimes necessary for a student to carry more than 15 hours of credit per semester in the first year of graduate study. Permission to exceed the usual 15-hour credit limit may be granted by the Dean.

## Health Requirements

A physical examination, selected blood work, and immunizations are mandatory prior to registration at the Health Sciences Center. Students will receive information and instructions pertinent to student health in their acceptance packet.

## Reapplication

Students once registered in the School of Public Health who wish to resume studies after an absence of more than one semester will be required to submit an application for re-admission at least ten days before registration. Supplementary transcripts must be submitted if any work has been taken at another institution during the interim. Exceptions to this requirement must be by successful petition of the Dean.

## Auditing Courses

Courses may be audited only with the written permission of the course director or instructor. The same fees will be charged for audited courses as for those courses taken for credit. The student must note the intention to audit on the Schedule of Courses registration form.

## STUDENT AID

A complete, detailed summary of all provisions governing financial aid available to students of the Health Sciences Center may be found elsewhere in this publication, under the heading TYPES OF STUDENT FINANCIAL AID AVAILABLE. (See General Instruction Section.)

## STANDARDS

### TECHNICAL STANDARDS

#### Physical Standards

Students must be physically able to

- Move about, with or without aids, for practice experiences
- Effectively operate a computer.

#### Intellectual Standards

Students must be intellectually able to

- Communicate in English, orally and in writing
- Manage multiple assignments and projects
- Integrate knowledge acquired from class lectures, presentations, group assignments and practice experiences
- Understand and use abstract concepts
- Comprehend and employ numerical reasoning
- Develop skills to postulate hypotheses; conduct literature searches; analyze data and formulate conclusions
- Develop management skills and solve problems.

#### Professional Standards

Students must be able to

- Work productively within groups
- Demonstrate respect for people of all ethnic backgrounds, religions, ages, and/or sexual orientations
- Acknowledge and use constructive criticism
- Deal responsibly and civilly with conflict

### ACADEMIC STANDARDS

To receive a graduate degree a student must have at least a B average on all work taken as a graduate student. Credits received in thesis or dissertation research are not used in computing the grade point average. Students in serious scholastic difficulties may be dropped from the rolls at the end of any semester if the Academic Program and Dean feel that the student is not qualified to continue.

## Satisfactory Academic Progress

A student who is permitted continuous enrollment is considered making satisfactory progress. The Academic Program Directors and the Dean review the qualitative and quantitative academic progress of each student. A student may be permitted to remediate upon the recommendation of the student's Academic Program Director and concurrence by the Dean. Such a student is considered to be making satisfactory academic progress.

## ATTENDANCE

Regular attendance is expected in all courses, and in most courses, attendance is part of the criteria for student evaluation. If a student is unable to attend a class, it is the responsibility of that student to contact the course director to explain the reason for the absence.

## GRADING SYSTEM

In the School of Public Health, a grade of A has the value of 4 quality points per semester hour. A grade of "B" has the value of 3 quality points per semester hour. "C" has the value of 2 quality points per semester hour and in some academic programs a course with a "C" grade or less may not be accepted for credit toward a degree.

No regular letter grades will be given for research courses, but they will be allowed for special topics or methods courses. Methods courses given for letter grades must be approved in advance by the Curriculum Committee and by the Dean. For research courses, "Satisfactory" will be indicated by "S" and "Unsatisfactory" by "U."

## Evaluation of Performance

Criteria for academic performance evaluation are described at length in the School of Public Health Student Handbook, available at <http://publichealth.lsuhscc.edu>.

## Incomplete Grades

Work, which is of passing quality but which, because of circumstances beyond the student's control, is not complete, may be marked "I" for incomplete. An "I" grade is given only upon receipt by the faculty of an appropriate excuse. If an excuse is not received, the faculty is to consider that the incomplete work is of failing quality and an F grade is to be given. It is the responsibility of the student to initiate the excuse.

A grade of "I" will be converted to F unless it is removed prior to the deadline for adding courses for credit in the subsequent semester as published in the School calendar. The Dean may authorize an extension of time for removing the grade.

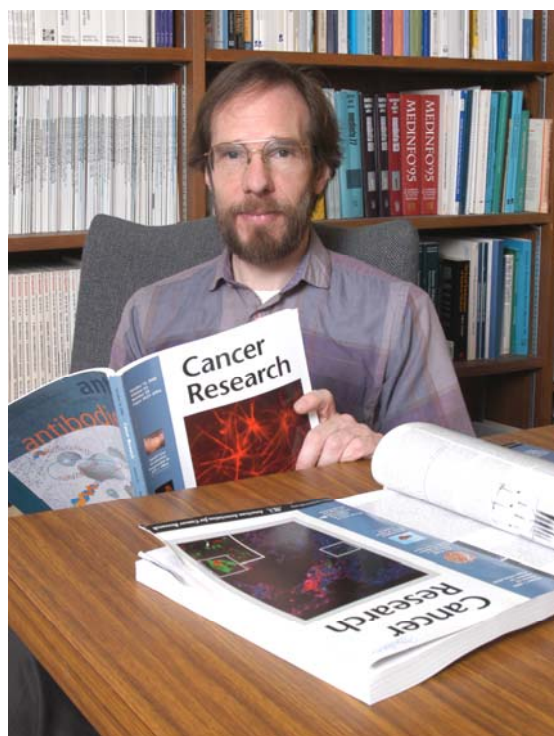
## Withdrawal Grades

Students who withdraw from a class after the second week will receive a grade of W. Withdrawal within two weeks of the course termination will result in a grade of F.

## Grading Appeals

If a student receives a grade which he or she feels is inequitable, the student may appeal this grade in the following manner.

1. The student may meet with the course director and discuss the basis for appealing the grade.
2. If dissatisfied with the results of this meeting, the student may submit a formal written appeal of the grade no later than 10 working days of its issuance. This written appeal is sent to the course and program directors.
3. Within five working days, the course and academic program directors must examine the appeal, discuss it with the student and respond with a written decision regarding the appeal.
4. If dissatisfied with these results, the student must submit a final formal written appeal of the grade to the Dean within five working days of the course and academic program director's decision. The document must include the basis for appealing the grade.
5. The Dean will appoint an ad hoc committee of five including two students and three faculty members, none of which will be members of the academic program from which the contested grade originated. The committee will be charged with the task of advising the Dean in writing within five working days whether:
  - a. The grading procedure was essentially the same as that used for all students in the course, or
  - b. If sufficient evidence is found to refer the case back to the academic program for the purpose of reassessing the student's competence.
6. The Dean will review the findings of the committee and either accept the original grade or refer the case back to the academic program for reassessment. The Dean's decision represents the final step of due process in the School of Public Health.



## DRESS AND PROFESSIONAL APPEARANCE

Good hygiene and grooming are expected of all students as is appropriate for future professionals in the field of public health.



## STUDENT CONDUCT

As stated in the Technical Standards, all School of Public Health students are expected to conduct themselves in a professional and courteous manner. This includes, but is not limited to

- Representing oneself and one's actions accurately
- Exercising confidentiality that is appropriate to learning and work contexts
- Demonstrating professional behavior and discretion that is appropriate to learning and work contexts
- Demonstrating ongoing commitment to excellence

Egregiously inappropriate conduct, including but not limited to plagiarism, cheating, or physically aggressive or abusive behavior in the school, subjects a student to disciplinary action. This may include dismissal.

1. Accusations of such misconduct must be made in writing to the head of the program or academic unit in which the student is enrolled. The student will be asked to meet with the program or academic unit head to disprove the accusations or explain the cause for such conduct.
2. The program or academic unit head will share information from this meeting with the Associate Dean of Academic Affairs who will then consult with all parties involved in the accusation.
3. The Administrative Council will be convened to review the accusation and student's response regarding the alleged offense, including personal statements by all parties involved, and will make a recommendation to the Dean.
4. A student may appeal the Dean's decision by filing a written petition to the Vice-Chancellor for Academic Affairs.

## SPECIAL STUDENTS

Individuals may apply for admission in a non-degree seeking status in order to register for courses at the LSUHSC School of Public Health. Upon completion of a maximum of 12 hours, those individuals will be required to apply for full admission into a specific academic program if they wish to apply earned credits toward the MPH degree.

LSUHSC employees who are admitted to one of the Programs may not register for more than six hours of credit per semester. No full time employee will be permitted to register without written approval of the employee's immediate supervisor and program director. The employee must deliver the letter to the Director of Admissions Student Affairs of the School of Public Health, 1600 Canal Street, at least two weeks before registration. The employee must also complete a School of Public Health application form and pay the \$30 application fee. At registration, the employee will pay for the course according to the Health Sciences Center Fee Schedule. Employees must comply with the School of Public Health requirement that Biostatistics I (BIOS 6221) and Principles of Epidemiology (EPID 6210) must be taken concurrently with, or prior to all other School of Public Health courses. All employees must comply with LSUHSC Student Health requirements and also maintain health insurance. A Course Schedule Form must be completed, signed by employee's supervisor and submitted at Registration.



## GRADUATION

Students will receive forms in their registration packet asking if they plan to graduate that semester. If the student is graduating in that semester, the form must be submitted to the Student Affairs Office. Registration and diploma/thesis binding fees must be paid at that time. Approximately 1 month prior to Commencement, a reminder of requirements for graduation will be sent to all candidates. Note: Dissertations and Theses are always due one month prior to Commencement. Approximately two weeks prior to Commencement, Instructions for Commencement are sent to all candidates.

### Time Limit for Earning Degrees

The School of Public Health requires that all graduate degree programs be completed within seven years. Requests for extension of this policy are subject to approval by the Dean based on recommendations from the student's Academic Program Director.

# THE MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM

The mission of the LSUHSC MPH Program is to prepare health professionals to improve the health of the population. The program's course work, practice experience and capstone will provide all students with a foundation in the basic disciplines of public health, while allowing them to pursue individual interests and build upon existing strengths and previous experiences. The program will enable students to develop the intellectual and analytical skills to define, evaluate and solve complex problems encountered in public health and health care systems.

## Core Courses for All MPH Concentrations

	Credits
BIOS 6221 Biostatistics I* .....	3
EPID 6210 Principles of Epidemiology* .....	3
ENHS 6238 Environmental Health .....	3
BCHS 6212 or HPSM 6248 Behavioral Science Course .....	3
HPSM 6268 Health Services Administration and Management .....	3
INTR 260 Research Ethics .....	1
PUBH 6600 Capstone or Program Capstone.....	3-4
and/or	
PUBH 6900 Thesis/Capstone .....	3-6
PUBH 6800 Practice Experience .....	1-5
EPID 6216 Biologic Basis of Health** .....	3

*\*Please note that BIOS 6221 and EPID 6210 must be taken prior to or concurrently with other School of Public Health courses.*

*\*\*Required for non-health professional students*



# BEHAVIORAL & COMMUNITY HEALTH SCIENCES PROGRAM

Sarah Moody Thomas, PhD  
Academic Program Director

The Master of Public Health (MPH) program in Behavioral/Community Health Science (BCHS) is a 45 credit degree which prepares students for professional careers in which they will develop and deliver programs to improve and maintain health in our communities. Interventions to improve healthcare access and early detection of disease, to reduce or eliminate exposure to factors that increase risk of disease, and to educate the public and healthcare professionals are lead by behavioral scientists. Behavioral/community health programs are an integral component of most major public health programs.

## Concentration Capstone

The capstone for the MPH in BCBS is an experience that focuses on the analysis of or intervention for a behavioral, psychosocial, or socioeconomic issue. This can include planning, implementing or evaluating a specific intervention. The issue must contribute to the body of knowledge on reducing health disparities or improving the health status of communities or populations. Options include the following.

1. A written thesis applying theories and principles of behavioral and community health sciences in conjunction with other applicable public health disciplines
2. A major paper based on an approved field experience
3. Completion of the capstone seminar
4. A special project involving research, data collection, assessment, or intervention, e.g. writing a full grant proposal

## Required Courses

	Credits
BCBS 6213 Community Analysis and Ecology .....	3
BCBS 6214 Health Communication .....	3
BCBS 6215 Monitoring and Evaluation.....	3
BCBS 6216 Health Program Development & Planning .....	3
HPSM 6248 Organizational Behavior.....	3

## Elective Courses

	Credits
BCBS 6217 Community-Based Participatory Programming.....	3
BCBS 6218 Principles of Rural Health .....	3
BCBS 6219 Behavioral Theory Application.....	3
BCBS 6220 Issues in Maternal & Child Health.....	3
BCBS 6221 Survey Design.....	3
BCBS 6222 Chronic Diseases Prevention and Management .....	3
BCBS 6223 Public Health Implications of an Aging Society .....	3
BCBS 6224 Health Related Physical Activity .....	3
BCBS 6225 Infectious Disease: A Public Health Response .....	3
EPID 6221 Qualitative and Quantitative Research Methods .....	3

*Other School of Public Health electives as approved by advisor*

## BIOSTATISTICS PROGRAM

Stephen Looney, PhD

Academic Program Director

The MPH degree program with a concentration in biostatistics is a 45 credit degree that includes core courses in epidemiology, health services administration, environmental health, and behavioral sciences, as well as introductory and advanced courses in biostatistical methods. Coursework in biostatistical methods includes categorical data analysis, survival analysis, multivariate statistics, and the design and analysis of clinical trials.

### Statistical Consulting Experience

Students in the MPH in Biostatistics program are required to complete two courses in statistical consulting as part of their coursework. Students will apply what they have learned in their classroom experiences to real-world clinical research problems, while working under the supervision of a Biostatistics faculty mentor. Practice experiences in local, regional, and national health care organizations will be available.

### Mentored Research

Students in the MPH in Biostatistics program are required to complete a Masters thesis, which may be based on a clinical research problem that the student worked on as part of their previous courses in statistical consulting.

### Research Seminars

National leaders in the field of statistics are brought to LSU Health Sciences Center to lecture and conduct workshops on leading-edge techniques in research design and analysis. Graduate students in the MPH in Biostatistics are required to attend each colloquium and complete assignments based on the material presented.

### Concentration Capstone

A thesis is the required capstone for the Biostatistics Concentration.

### Facilities

The Louisiana State University Libraries, which includes the John P. Isché Library at the L.S.U. Health Sciences Center in New Orleans, has holdings of almost 3 million volumes, including over 500 listings in biometry, biostatistics, and related areas. MPH-biostatistics students have access to computer workstations loaded with state-of-the-art statistics software.

### Admission Prerequisites

- Differential and integral calculus
- Introductory linear algebra
- Experience with computers

Students may take the calculus and/or linear algebra courses either during the summer prior to admittance or concurrently during their 1st year in the program. The equivalent courses at the University of New Orleans (UNO) are MATH 2111, 2112, 2511. Students with limited or no computer background might consider CSCI 1060 at UNO.

### Required Courses

	Credits
BIOS 6222 Biostatistics II .....	3
BIOS 6226 Survival Analysis .....	3
BIOS 6244 Analysis of Categorical Data in the Health Sciences .....	3
BIOS 6250 Multivariate Methods .....	3
BIOS 6264 Clinical Trials and Sequential Methods .....	3
BIOS 6296 Statistical Consulting in the Health Sciences .....	3
BIOS 6298 Seminar in Biostatistics .....	1
BIOS 6500 Special Topics in Biostatistics .....	1-3
BIOS 6900 Thesis Research (Capstone) .....	3-6
<i>School of Public Health electives as approved by advisor</i>	



**ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES PROGRAM**

**James H. Diaz, MD, MHA, DrPH, MPH&TM**  
**Academic Program Director**

The MPH program in Environmental/Occupational Health Sciences (ENHS) is a 45 credit degree designed to provide graduates interested in careers in risk assessment, regulatory toxicology, occupational safety and health, or industrial hygiene with a solid academic background to assist them in preparing for their appropriate certification examinations in industrial hygiene and safety after meeting the practice and experiential requirements as determined by the professional certifying boards. Physicians who complete the MPH in ENHS will meet the requirements for ABMS board eligibility and for formal board certification by the American Board of Preventive Medicine (ABPM) in the following medical specialty fields.

1. General Preventive Medicine and Public Health
2. Occupational and Environmental Medicine
3. Aerospace Medicine
4. Diving and Undersea Medicine
5. Medical Toxicology

**Choice of Focus**

After completing the School of Public Health requirements and the ENHS concentration core, students may select elective courses in ENHS that focus on the environmental health sciences, on the occupational health sciences, on disaster management or on a combination of these three foci.

**Capstone**

The formal capstone class will be offered in the spring of each year beginning in January. It will feature guest lectures from professors in the core disciplines for brief reviews of their core disciplines in public health and will require students to prepare and present analytical reports focused on environmental and/or occupational health sciences.

Students must demonstrate the ability to implement all of the core disciplines, including a statistical and epidemiological analysis of primary or secondary data, environmental and/or occupational and behavioral sciences in descriptive analyses, cognizant of financial, regulatory-legal and ethical considerations. Successful completion of the capstone course (3 credit hours) will be required of all students. Individual capstone presenters will have an option to submit a more formalized, master's thesis document to the course directors for an additional 3 credit hours (capstone/thesis = 6 credit hours).



**Required Courses**

	Credits
ENHS 6239 Occupational Health & Medicine .....	3
ENHS 6241 Medical Toxicology .....	3
ENHS 6243 Air Quality, Air Pollution & Dispersion Modeling.....	3
ENHS 6245 Health Risk Assessment & Management Communication.....	3
ENHS 6246 Water Quality Management .....	3
ENHS 6600 Capstone Course.....	3

**Elective Courses**

**Recommended for Environmental Health Focus**

	Credits
ENHS 6240 Traveler's Health & Tropical Medicine .....	3
ENHS 6247 Prevention & Management of Food-Borne Diseases .....	3
ENHS 6248 Medical Entomology .....	3
ENHS 6250 Emergency Response to Disasters & Terrorism .....	3
EPID 6218 Spatial Analysis .....	3
EPID 6220 Molecular Epidemiology .....	3
EPID 6243 Air Quality, Air Pollution, and Dispersion Modeling.....	3

*Other School of Public Health electives as approved by advisor*

**Elective Courses**

**Recommended for Occupational Health Focus**

	Credits
ENHS 6220 Clinical Preventive Medicine.....	3
ENHS 6240 Traveler's Health & Tropical Medicine .....	3
ENHS 6242 Analytical & Forensic Toxicology .....	3
ENHS 6247 Prevention and Management of Foodborne Diseases.....	3
ENHS 6249 Environmental and Occupational Lung Diseases.....	3
ENHS 6250 Emergency Response to Disasters and Terrorism .....	3
ENHS 6251 Radiological Health & Radiation Safety.....	3
ENHS 6252 Industrial Hygiene and Environmental Safety .....	3
EPID 6218 Spatial Analysis .....	3
EPID 6220 Molecular Epidemiology .....	3

*Other School of Public Health electives as approved by advisor*

**Elective Courses**

**Recommended for Disaster Management Focus**

	Credits
ENHS 6220 Clinical Preventive Medicine.....	3
ENHS 6240 Traveler's Health & Tropical Medicine .....	3
ENHS 6242 Analytical & Forensic Toxicology .....	3
ENHS 6247 Prevention and Management of Foodborne Diseases.....	3
ENHS 6249 Environmental and Occupational Lung Diseases.....	3
ENHS 6250 Emergency Response to Disasters and Terrorism .....	3
ENHS 6251 Radiological Health & Radiation Safety.....	3
ENHS 6252 Industrial Hygiene and Environmental Safety .....	3
EPID 6218 Spatial Analysis .....	3
EPID 6220 Molecular Epidemiology .....	3

*Other School of Public Health electives as approved by advisor*

**EPIDEMIOLOGY PROGRAM**

**Vivien W. Chen, PhD**  
**Academic Program Director**

The mission of the Epidemiology Program at LSUHSC School of Public Health is to contribute to a reduction in adverse health outcomes and health disparities in human populations through research, education, and service. A particular emphasis is placed on the population of Louisiana, consistent with the mission of the School and Health Science Center.

The MPH program in epidemiology is a 45 credit, 2-year curriculum designed to prepare students for a diverse set of skills essential to the practice of epidemiology. Pre-professionals are prepared for a career in public health through the study and application of epidemiological principles and practices.

Training in the Epidemiology Program includes fieldwork, problem-based learning, team approaches as well as classroom instruction. Students will be trained to generate and interpret epidemiological data and to apply findings in the context of the body of knowledge in order to improve health and decrease health disparities.

**Required Courses**

	Credits
EPID 6211 Intermediate Epidemiology.....	3
EPID 6212 Introduction to Statistical Packages.....	2
EPID 6213 Epidemiology Seminar .....	1
EPID 6217 Database Management .....	2
EPID 6600 Field Epidemiology* .....	4
BIOS 6222 Biostatistics II .....	3
*Serves as capstone for Epidemiology students	

**Recommended Electives**

	Credits
EPID 6214 Infectious Disease Epidemiology .....	2
EPID 6215 Monitoring and Evaluation.....	3
EPID 6218 Spatial Analysis .....	3
EPID 6219 Nutritional Epidemiology .....	3
EPID 6220 Molecular Epidemiology .....	3
EPID 6221 Qualitative & Quantitative Research Methods .....	3
EPID 6222 Cancer Epidemiology .....	2
GENE 247 Proposal Writing .....	1

*Other School of Public Health electives as approved by advisor*



**HEALTH POLICY AND SYSTEMS MANAGEMENT PROGRAM**

**Robert L. Marier, MD, MHA**  
**Academic Program Director**

The MPH program in Health Systems Management (HSM) is a 45 credit degree designed to prepare students for leadership roles in healthcare organizations. Pre professional and professional students are prepared for these roles through the study and application of the principles of health systems management with a special focus on the quality and cost effectiveness of the care they provide and on the information systems that support them.

All students are required to take foundation courses in epidemiology, biostatistics, environmental health sciences, behavioral health sciences, health system management and ethics. Required and elective advanced HSM courses, fieldwork and a capstone complete the curriculum.

Students will be involved in multiple projects, which will provide experience in improving processes in existing healthcare organizations. Graduates will be capable of leading improvement at all levels of the healthcare system.

**Career Opportunities**

Medical science is rapidly developing, yet there are large gaps between current knowledge and the use of that knowledge. It is widely acknowledged that major improvements are needed in the quality and cost effectiveness of the care that is provided. Healthcare systems throughout the country are actively seeking individuals prepared to make these improvements. Many are creating positions to lead general improvement efforts, including Chief Quality Officers and Patient Safety Officers. More significantly, quality and cost effectiveness is becoming the strategic focus of many of the provider organizations as well as for the organizations that pay for healthcare including the government, insurance companies, and managed care organizations.

A strong background in quality and cost effectiveness is a competitive advantage for a range of positions in these organizations from support staff to top executives.  
<http://medinfo-telemmed.lsuhsoc.edu>



Required Courses

	Credits
HPSM 6248 Organizational Behavior.....	3
HPSM 6269 Healthcare Economics and Economic Evaluation of Healthcare Services.....	3
HPSM 6270 Financial Management and Accounting in Healthcare.....	3
HPSM 6275 Human Resources Management.....	2

Healthcare Quality Focus Courses

	Credits
HPSM 6271 Introduction to Healthcare Quality .....	3
HPSM 6272 Methods in Healthcare Quality .....	3
HPSM 6273 Information Systems in Healthcare .....	3

Healthcare Policy Focus Courses

	Credits
HPSM 6288 Health Care Policy.....	3
HPSM 6289 The Role of Government in Health and Healthcare .....	3
HPSM 6291 Public Health Law, Ethics and Human Rights*.....	3

*\*Will fulfill ethics requirement as substitute for Responsible Conduct in Research*

Health Systems Management Elective Courses

	Credits
HPSM 6258 Healthcare Law and Ethics* .....	3
HPSM 6274 Marketing in Healthcare and in Public Health .....	3
HPSM 6276 Organizational Leadership.....	2
HPSM 6277 Health Advocacy and Community-Based Activism .....	3

*\*Will fulfill ethics requirement as substitute for Responsible Conduct in Research*

*Other School of Public Health electives as approved by advisor*

**COMMUNITY/PREVENTIVE MEDICINE**

**Thomas Houston, MD, Program Director**

This CEPH-accredited program is generally pursued on a part-time basis over four years. This curriculum is offered to graduate and doctoral students and health care professionals.

After completion of the five core discipline courses in the School of Public Health, remaining studies may include electives from any of the five concentrations.

Non-health professionals and single-degree students are not permitted to enroll in this course of study. They are encouraged to seek a traditional MPH degree in one of the five basic sciences of public health.



## COURSE DESCRIPTIONS

### Behavior and Community Health Sciences

#### **BCHS 6212 Behavioral Science Theories in Public Health Practice**

[3 Credits] This course is designed to study health-related psychosocial behavioral theories relevant to public health practice. Frameworks of specific psychosocial behavioral determinants such as cognition, perception, lifestyle, and culture, which affect the public health delivery system, will be explored.

#### **BCHS 6213 Community Analysis and Ecology**

[3 Credits] The purpose of this course is to examine the interrelationships influencing the health of the community using an ecological framework. Theories and research related to community analysis relative to ecological frameworks will be examined. Prerequisites: First year Core Courses

#### **BCHS 6214 Health Communication**

[3 Credits] Providing a foundation in the science, theory, and practice of effective health communication, this course also prepares the student to develop, deliver, and evaluate health communication campaigns and disseminate information to a wide variety of potential audiences. Prerequisites: BCHS 6212.

#### **BCHS 6216 Health Program Development and Planning**

[3 Credits] This course provides the student with a review of the basic principles and methods for planning, executing, monitoring, and evaluating health promotion and health education intervention programs. Prerequisites: BCHS 6212.

#### **BCHS 6217 Community Based Participatory Programming**

[3 Credits] This course introduces the student to the concepts of community-based participatory research and interventional programming in public health. This course presents concepts, models, techniques, and practices useful in developing a collaborative program. Prerequisites: EPID 6210 and BCHS 6212.

#### **BCHS 6218 Principles of Rural Health**

[3 Credits] The purpose of this course is to provide the student with an overview of healthcare and access issues involved in rural areas of the US.

#### **BCHS 6219 Behavior Theory Applications**

[3 Credits] The purpose of this course is to expand the student's introductory knowledge of behavioral theory to the application of these theories across professions, behaviors, settings and populations. This course presents an overview of theories/models of factors influencing behavior and examines how these are used to inform the design, implementation, and evaluation of interventions to effect health behavior change. Prerequisites: BCHS 6212.

#### **BCHS 6220 Issues in Maternal and Child Health**

[3 Credits] This course examines the history, organization, and financing of Maternal and Child Health (MCH) services in the U.S and to provide an overview of the health, social, economic, and policy issues currently affecting reproductive age women, infants, and children. This course presents practices of assessing MCH related data and retrieving evidence-based interventions and translating data/evidence into policy recommendations. Prerequisites: BCHS 6212.

#### **BCHS 6221 Survey Design**

[3 Credits] The purpose of this course is to gain the knowledge necessary to develop and execute a survey and analyze the collected data. Students will gain knowledge essential to design, create, and conduct a survey project. Utilizing knowledge gained from prerequisites, students will be able to analyze the survey data and determine its quality. Prerequisites: BIOS 6221; EPID 6210, 6215.

#### **BCHS 6222 Chronic Disease Prevention and Management**

[3 Credits] This course introduces the public health student to current issues in chronic disease management, including challenges in disease prevention and management, the population-based perspective of chronic disease, integrating clinical preventive services into chronic care, and issues of public policy that impact the burden of chronic illness. Prerequisites: BCHS 6212.

#### **BCHS 6223 Public Health Implications of an Aging Society**

[3 Credits] This course prepares the public health student to address health promotion, chronic disease self-management and other behavioral and quality of life issues of health care for an aging society. Prerequisites: EPID 6210 and BCHS 6212.

#### **BCHS 6224 Health Related Physical Activity**

[3 Credits] This course introduces the student to the role physical activity and nutrition contribute to creating and maintaining optimum health.

#### **BCHS 6225 Infectious Disease: A Public Health Response**

[3 Credits] This course provides the student with an overview of the impact of infectious diseases on the populations' health. This course will focus on the public health burden of infectious diseases and public health measures to prevent and control infectious diseases.

### Biostatistics

#### **BIOS 6221 Introduction to Biostatistics**

[3 Credits] This course provides students with a general introduction to descriptive and inferential statistics, and the role biostatistics plays in the health sciences; and techniques and principles for summarizing data, estimation, hypothesis testing and decision-making.

#### **BIOS 6222 Biostatistics II**

[3 Credits] This course familiarizes the student with additional biostatistics techniques in health sciences. To train students in the appropriate analysis of some elementary ANOVA designs and of simple linear and multiple linear regression problems. Prerequisites: BIOS-6221.

#### **BIOS 6223 Introduction to Theory of Probability**

[3 Credits] This course provides the student the means to develop good understanding of the fundamentals of probability theory that are essential for understanding statistical methodology. Prerequisites: Mathematical maturity, undergraduate math courses including calculus, Calculus III included; linear algebra, matrix manipulations.

#### **BIOS 6224 Introduction to Statistical Inference**

[3 Credits] This course helps students develop good understanding of the fundamentals of the theory of the statistical methodology based on probability models. Prerequisites: BIOS6223, undergraduate math courses including calculus, calculus III, linear algebra, matrix manipulations.

### **BIOS 6226 Survival Analysis**

[3 Credits] This course provides students with statistical methodology for the analysis of time-to-event data and trains students in the appropriate analysis of survival data, by both parametric and nonparametric methods. Emphasis will be placed on methods and models most useful in clinical research with attention to proper interpretation of statistical packages output. Prerequisite: BIOS 6222.

### **BIOS 6241 Sampling Methods in the Health Sciences**

[3 Credits] This course teaches methods for conducting sample surveys in the health sciences: biases and non-sampling errors, probability and non-probability samples, simple random sampling, stratification, varying probabilities of selection, multi-stage sampling, systematic sampling, cluster sampling, double sampling and ratio estimation.

### **BIOS 6244 Analysis of Categorical Data**

[3 Credits] The objective of this course is to train students to perform appropriate analyses of categorical data. Emphasis will be placed on methods and models most useful in health-related research, with particular attention given to the proper interpretation of output from statistical packages. Prerequisites: BIOS6223, undergraduate math courses including calculus, calculus III, linear algebra, matrix manipulations.

### **BIOS 6250 Multivariate Methods**

[3 Credits] This course trains students to perform appropriate analyses of multivariate data. Emphasis will be placed on methods and models most useful in health-related research, with particular attention given to the proper interpretation of output from statistical packages. Prerequisite: BIOS 6222.

### **BIOS 6264 Clinical Trials and Sequential Methods**

[3 Credits] This course provides a sound introduction into the concepts, design and analysis methods pertaining to clinical trials. Prerequisite: BIOS 6221.

### **BIOS 6296 Statistical Consulting in the Health Sciences**

[1-3 Credits] The purpose of this course is to introduce students to statistical consulting in the health sciences arena by providing both didactic instruction and practical consulting experience. Prerequisite: BIOS 6222.

### **BIOS 6298 Seminar in Biostatistics**

[3 Credits] This course provides students with exposure to leading-edge research in statistics and bioinformatics. To provide students with the opportunity to participate in informal discussions of problems or issues encountered in statistical consulting or methodological research projects.

### **BIOS 6500 Special Topics in Biostatistics**

[1-4 Credits] This course is designed, depending upon the student's interest and staff availability, to cover advanced topics such as stochastic processes, time series analysis, analysis of survival distributions, experimental design, multivariate analysis, etc. The hours and credits will be arranged depending on the particular topic.

### **BIOS 6900 Thesis Research**

[3-6 Credits] Registration for thesis research is by permission of the School. The amount of credit must be stated at the time of registration.

## **Environmental & Occupational Health Sciences**

### **ENHS 6220 Clinical Preventive Medicine**

[3 Credits] The purpose of this ENHS curriculum core curriculum course is (1) to provide future public health and preventive medicine practitioners and administrators with an overview of clinical preventive medicine and related medical issues. (2) to inculcate a proactive, prospective approach not only to the management of individual patients but also to the management of maintenance panels and even larger populations of patients. (3) to fulfill the Clinical Preventive Medicine course requirements for the MPH Concentration Track in General Preventive Medicine and Public Health, and (4) ultimately, to meet the physician requirements for future board eligibility in General Preventive Medicine and Public Health and/or Medical Management by the American Board of Preventive Medicine.

### **ENHS 6238 Principles of Environmental Health**

[3 Credits] This course explores the relationships between man and the natural environment by examining the impact of human activities on air, water, soil, and food quality, and by analyzing the outcomes of encounters between humans and natural events, venomous animals, and toxic plants and fungi.

### **ENHS 6239 Principles of Occupational Health**

[3 Credits] The purpose of this ENHS curriculum core curriculum course is (1) to provide public health practitioners and managers with an overview of occupational health and related medical issues, (2) to link occupational hazards and exposures with the pathophysiologic development of occupationally-related illnesses, and (3) to fulfill the Occupational Health and Medicine course requirements for the MPH Concentration Track in General Preventive Medicine and Public Health.

### **ENHS 6240 Traveler's Health and Tropical Medicine**

[3 Credits] The purpose of this course is (1) to provide an overview of traveler's health and related travel and tropical medical issues, (2) to link foreign travel and tropical and other environmental exposures with the pathophysiologic development of travel and environmentally related illnesses, and (3) to serve as an elective course within the MPH concentration in General Preventive Medicine and Public Health. This course is not a laboratory course and does not duplicate the didactic and laboratory material presented in Medical Microbiology, Immunology, and Parasitology (MIP). This course emphasizes the etiologic agents, clinical manifestations, medical and surgical management, and primary and secondary prevention of travel-acquired and tropical diseases.

### **ENHS 6241 Medical Toxicology**

[3 Credits] The purpose of this course is (1) to provide public health, medical, and health sciences graduate students with an introduction to medical toxicology and related medical issues; (2) to link illicit, prescribed, and OTC pharmaceutical poisonings with the pathophysiologic development of drug-induced illnesses, (3) to link occupational, environmental, and wilderness hazards and exposures with the pathophysiologic development of organic toxin-induced illnesses; (4) to develop methodologies for the primary prevention, diagnosis and treatment of common poisonings in children and adults; and (5) to prepare medical students for the USMLE Parts 2 and 3, specifically to prepare for questions regarding common poisonings and envenomations in children and adults.

### **ENHS 6242 Analytical and Forensic Toxicology**

[3 Credits] The purpose of the course is to provide Public Health Professionals with an understanding of the application of Analytical Chemistry in Forensic Toxicology. Forensic Toxicology (analytical, clinical, environmental, etc.) is the science of toxicology used in a legal setting.

### **ENHS 6243 Air Quality, Air Pollution, and Dispersion Modeling**

[3 Credits] This course will consider the common biological, chemical, and physiochemical contaminants of indoor and outdoor air in relationship to national air quality standards and recommended maximum exposure levels. In addition, this course will introduce the applications of computer modeling in predicting the directions, configurations, maximum contaminant levels, and human health effects of intentional and unintentional vapor plume releases. Designs for gaseous pollutant and particulate control are discussed.

### **ENHS 6245 Health Risk Assessment and Management Communication**

[3 Credits] This course will consider the practical skills needed to assess human health concerns regarding environmental exposures and to explain actual or potential human health risks and their management to the general public.

### **ENHS 6246 Water Quality**

[3 Credits] The purpose of this course is (1) to provide an overview of principle of water quality management, (2) to familiarize with water quality law and regulation, (3) to familiarize with water sources/usage and water quality characteristics, (4) to identify water pollution parameters, (5) to examine the available treatments, (6) and to understand the importance of water quality monitoring and protection.

### **ENHS 6247 Prevention and Management of Food Borne Diseases**

[3 Credits] The purpose of this course is (1) to provide an overview of food borne diseases and their etiologies, (2) factors that favor and deter microbial growth in foods, (3) characteristics of food borne disease outbreaks, (4) emerging pathogens related to food borne disease, (5) federal and state responsibilities in control of food borne disease, and (6) to serve as a component of a curriculum in Environmental Health and Medicine.

### **ENHS 6248 Medical Entomology**

[3 Credits] The purpose of this ENHS curriculum core curriculum course is (1) to provide an overview of medical entomology and arthropod-borne diseases, (2) to link arthropod envenomings or infestations with the development of infectious diseases, allergic reactions, or toxic poisonings, (3) to serve as a required core course for the ENHS MPH concentration in Environmental Health, and (4) to serve as an elective course for other ENHS majors (Occupational Health, Disaster Management and Emergency Response) other MPH degree-seeking students, medical students, or veterinary medicine students.

### **ENHS 6249 Occupational Lung Diseases**

[3 Credits] The purpose of this course is to provide Public Health professionals with a solid understanding of: (1) How occupational and environmental exposures can cause pulmonary disease; (2) How respiratory protection can be employed to prevent occupational pulmonary disease; (3) How physicians assess a worker for possible lung disease; (4) Clinical presentation, diagnosis, and prognosis of common occupational pulmonary diseases.

### **ENHS 6250 Emergency Response to Disasters and Terrorism**

[3 Credits] The purpose of this course is to provide public health students with an overview and awareness of potential threats facing our homeland and to familiarize students with the protocols for response for Public Health employees and for the local, state, and federal agencies associated with response and recovery. Emergency response is multi-faceted and this course will include observation as well as practical experiences in the field.

### **ENHS 6251 Radiological Health and Radiation Safety**

[3 Credits] This course provides a basic review of nuclear physics and considers the common environmental sources of natural and manmade ionizing radiation and the human health impact of ionizing radiation. Radiation protection of workers and the general public are discussed.

### **ENHS 6252 Industrial Hygiene and Plant Safety**

[3 Credits] This course considers the principles of industrial hygiene including skin and lung absorption, dermal and inhalation toxicology, biohazards, ergonomics, chemical agents, and indoor heating/cooling and ventilation systems. In addition, this course teaches the principles of industrial plant safety including job safety analysis, job re-design, hazard identification, biomarker monitoring, emergency operations, and the socio-behavioral aspects of safety compliance.

### **ENHS 6600 Capstone in Environmental Health**

[3 Credits] The purpose of the ENHS Capstone Course is (1) to review the basic principles of the core disciplines of public health and (2) to demonstrate the application of these disciplines in the assessment, evaluation, measurement, and management of environmental and occupational health issues impacting populations and quality of life.

## **Epidemiology**

### **EPID 6210 Principles of Epidemiology**

[3 Credits] This course provides an introduction to epidemiology as a basic science for public health and clinical medicine. It will address the principles of the quantitative approach to public health and clinical problems. The course will discuss measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of data analysis. This course is an introduction to the skills needed by public health professionals to interpret critically the epidemiologic literature. It will provide students with the principles and practical experience needed to initiate the development of these skills. Lectures are complemented by seminars devoted to case studies, exercises, or critique of current examples of epidemiologic studies.

### **EPID 6211 Intermediate Epidemiology**

[3 Credits] This course provides an integrated coverage of the principles of epidemiologic design, analysis, and interpretation at an intermediate level, suitable for epidemiologists and other public health professionals interested in a more thorough understanding of these concepts. Prerequisite: EPID 6210.

### **EPID 6212 Introduction to Statistical Packages**

[2 Credits] Designed to familiarize students with the use of statistical software, this course teaches students to use SPSS and SAS for data management, data manipulation, data analysis and graphical techniques.

### **EPID 6213 Epidemiology Seminar**

[1 Credit] This seminar series provides exposure to current research and special topics of interest in epidemiology. Prerequisite: EPID 6210 and 6210.

### **EPID 6214 Infectious Disease Epidemiology**

[2 Credits] The goal of this course is to provide a basic knowledge of infectious disease epidemiology and prevention strategies to public health practitioners. Prerequisite: EPID 6210

### **EPID 6215 Monitoring and Evaluation**

[3 Credits] The purpose of this course is to introduce the student to the concepts of monitoring and evaluation of community, health promotion, and other public health programs. This course presents models, techniques, and practices of designing and developing program evaluations. Prerequisite: EPID 6210.

### **EPID 6216 Biological Basis of Health**

[3 Credits] This course is designed to provide a background in the biologic basis of disease for MPH students who do not have a background in health sciences. The course will focus on the most salient topics and diseases

### **EPID 6217 Database Management**

[2 Credits] This course provides students with an overview of the database design process, hands-on experience in creating and managing databases using Microsoft Access, and sources of information for the construction of databases in public health. Prerequisite: EPID 6210; BIOS 6221; EPID6212.

### **EPID 6218 Spatial Analysis**

[3 Credits] This course introduces students to a range of geospatial analyses uses and methods. Students will apply problem solving abilities, critical thinking skills, and creative thinking to diverse examples of medical geography and spatial epidemiology. Content will focus on teaching methods and interpretation of spatial analysis. Non-content objects are for students to develop a critical and creative approach to questions, which can benefit from spatial epidemiology.

### **EPID 6219 Nutritional Epidemiology**

[3 Credits] This course is an introduction to the methodological issues related to the design, conduct, analysis, and interpretation of studies investigating the relationship between nutritional status, diet, and disease. An emphasis will be placed on the types of dietary and nutritional status assessment methods and their advantages and disadvantages in epidemiologic research. Students will gain a practical experience in the actual collection, analysis, and interpretation of dietary intake. The interpretation of studies in nutritional epidemiology given the dietary instrument used and the study design will be considered. Issues such as intra- and inter-individual variation, measurement error, misclassification, homogeneity of intake within populations, and correlations among nutrients, micronutrients, and food groups will be discussed. Prerequisite: EPID 6210 & 6221.

### **EPID 6220 Molecular Epidemiology**

[3 Credits] This course covers the theoretical concepts and practical issues involved in conducting research involving molecular biomarkers in human populations. Class topics include the theoretical advantages of biomarkers, criteria for evaluating potential markers, sample collection and storage, laboratory quality control considerations, issues in epidemiologic study design and analysis, ethical/legal concerns, and discussion of specific examples of research involving molecular markers of internal dose, susceptibility, early pathological alteration, and prognosis. The course will emphasize examples from the cancer research literature. Prerequisite: EPID 6210 & 6221.

### **EPID 6221 Qualitative and Quantitative Research Methods**

[3 Credits] The purpose of this course is to provide students concentrating in Epidemiology a practical introduction to conducting research and preparing reports using qualitative and quantitative methods in a structured environment. Students will conduct specifically tailored projects as a class that illustrate some of the key skills necessary in basic epidemiological research. Qualitative research methods will be illustrated through the use of a focus group study conducted as a class project, and quantitative methods will be illustrated through the use of secondary survey data. Prerequisite: EPID 6210; BIOS 6221; EPID 6212.

### **EPID 6222 Cancer Epidemiology**

[2 Credits] This course provides students with an understanding of the theory of carcinogenesis and major etiologic factors for cancer, including tobacco, diet and nutrition, alcohol, viruses and bacteria, drugs, occupation, and radiation. The epidemiology of major cancer sites i.e. lung, breast, prostate, colon and rectum, cervix and uterine corpus, and selected cancers of specific interest to the class will also be presented. Study design and methodology used in cancer research are discussed throughout the course. Prerequisite: EPID 6210; BIOS 6221.

### **EPID 6600 Field Epidemiology**

[4 Credits] This course provides applications of epidemiologic methods and concepts of analysis of data from epidemiologic studies. It serves as a Capstone to students in the Epidemiology Program and provides a culminating experience in independent research and scientific writing under faculty guidance. Prerequisite: EPID 6210 & 6211; BIOS 6221 & 6222; EPID 6212.

## **Health Policy & Systems Management**

### **HPSM 6248 Organizational Behavior**

[3 Credits] This course examines behaviors at the individual, group/team, and systems level within the environmental context of an organization. Behavioral science, organizational, leadership, and management theories will be utilized to examine the complex dynamic behaviors existing in an organization.

### **HPSM 6258 Healthcare Law and Ethics**

[3 Credits] This is a comprehensive course, which addresses the principles and practice of health law and the relationship of health law and regulations to medical ethics. Subject matter encompasses federal and state laws and regulations that relate to the health professions and to provider organizations including professional liability, informed consent, rationing of health care, referral relationships, genetic testing, end of life issues and others. Emphasis will be placed on application of these principles, laws, and regulations to evolving systems of providing and financing health care in the United States.

### **HPSM 6268 Health Services Administration and Management**

[3 Credits] This course is designed to provide Public Health and Health Professional students with an introduction to the skills needed to manage and lead health care and public health programs, organizations and systems with an emphasis on planning and execution. The key activities (planning, deciding, communicating, controlling), competencies (conceptual, technical, interpersonal, political and entrepreneurial), roles (interpersonal, informational, decisional) and obligations (to individuals, the public, third

parties, employers and profession) and the disciplines of resource management (human, organizational, financial) and quality and cost management will provide a theoretical and practical framework for the analysis of cases from the public and private sectors. The course is focused on what Public Health and Health professionals need to know in all areas of practice today and includes overviews of the topics, case presentations, and study questions.

**HPSM 6269 Healthcare Economics and Economic Evaluation of Healthcare Services**

[3 Credits] The purpose of this course is to give students an overview of the major economic considerations in the health care industry and to demonstrate how economic ideas are crucial to an understanding of the functioning of the health care system from both policy (external) and health care management (internal) points of view. There will be a strong emphasis both on economic theory and on empirical studies of the various topics and on economic evaluation of health care programs including cost effectiveness, benefit and utility analysis. Prerequisite: HPSM 6268.

**HPSM 6270 Financial Management and Accounting in Healthcare Organizations**

[3 Credits] This course introduces the most-used tools and techniques of health care financial management, including health care accounting and financial statements; managing cash, billings and collections; making major capital investments; determining cost and using cost information in decision-making; budgeting and performance measurement; and pricing.

**HPSM 6271 Introduction to Healthcare Quality**

[3 Credits] This course examines major concepts of quality healthcare and basic techniques used in planning, controlling, and improving quality. The course will begin by exploring the concept of quality as it applies to healthcare processes, systems and outcomes. The relationship of quality and cost will be then discussed. Current theories of human error and their application to healthcare will be presented. Methods for evaluating populations will be reviewed. Technical aspects of quality management will comprise the second part of the course. Basic tools and techniques for process description and analysis will be presented, and their application will be demonstrated. The fundamentals of statistical process control will be introduced. Teamwork principles will be presented along with organizational aspects of performance. Specific techniques to improve quality by improving planning of processes and systems will be the final topic presented

**HPSM 6272 Methods in Healthcare Quality**

[3 Credits] This course is an in-depth presentation of methods and techniques for evaluating, monitoring, and improving the quality of healthcare. General approaches to the measurement of healthcare quality will be presented first. Report cards and provider profiles will then be discussed. After discussion of visual display of information, topics in statistical process control will be discussed in detail. Specific issues in healthcare measurement will then follow. A session will be devoted to patient satisfaction surveys. Additional sessions will concentrate on functional status measurement. Prerequisite: BIOS 6221.

**HPSM 6273 Information Systems in Healthcare**

[3 Credits] This course examines the rapidly evolving discipline of health informatics in the complex and diverse world of healthcare. The course will review the history, current applications, and the potential future of information, information management and information technology, including data acquisition, storage and processing; information systems (clinical and administrative); standards;

security; decision support; and an understanding of medical/health informatics methods and principles.

**HPSM 6274 Marketing in Healthcare**

[3 Credits] This course provides an introduction to nature of healthcare markets, healthcare consumers and consumer behavior, marketing strategies and techniques, market research, sources of market data and the future of healthcare marketing.

**HPSM 6275 Human Resources Management in Healthcare**

[2 Credits] This course is designed to provide students with a basic understanding of human resources management in a wide array of health care organizations at the corporate, departmental, team and individual level and to gain an appreciation for the distinct roles that managers and human resource professionals play in resolving conflicts and dealing with other human resources issues.

**HPSM 6276 Organizational Leadership**

[2 Credits] This course examines historical, traditional, and contemporary models of leadership in public health practice. Students will analyze social, cognitive, psychological and affective dynamics of organizational leadership.

**HPSM 6277 Health Advocacy and Community Based Activism**

[2 Credits] The purpose of this course is to consider public health issues that have social, political, and economic determinants and to examine how health professionals can promote change through advocacy and activism. The course consists of 3 parts, which are intertwined. The first part covers social epidemiology, a history of the U.S. health system and the role of government in health care, and the principles of organizing for social change. The second part builds on this foundation taking up the most important issues of the day. Perspectives are provided by visiting faculty who have played leadership roles in solving problems on the front lines. The third part is like the second but is based on readings with discussions led by students.

**HPSM 6279 Special Topics in Healthcare Quality**

[3 Credits] The purpose of this course is to enable students to apply what they have learned in the introductory and methods courses in healthcare quality and patient safety and to gain proficiency in areas of current interest. Prerequisites: HPSM 6271, 6272.

**HPSM 6280 Capstone in Healthcare Quality and Patient Safety**

[3 Credits] The purpose of this course is to enable students to gain mastery in the principles and practice of healthcare quality. It builds on what they have learned and provides students the opportunity to demonstrate what they have learned. Prerequisite: HPSM 6271, 6272, 6273, 6269.

**HPSM 6288 Health Care Policy**

[3 Credits] This course explores the formation, implementation, and evaluation of health policy, and the impact of the political process on the delivery of health services and provides a foundation for a more detailed analysis of health policy in the United States.

**HPSM 6289 The Role of Government in Health and Health Care**

[3 Credits] This course examines the role of government in improving access to healthcare, controlling the costs, and improving the quality and safety of healthcare. The impact of recent developments in the private and public sectors including changes in the provider and payer systems and the

experience of other countries with different systems for organizing and financing will be examined. Special topics will include prescription drugs, mental health services, long-term care and HIV. Prerequisite: HPSM 6288

**HPSM 6290 Public Health Law, Ethics, and Human Rights**

[2 Credits] This course examines the legal powers and duties of the state that exist to assure the conditions for people to be healthy and the limits on that power to constrain the autonomy, privacy, liberty, proprietary, or other legally protected interests of individuals for protection or promotion of community health. Consideration is given to the role of the state from legal and ethical perspectives, to the application of ethical principles to populations as well as individuals and to the inherent rights that exist for all humans to a healthy life.

**HPSM 6291 Capstone in Health Policy**

[3 Credits] The purpose of the Capstone course in Health Policy is to enable students to gain proficiency in the application of their knowledge and analytic skills in the development of data driven/ evidence based health policy and in advocacy for its adoption with a special focus on improving access to health care for underserved people. Prerequisites: HPSM 6288, 6289, 6258, 6277, 6290.

**Interdisciplinary Courses**

**PUBH 6500 Special Topics**

[1-3 Credits] Public health topic chosen and credit assigned by arrangement with the Dean.

**PUBH 6600 Capstone**

[3-4 Credits] The capstone is a project, which integrates the core disciplines of public health, utilizing these elements to complete a course, assignment or paper that demonstrates the student's mastery of public health competencies.

**PUBH 6800 Practice Experience**

[1-5 Credits] The Practice Experience is a fieldwork project or activity that immerses the student in one or more aspects of public health operations under the guidance of a preceptor. One credit hour of fieldwork is required; a second credit is optional.

**PUBH 6900 Thesis Research**

[3-6 Credits] Registration is granted for this research credit by the Academic Program Director. Amount of credit must be stated at the time of registration. A thesis may be used as a capstone project.



**FACULTY ROSTER**

- AIKEN, JAMES, MD, MHA, LSU, 1979  
*Joint Assistant Professor*
- ANDREWS, PATRICIA, MPH, Tulane University, 1992  
*Instructor*
- BALSAMO, GARY, DVM, LSU SVM, 1981  
*Assistant Professor Part time*
- BAUMGARTNER, ERIC, MD, LSU Medical Center, 1981  
*Adjunct Assistant Professor*
- BEDIMO-RUNG, ARIANE, PHD, Tulane University Graduate School, 1999  
*Assistant Professor*
- BLOUIN, DAVID C., PHD, LSUBR, 1977  
*Adjunct Professor*
- BOURQUE, DONNA, MSW, Louisiana State University, 1975  
*Instructor*
- BRAUN, KURT, PHD, University of Illinois, 1985  
*Adjunct Assistant Professor*
- BRENNAN, CHRISTINE, MSN, University of Pennsylvania, 1989  
*Instructor*
- BROWN, CHARLES, MD, Tulane University Medical School, 1953  
*Professor*
- BROWN, JESSICA LYNN, PHD, University of Alabama, 2000  
*Assistant Professor*
- BROYLES, STEPHANIE T., PHD, Tulane University, 2003  
*Assistant Professor Part time*
- BULTMAN, ELLIS JOHANN, MBA, Tulane University, 1981  
*Adjunct Instructor*
- BUTLER, MICHAEL, MD, MHA, Tulane University School of Medicine, 1980  
*Assistant Professor*
- CHAUVIN, SHEILA, PHD, Louisiana State University, 1992  
*Joint Professor*
- CHEN, VIVIEN W., MPH, PHD, University of Oklahoma School of Public Health, 1978  
*Professor*
- CHIU, YU-WEN, MPH, DRPH, Tulane University, 2004  
*Assistant Professor*
- COHEN, DEBORAH, MD, MPH, University of Pennsylvania, 1981  
*Adjunct Associate Professor*
- CORNET, MITCHELL, MPP, MHSA, University of Michigan, 1997  
*Adjunct Instructor*
- CORREA, CATHERINE, MPH, PHD, Tulane University, 1998  
*Assistant Professor*
- CROW, STEPHEN, PHD, North Texas State University, 1989  
*Adjunct Professor*
- CRUISE, KEITH, PHD, University of North Texas, 2000  
*Assistant Professor*
- DEPRATO, KATHERINE, MD, LSU School of Medicine, 1984  
*Associate Professor*
- DIAZ, JAMES, MD, MHA, DRPH, MPH&TM, Tulane University, 1975 & 1995  
*Professor*
- DILORETO, DAVID, MD, University of Florida, 1983  
*Joint Professor*

- DOUGHERTY, CARY, MPH, Tulane University, 1975  
*Assistant Professor*
- DOWNER, ROBERT G., PHD, Dalhousie University, 1997  
*Adjunct Associate Professor*
- DVOSKIN, JOEL, PHD, University of Arizona, 1981  
*Assistant Professor*
- ESCOBAR, LUIS A., PHD, Iowa State University, 1981  
*Adjunct Professor*
- EVANS, LISA, PHD, Indiana University Purdue, Indianapolis, 2002  
*Assistant Professor*
- FONTHAM, ELIZABETH, MPH, DRPH, Tulane University School of Public Health, 1983  
*Professor and Dean*
- FRADY, PHILLIP, MSW, Tulane University, 1976  
*Adjunct Instructor*
- GEAGHAN, JAMES P., PHD, North Carolina State University 1980  
*Adjunct Professor*
- GLINDMEYER, DAPHNE, MD, LSU Medical Center, 1993  
*Assistant Professor Part time*
- GROVES, MICHAEL, DVM, PHD, Texas A&M University and Catholic University of America, 1964 & 1975  
*Adjunct Professor*
- GRUBER, DEANN, PHD, Tulane University, 2003  
*Assistant Professor*
- HAGAN, JOSEPH, MSPH, University of Louisville, 2003  
*Instructor*
- HANKINS, MICHAEL, PHD, University of Southern Mississippi 1996  
*Assistant Professor, Gratis*
- HELM, EDWARD G., MD, Chicago Medical School, 1976  
*Joint Professor*
- HORSWELL, RONALD, PHD, LSU BR, 1990  
*Assistant Professor*
- HOUSTON, THOMAS, MD, University of Mississippi Medical Center, 1977  
*Professor*
- HSIEH, MEI CHIN, MSPH, Tulane University, 1998  
*Instructor*
- HU, CHIH-YANG, SCD, Tulane University, 2001  
*Assistant Professor*
- HU, JENNIFER J., PHD, Medical and Dental School of New Jersey, 1988  
*Associate Professor*
- HUGH-JONES, MARTIN, DVM, PHD, Cambridge University, 1979  
*Adjunct Professor*
- HUNT, JAY, PHD, University of Tennessee, 1990  
*Joint Associate Professor*
- HUNTER, JOHN A., JR., PHD, University Southern Mississippi Medical School, 1977  
*Professor Joint*
- HYSLOP, NEWTON E., JR., MD, Harvard Medical School, 1961  
*Adjunct Professor*
- JACK, LEONARD, JR., PHD, Pennsylvania State Univ, 1990  
*Adjunct Professor*
- JAZWINSKI, MICHAL, PHD, Stanford University, 1975  
*Joint Assistant Professor*
- KIMBRELL, JOSEPH, MS, Tulane University, 1967  
*Adjunct Assistant Professor*
- LACEY, RUSSELL W., PHD, University of Alabama, 2003  
*Adjunct Assistant Professor*
- LAMOTTE, LYNN R., PHD, Texas A&M University, 1969  
*Professor*
- LANE, WALTER, PHD, University of California, San Diego, 1978  
*Adjunct Professor*
- LEBLANC, ALICE, MPH, Tulane University, 1996  
*Instructor*
- LEVITAN, MARC, PHD, Texas Tech University, 1993  
*Adjunct Associate Professor*
- LIRETTE, DAVID K., PHD, LSUHSC, 2004  
*Adjunct Assistant Professor*
- LOONEY, STEPHEN, PHD, University of Georgia, 1980  
*Professor*
- MALONE, JOHN, DVM, PHD, University of California at Davis, 1967 & 1974  
*Adjunct Professor*
- MARIER, JOANNE CAIN, JD, Tulane University, 1981  
*Joint Associate Professor*
- MARIER, ROBERT, MD, MHA, Yale University School of Medicine, 1969  
*Professor*
- MARTIN, JANE, MA, New York University, 1970  
*Instructor*
- MARTIN, LOUIS, MD, Brown University, 1976  
*Joint Professor*
- MARX, BRIAN D., PHD, Virginia Polytechnical Institute & State University, 1988  
*Adjunct Professor*
- MASON, KAREN E., MSPH, Massachusetts University, 1980  
*Instructor*
- MERCANTE, DONALD, PHD, Virginia Polytechnical Institute & State University, 1990  
*Joint Associate Professor*
- MONLEZUN, CHARLES J., PHD, Tulane University, 1972  
*Adjunct Associate Professor*
- MOODY-THOMAS, SARAH, PHD, University of Georgia, 1978  
*Professor*
- MOSER, EDGAR B., PHD, University of Georgia, 1985  
*Adjunct Professor*
- PATOUT, CHARLES, MD, LSU Medical School, 1970  
*Joint Assistant Professor*
- PETERS, EDWARD S., DMD, SCD, University of Connecticut Health Center and Harvard University, 1990 & 1999  
*Assistant Professor*
- PETRILA, JOHN, JD, University of Virginia, School of Law, 1976  
*Assistant Professor*
- PHILLIPPI, STEPHEN, JR., MSW, Tulane University, 1994  
*Instructor*
- PIGMAN, HARRY T., MD, Tulane University, 1981  
*Assistant Professor Part time*
- PORCHE, DEMETRIUS JAMES, DNS, LSU Medical Center, 1995  
*Joint Professor*
- RATARD, RAOULT, MD, Paris School of Medicine, 1968  
*Adjunct Associate Professor*
- RAYFORD, WALTER, MD, University of Kansas School of Medicine, 1991  
*Joint Associate Professor*

RICHARDS, KIMBERLY, EDD, University of Pittsburgh, 1995  
*Adjunct Assistant Professor*

RIGAMER, ELMORE, MD, MPA, LSU School of Medicine, 1966  
*Adjunct Assistant Professor*

RIGBY, PERRY, MD, Case Western Reserve, 1957  
*Joint Professor*

ROBERTS, ELLIOTT C., SR., MBA/HA, George Washington University, 1963  
*Professor Part time*

SCHWEHM, KIRSTEN WILLIAMS, PHD, University of Alabama, Birmingham, 1995  
*Assistant Professor*

SCRIBNER, RICHARD, MD, University of Southern California, 1984 MPH, 1987  
*Associate Professor*

SIMONSEN, NEAL, PHD, University of North Carolina-Chapel Hill, 1993  
*Assistant Professor*

SOTHERN, MELINDA, PHD, University of New Orleans, 1997  
*Associate Professor*

STRAIF-BOURGEOIS, SUZANNE, PHD, University of Bonn, Germany, 1994  
*Adjunct Assistant Professor*

SU, L. JOSEPH, PHD, MPH, University of North Carolina, Chapel Hill, 1998  
*Assistant Professor*

SUN, TONY, MD, University of Missouri Medical School, 1993  
*Assistant Professor Part time*

THAMES, MARY LYNNE, PHD, University of Southern Mississippi, 1979  
*Assistant Professor*

THOMPSON, HILARY, PHD, Louisiana State University, 1986  
*Joint Associate Professor*

THOMSON, JESSICA, PHD, University of Louisiana at Lafayette, 2002  
*Assistant Professor*

TORTU, STEPHANIE, PHD, University of Pittsburgh, 1984  
*Associate Professor and Associate Dean*

VALLIERE, JEAN, MSW, University of Michigan, 1976  
*Assistant Professor*

VAN HEERDEN, IVOR, PHD, Louisiana State University, 1983  
*Adjunct Associate Professor*

VELASCO-GONZALEZ, CRUZ, PHD, Tulane University, 2000  
*Assistant Professor*

VOLAFOVA, JULIA G., PHD, Cormenius University, Bratislava, 1984  
*Professor*

WANG, JING, PHD, North Carolina State University, 2004  
*Adjunct Associate Professor*

WARD, DAVID, MS, University of Michigan, 1976  
*Adjunct Instructor*

WASHINGTON, DONALD, MSW, Washington University, 1990  
*Assistant Professor*

WIGHTKIN, JOAN G., DRPH, Tulane University, 2002  
*Adjunct Assistant Professor*

WILBRIGHT, WAYNE, MD, MS, Tulane University School of Medicine, 1988  
*Associate Professor*

WILCOX, RONALD DEAN, MD, University of Kansas Medical School, 1992  
*Joint Assistant Professor*

WILEY, JUSTIN R., PSYD, Georgia School of Professional Psychology, 1999  
*Assistant Professor*

WILLIAMS, CLAYTON, MPH, Tulane University School of Public Health And Tropical Medicine, 1999  
*Adjunct Instructor*

WILLIAMS, DONNA, MS, MPH, Tulane University, 1991  
*Instructor*

WOODS, LENORA, MSW, Louisiana State University, 1994  
*Instructor*

WU, XIAO CHENG, MD, MPH, Xian Medical University, 1986  
*Assistant Professor*

## RECAPITULATION OF FACULTY

Below are the names of faculty members of the School of Public Health listed by academic rank and in alphabetical order.

PROFESSOR: Blouin, Brown, Chauvin, Chen, Crow, Diaz, Diloreto, Escobar, Fontham, Geaghan, Groves, Helm, Houston, Hugh-Jones, Hunter, Hyslop, Jack, LaMotte, Lane, Looney, Malone, Marier, Martin, Marx, Moody-Thomas, Moser, Porche, Rigby, Roberts, Volaufova.

ASSOCIATE PROFESSOR: Cohen, Departo, Downer, Hu, Hunt, Levitan, Marier, Mercante, Monlezun, Ratard, Rayford, Scribner, Sothern, Thompson, Tortu, Wang, Wilbright

ASSISTANT PROFESSOR: Aiken, Balsamo, Baumgartner, Braun, Brown, Broyles, Butler, Chiu, Correa, Cruise, Dougherty, Dvoskin, Evans, Glindmeyer, Gruber, Hankins, Horswell, Hu, Jazwinski, Lirette, Kimbrell, Lacey, Patout, Peters, Petrila, Pigman, Rigamer, Schwem, Simonsen, Su, Sun, Straif-Bourgeois, Thames, Thomson, Valliere, Velasco-Gonzalez, Washington, Wightkin, Wilcox, Wiley, Wu

INSTRUCTOR: Andrews, Baumgartner, Bourque, Brennan, Bultman, Cornet, Frady, Hagan, Hsieh, LeBlanc, Martin, Mason, Phillippi, Ward, Williams, Williams, Woods

Page Intentionally Blank