

# ***Orientation and Advising Guidelines***

**Department of International Health and  
Development**

***(Effective for students entering the MPH  
program in IHD at Tulane after January 1,  
2007)***

**Revised: January 2010**

**Orientation and Advising Guidelines**  
**International Health and Development**

***Table of Contents***

|  |    |
|--|----|
| Overview                                     | 1  |
| Suggested Schedule of Advising Meetings      | 1  |
| Research and Teaching Strengths of IHD       | 2  |
| Graduation Requirements                      | 4  |
| Suggested Sequencing of Program Requirements | 5  |
| Proposed Courses for IHD 2009-10             | 7  |
| My Tulane/Blackboard and Handbook Links      | 10 |
| Protocol for Waiving Core Courses            | 11 |
| Dropping Courses, Incompletes, Travel Abroad | 13 |
| Practicum Handbook                           | 14 |
| Culminating Experience Requirements          | 16 |
| Language Requirement                         | 17 |
| Faculty Contact List                         | 18 |

## Overview

### **Mission**

The Department of International Health and Development is dedicated to improving the health status of populations throughout the world. The teaching and research programs emphasize interdisciplinary, creative problem solving in the health and social sectors. The teaching program addresses the needs of young and mid-career professionals who intend to work outside the United States, with international organizations, or in multicultural contexts. The curriculum and applied learning opportunities draw upon Tulane's extensive overseas research, technical assistance work, and more than twenty years of experience in providing leadership training in international health to students from around the world.

### **Program Competencies**

The Department stresses the development of analytic and technical skills that will give students a comparative advantage in future employment. The teaching program draws directly on the faculty's experience in designing, implementing, and evaluating programs in developing country settings. The curriculum translates theory into practical applications to current problems in developing countries. In coursework, the practicum and culminating experience, students will be tested on the attainment of certain competencies. And, at the end of the program students will be asked to self evaluate their attainment of these competencies:

- Students will be able to identify target populations or subgroups that require specific intervention approaches using demographic, epidemiologic and economic analysis.
- Students will be able to design population, health, environmental and/or public nutrition programs/projects in the context of national and international policy.
- Students will be able to incorporate cultural factors in the design and management of projects/programs.
- Students will be able to assess critically strategic obstacles to successful social change in their sectors.
- Students will be able to evaluate development programs/projects in terms of their quality, effectiveness and efficiency using qualitative and quantitative research techniques
- Students will be able to utilize state-of-the-art information technologies in the design and monitoring of programs/projects.
- Students will be able to access and utilize effectively the programming resources of local, national and international organizations engaged in social sector activities.

## Suggested Schedule of Advisor Meetings

In order to assure that the student maximizes his/her time at Tulane the department recommends that the student meet with his/her advisor on a regular basis. Those meetings are suggested as follows:

- Orientation: Meet with your advisor by signing up for an appointment on his/her door.
- Mid-semester: Meet with advisor, review current course progress, plan next semester.
- Second semester: Meet with advisor to review transcript of 1<sup>st</sup> semester grades. Also discuss practicum and culminating experience options.
- Mid-semester: Meet with the advisor to review progress of current courses and begin finalizing plans for practicum.
- Third-semester: Meet with advisor to summarize the results of the practicum. Review grades from second semester. Finalize plans for culminating experience.
- Mid-semester: Meet with advisor to discuss career planning and check for graduation requirements.

## Research and Teaching Strengths of IHD

The Department stresses the development of analytic and technical skills that will give students a comparative advantage in future employment. The teaching program draws directly on the faculty's experience in designing, implementing, and evaluating programs in developing country settings. The curriculum translates theory into practical applications to current problems in developing countries. The research and teaching programs of the department have several major areas of strength including, nutrition and food security, emergencies and disasters management, reproductive health and population, infectious diseases and HIV/AIDS, policy-programs-management, and monitoring & evaluation. These areas have been identified to help the student prepare for future professional opportunities in a specific sector or technical specialization. There is only one degree offered by the department at the master's level, the MPM. Students will design their own unique programs of study which draw upon the strengths of the department in consultation with the appropriate faculty advisor.

### **Emergencies and Disaster Management**

The past decade has seen a dramatic rise in the incidence of public health emergencies caused by violent conflict and environmental crises. Additionally, technological emergencies, weapons of mass destruction and other man-made emergencies are increasingly recognized to be a risk to international public health. Complex emergencies (CE's), which entail some degree of violent conflict and forced migration, now affect most regions of the world. Directly or indirectly, CEs affect nearly all countries of sub-Saharan Africa, several transitional nations that were previously part of the Soviet Union or Soviet Block, and numerous countries in Asia and the Middle East. The risk of large-scale CE's is also evident in several Latin American countries where low-intensity conflict is endemic. Natural hazards such as floods, earthquakes and droughts are a recurrent source of public health emergencies due to environmental risks and inadequate disaster response capacity. Currently, the program emphasizes the development of practical and conceptual skills required to manage the public health/nutritional aspects of disasters and complex emergencies. The Department has been able to accommodate students whose interests lie in the area of technological crises and terrorism threats through special studies courses, on-line courses offered by other universities, research and study based at the Payson Center, and special internship placements. **Faculty contact:** [Nancy Mock](#), DrPH

### **Infectious Diseases and HIV/AIDS**

HIV/AIDS, malaria, tuberculosis, other sexually transmitted diseases, schistosomiasis, and other viral, bacterial and helminthes are of major interest to the faculty in the department. The research into these diseases is complemented by courses within IHD and in Epidemiology and Tropical Medicine; it is truly an interdisciplinary focus. Students have opportunities to develop practical skills in the design, implementation, and evaluation of programs intended to prevent or minimize risk of these diseases. Students also critically review leading models of treatment and develop skills in survey design, data analysis and presentation. **Faculty contacts:** [Carl Kendall](#), PhD, and [Kate Macintyre](#), PhD

### **Nutrition and Food Security**

Students who are preparing for a career working on improving the nutrition and food security of populations will find IHD faculty teaching and doing research working in these areas. Students will find a global perspective on nutritional problems (especially general and micronutrient malnutrition) faced by varying populations around the world. Malnutrition resulting from poverty -

-mainly in poor but also in industrialized countries-- is the prime focus. The faculty provides practical examples of nutrition problems and program strategies based on their extensive research and consulting experience in Africa, Asia, Latin America, countries of the former Soviet Union, and the United States. The department emphasizes the development of conceptual and methodological skills through practical work in assessment analysis and program and policy planning using case studies and data sets from around the world. Students develop skills and acquire knowledge that enable them to be effective problem solvers, either as managers or investigators. Students also acquire hand-on experience in data management, analysis, and presentation. Graduates of this program are working in a variety of roles: Africa Regional Director, Helen Keller International; Director of Nutrition, US Public Health Department, Indian Health Services; Food Aid Coordinator, USAID Madagascar; Nutrition Advisor, World Health Organization; Nutrition Advisor, World Bank; Nutritionist, Louisiana State Health Department. For more information, visit the International Nutrition website <http://www.tulane.edu/~internut>. **Faculty contact:** [John Mason](#), PhD

### **Reproductive Health and Population**

Opportunities exist to develop expertise in the major reproductive health problems facing women and men in developing countries. The primary substantive foci involve topics related to family planning and HIV/AIDS. Students will have opportunities to develop practical skills in the design, implementation, and evaluation of reproductive health programs for developing countries, as well as research skills in survey design and analysis, demographic measurement, and qualitative research techniques. **Faculty contact:** [Anastasia \(Stacey\) Gage](#), PhD

### **Policies, Programs and Management**

Students whose future careers will require the knowledge and skills to participate in program design, management and evaluation, and to understand the major issues that influence the development and implementation of international health policy will find faculty within the department who have direct research experience in these areas. Students will hear about health care delivery systems in both the public and private sphere with an emphasis on the applied aspects of policy and management. The department attracts students with a large range of experiences and we strive to use those experiences in the classroom through lectures and projects. Students may also find relevant courses in Health Systems Management to complement their learning in this area. **Faculty contact:** [Paul Hutchinson, PhD](#)

### **Monitoring and Evaluation**

Much of the work of the department's faculty is focused on the monitoring and evaluation of public health programs worldwide. Students who seek careers as epidemiologists and field researchers in international health programs, especially as program evaluation researchers and information systems specialists will find faculty with teaching and research expertise in applied field research and evaluation in the department. **Faculty contact:** [Dominique Meekers, PhD](#)

## MPH IHD Requirements for Graduation

Forty-five (45) credit hours are required to complete degree requirements for the master of public health (MPH) degree. Specific courses and requirements may be waived on the basis of previous studies with the approval of the appropriate professors, advisors and department chair. The credit-hour requirements for the MPH in International Health and Development, including the MPH core, are described on page nine (9). In addition, five credit hours of departmental core courses are also required. Specifically, all students must take INHL 6040, Health and Economic Development, and INHL 6050, Principles for Policies and Programs in Population, Health and Nutrition in Developing Countries.

The Practicum in international health is designed to provide the student with the experience of working in the actual, or simulated, environment of the international development field. Students will be asked to apply the knowledge and skills acquired in their coursework to practical settings. All students in the Department of International Health and Development are required to complete a field practicum of 300 hours. Students are assigned as apprentices to an international organization or program working on a health/development project. After completion of the practicum, the student will present a written report to his/her faculty advisor on the technical aspects of the work performed. Details of the reporting requirements for the practicum are attached as an appendix to this document.

Requirements of our accrediting agency, CEPH, call upon all students at schools of public health to have a culminating experience that draws together all of their classroom learning and practice experiences. Tulane SPHTM has determined that for all students in professional degree programs like the MPH, this requirement can be fulfilled through the completion of a thesis, a public health analysis, or a culminating exam. This activity must be completed in student's final semester on campus. Details of this requirement are attached as an appendix to this document.

In addition, students are required to demonstrate proficiency in a language other than English prior to graduation. Proficiency is determined by an oral exam given by a member of the Department's faculty or staff. Details of this requirement are attached as an appendix to this document.

### ***Graduation Check list:***

- BIOS-6030 (3) Introductory Biostatistics
- ENHS 6030 (3) Survey of Environmental Health
- EPID 6030 (3) Epidemiology Methods
- HSMG 6030 (3) Prin. Health Systems Adm/Mgmt
- SPHL-6030 (3) Social and Behavioral Aspects of Global Health
- SPHL-6010 (3) Biological Basis of Disease
- INHL 6040, Health and Economic Development (3)
- INHL 6050, Principles for Policies and Programs in PHN in Developing Countries (2)
- Complete required credit hours
- Demonstrate Language Proficiency
- Complete Practicum and all required forms
- Meet the requirements of the Culminating Experience
- Apply for Graduation

|   |
|---|
| <b>Suggested Sequencing of Program Requirements</b> |
|---|

**45 credit program - 18 months Fall Semester Start**

Fall Semester

- Health and Economic Development: INHL 6040 3 credits
- IHD overview course: INHL 6050 2 credits
- Biostatistics Core 3 credits
- Epidemiology Core 3 credits
- Content area electives 4 credits
- Pass language certification

Spring Semester

- Management Core 3 credits
- Behavioral Science Core 3 credits
- Content area electives 9 credits
- Organize the Practicum

Summer

- Practicum

2<sup>nd</sup> Fall Semester

- Biological Basis of Health and Disease Core 3 credits
- Environmental Health Core 3 credits
- Content area electives 9 credits
- Prepare the Culminating Experience

**45 credit program - 18 months – Spring Semester Start**

Spring Semester

- Biostatistics Core 3 credits
- Epidemiology Core 3 credits
- Behavioral Science Core 3 credits
- Content area electives 3 credits
- Pass language certification

Summer – option A

- Health and Economic Development: INHL 6040 3 credits
- Management Core 3 credits
- Environmental Health Core 3 credits
- Or one of more of Tulane’s overseas courses -- take these core courses at another time

Summer – option B

- Practicum

Fall Semester

- IHD overview course: INHL 6050 2 credits
- Biological Basis of Health and Disease Core 3 credits
- Content area electives 9 credits

2<sup>nd</sup> Spring Semester

- Content area electives 10 credits
- Prepare the Culminating Experience
- Organize the Practicum (if you chose option A above)

2<sup>nd</sup> Summer (if you chose option A above)

- Practicum

**MSW/MPH – 32 credit program – Fall Start**

Fall Semester

- Health and Economic Development: INHL 6040 3 credits
- IHD overview course: INHL 6050 2 credits
- Pass language certification

Spring Semester

- Management Core 3 credits
- Biostatistics Core 3 credits
- Organize the Practicum

Summer

- Practicum

2<sup>nd</sup> Fall Semester

- Prepare the Culminating Experience
- Biological Basis of Health and Disease Core 3 credits
- Content area electives 3 credits

2<sup>nd</sup> Spring Semester

- Epidemiology Core 3 credits
- Content area electives 9 credits
- Environmental Health Core 3 credits

**MSW/MPH – 32 credit program – Fall Start**

Fall T1

- Health and Economic Development: INHL 6040 3 credits
- IHD overview course: INHL 6050 2 credits
- Pass language certification

Spring T1

- Management Core 3 credits

Summer T1

- Biostatistics Core 3 credits
- Behavioral Science Core 3 credits
- Epidemiology Core 3 credits
- Environmental Health Core 3 credits

Fall T2

- Organize the Practicum

Spring T2

- Content area electives 3 credits

Summer T2

- Practicum – with MD/MPH Rotation

Fall T3

- Prepare the Culminating Experience
- Content area electives 3 credits

Spring T3

- Content area electives 3 credits

2<sup>nd</sup> Fall T4

- Content area electives 3 credits

2<sup>nd</sup> Spring T4

- Submit the Culminating Experience

# IHD courses 2009-10

| Fall 2009  |        |   |   |   |   | Spring 2010                                   |  |   |   |   |
|--|--------|---|---|---|---|---|--|---|---|---|
|  | Monday | Tuesday                                 | Wednesday                                 | Thursday                                | Friday                                    | Monday  | Tuesday                                      | Wednesday                                 | Thursday                                  | Friday                                    |
| 8:00   |        | SPHU 1010<br>(3 cr) FULL<br>8:00 - 9:15 |   | SPHU 1010<br>(3 cr) FULL<br>8:00 - 9:15 |   |   | INHL 7250 (3<br>cr) Full 8:00-<br>10:30      |   |   |   |
| 8:30   |        |   |   |   |   |   | INHL 7090<br>(3cr) Full<br>9:00 to 10:30     | INHL 7020 (3<br>cr) Per I<br>9:00-11:30   | INHL 7090<br>(3cr) Full<br>9:00 - 10:30   | INHL 6450 (3<br>cr) Per II<br>9:00-11:30  |
| 9:00   |        |   |   |   |   | INHL 7020 (3 cr)<br>Per I 9:00-11:30          |  | INHL 6450 (3<br>cr) Per II<br>9:00-11:30  |   |   |
| 9:30   |        |   | INHL 6240 (2<br>cr) Per I<br>10:00-12:00  |   | INHL 6240 (2<br>cr) Per I<br>10:00-12:00  |   | INHL 6800 (3<br>cr) FULL<br>10:30 - 11:45    |   | INHL 6800 (3<br>cr) FULL<br>10:30 - 11:45 |   |
| 10:00  |        | INHL 7120 (3<br>cr) FULL<br>10:00-11:30 |   | INHL 7120 (3<br>cr) FULL<br>10:00-11:30 |   |   |  |   |   |   |
| 10:30  |        |   |   |   |   |   |  |   |   |   |
| 11:00  |        |   |   |   |   |   |  |   |   |   |
| 11:30  |        |   |   |   |   |   |  |   |   |   |
| <b>NO CLASSES 12-1:00 reserved for meetings and guest lectures</b> |        |   |   |   |   |   |  |   |   |   |
| 1:00   |        | INHL 6050 (2<br>cr) Per I<br>1:00-3:00  |   | INHL 6050 (2<br>cr) Per I<br>1:00-3:00  |   | INHL<br>6260 (3<br>cr) Per<br>I 1:00-<br>3:30 | SPHL<br>6030 (3<br>cr) Full<br>1:00-<br>3:30 | INHL6110 (3<br>cr) Per II<br>1:00-3:30    | INHL6070 (3<br>cr) Per II<br>1:00-3:30    | INHL6110 (3<br>cr) Per II<br>1:00-3:30    |
| 1:30   |        | INHL 675<br>(3cr) Per II<br>1:00-3:30   |   | INHL 675<br>(3cr) Per II<br>1:00-3:30   |   |   |  |   |   |   |
| 2:00   |        |   |   |   |   |   |  | INHL 6260 (3<br>cr) Per I<br>1:00-3:30    |   |   |
| 2:30   |        |   | INHL 6040 (3<br>cr) Per I<br>2:30-5:00    |   | INHL 6040 (3<br>cr) Per I<br>2:30-5:00    |   |  |   |   |   |
| 3:00   |        |   |   |   |   |   |  |   |   |   |
| 3:30   |        |   |   |   |   |   |  |   |   |   |
| 4:00   |        |   |   |   |   |   |  | INHL 6130 (2<br>cr) Per I<br>3:00 to 4:40 |   | INHL 6130 (2<br>cr) Per I<br>3:00 to 4:40 |
| 4:30   |        |   |   |   |   |   |  |   |   |   |
| 5:00   |        | INHL 6150 (2<br>cr) Per II<br>5:00-7:00 | INHL 7200 (3<br>cr) Per II<br>4:00 - 7:00 | INHL 6150 (2<br>cr) Per II<br>5:00-7:00 | INHL 7200 (3<br>cr) Per II 4:00<br>- 7:00 |   |  |   |   |   |
| 5:30   |        |   |   |   |   | INHL 6220(3 cr)<br>Per II 5:00-7:30           | INHL 6850 (3<br>cr) Per II<br>5:00-7:30      | INHL 6220 (3<br>cr) Per II<br>5:00-7:30   | INHL 6850 (3<br>cr) Per II<br>5:00-7:30   |   |
| 6:00   |        |   |   |   |   |   |  |   |   |   |
| 6:30   |        |   |   |   |   |   |  |   |   |   |

January 4-6 Proposed 2010

INHL 7300 Social Marketing & Behavior Change: International Health and Social Marketing M-F 9:00 to 5:00

INHL 7130 HIV Surveillance Using Respondent-driven Sampling (RDS) M-F 9:00 to 5:00

## Proposed Schedule of Courses, IHD, 2009-10

|   | CR | Professor        | Period        | Days    | Times         |
|---|----|------------------|---------------|---------|---------------|
| <b>Fall 2009</b>  |    |                  |               |         |               |
| INHL 6040 HEALTH AND ECONOMIC DEVELOPMENT   | 3  | Khan             | First         | WF      | 2:30-5:00     |
| INHL 6050 PRINCIPLES FOR POLICIES AND PROGRAMS IN POPULATION, HEALTH, AND NUTRITION IN DEVELOPING COUNTRIES                                       | 2  | Mason            | First         | TR      | 1:00-3:00     |
| INHL 6150 PUBLIC NUTRITION AND HEALTH IN COMPLEX EMERGENCIES  | 2  | Mock             | Second        | TR      | 5:00-7:00     |
| INHL 6240 MONITORING AND EVALUATION IN INTERNATIONAL HEALTH   | 2  | Keating          | First         | WF      | 10-12:00      |
| INHL 6750 ADOLESCENT HEALTH POLICIES AND PROGRAMS   | 3  | Gage             | Second        | TR      | 1:00-3:30     |
| INHL 7050 Doctoral Seminar  | 1  | Murphy           | Full semester | tba     |               |
| INHL 7120 MONITORING AND EVALUATION OF MCH  | 3  | Gage             | Full semester | TR      | 10:00 - 11:30 |
| INHL 7200 DEVELOPMENT ISSUES: THEORY AND MEASUREMENT Change title to Development Theory   | 3  | Murphy           | Second        | TR      | 4:00-7:00     |
| <b>On line courses</b>  |    |                  |               |         |               |
| INHL 6050-40 PRINCIPLES FOR POLICIES AND PROGRAMS IN POPULATION, HEALTH, AND NUTRITION IN DEVELOPING COUNTRIES <b>JOINT DEGREE STUDENTS ONLY.</b> | 2  | Mason            | Full semester | on line |               |
| SPHL 6030-40 Social and Behavioral Aspects of Global Health <b>JOINT DEGREE STUDENTS ONLY.</b>  | 3  | Do               | Full semester | on line |               |
| <b>January Intersession 2010</b><br><i>PROPOSED</i>   |    |                  |               |         |               |
| INHL 7300 Social Marketing & Behavior Change: International Health and Social Marketing   | 2  | Huff-Rouselle    | Jan 5-9       | MTMRF   | 8:30-4:30     |
| INHL 7130 HIV Surveillance Using Respondent-driven Sampling (RDS)   | 2  | Johnson, Lisa G. | Jan 5-9       | MTMRF   | 8:30-4:30     |

|  |   |                  |               |         |              |
|--|---|------------------|---------------|---------|--------------|
| <b>Spring 2010 PROPOSED</b>  |   |                  |               |         |              |
| INHL 6070 Social Impact of HIV/AIDS  | 3 | Andrinopoulos    | Second        | WF      | 1:00-3:30    |
| INHL 6110 HEALTH ECONOMICS FOR DEVELOPING COUNTRIES  | 3 | Hotchkiss        | Second        | TR      | 1:00 - 3:30  |
| INHL 6130 PUBLIC NUTRITION: POLICIES AND PROGRAMS  | 2 | Mason            | First         | TR      | 3:00-4:40    |
| INHL 6220 PROGRAM SKILLS IN CRISIS AND TRANSITION SETTINGS                                     | 3 | Mock             | Second        | MW      | 5:00-7:30    |
| INHL 6260 FORMAL QUALITATIVE METHODS   | 3 | Kendall          | First         | MW      | 1:00 - 3:30  |
| INHL 6450 SURVEY MEASUREMENT IN THE INTERNATIONAL HEALTH, POPULATION, AND NUTRITION SECTORS    | 3 | Eisele           | Second        | WF      | 9:00-11:30   |
| INHL 6800 INTRODUCTION TO POPULATION STUDIES   | 3 | VanLandingham    | Full semester | TR      | 10:30-11:45  |
| INHL 6850 POPULATION AND THE ENVIRONMENT   | 3 | Murphy           | Second        | TR      | 5:00-7:30    |
| INHL 7020 COMMUNICATIONS RESEARCH FOR FAMILY PLANNING AND HEALTH                               | 3 | Meekers          | First         | MW      | 9:00-11:30   |
| INHL 7050 Doctoral Seminar   | 1 | Murphy           | Full semester | TBA     | TBA          |
| INHL 7090 PUBLIC NUTRITION: ASSESSMENT AND ADVANCED ANALYSIS                                   | 3 | Mason            | Full semester | TR      | 9:00-10:30   |
| INHL 7250 Advanced Research Methods in Global Health   | 3 | Hutchinson       | Full semester | T       | 8:00 - 10:30 |
| SPHL 6030-01 Social and Behavioral Aspects of Global Health                                    | 3 | VanLandingham/Do | Full semester | M       | 1:00-3:30    |
| <b>On line courses</b>   |   |                  |               |         |              |
| SPHL 6030-40 Social and Behavioral Aspects of Global Health <b>JOINT DEGREE STUDENTS ONLY.</b> | 3 | Meekers          | First         | on line |              |
| <b>Summer 2010 - PROPOSED</b>  |   |                  |               |         |              |
| INHL 6040 HEALTH AND ECONOMIC DEVELOPMENT  | 3 | Khan             | TBA           | TBA     | TBA          |
| INHL 6360 THE OTHER DRUG WAR   | 2 | Huff-Roussel     | TBA           | TBA     | TBA          |
| INHL 6370 GRANT WRITING  | 3 | Hardy            | TBA           | TBA     | TBA          |
| INHL 6550 Health and Development Issues in Peru  | 3 | Paz Soldan       | TBA           | TBA     | TBA          |
| INHL 6830 INTERNATIONAL HEALTH POLICY  | 3 | Macintyre        | TBA           | TBA     | TBA          |
| INHL 7010 Responses to HIV/AIDS Epidemics in Thailand and Vietnam                              | 2 | Do               | TBA           | TBA     | TBA          |

# My Tulane

Many of your professors will use My Tulane to post course materials, grades, announcements, etc. To access this site, go to....

<http://tulane.blackboard.com/webapps/portal/frameset.jsp>

Type in your Tulane login and password (same info you use for TU email). All the courses in which your professors are using blackboard should show up. If you are enrolled in the class, and if the professor says he/she is using blackboard, your class should be listed. If it is not, then please see the professor for the course.

## How to get handbooks and other guides from the Tulane SPHTM website:

Navigation: Home Page > Academics > Handbooks and Guides

Link: <http://www.sph.tulane.edu/main/academics/handbooks.htm> includes the following documents:

1. SPHTM Student Handbook
2. Practicum Handbook
3. Doctoral Handbook
4. Thesis Outline
5. Public Health Analysis Outline

**SPHTM Curriculum Committee - Review of Core Course Waiver\* Policies**

*\*Note: Course waivers do not reduce the number of hours required to graduate. All waivers should be documented using the School's Core Course Waiver form which requires signatures from the course professor, the student's academic advisor, and the chair of the department in which the course resides.*

| Core Course & Sponsoring Department(s) | Options for Core Course Waivers   |
|--|---|
| BIOS 6030<br>Biostatistics             | <ol style="list-style-type: none"> <li>1. Graduate level core course in Biostatistics at another School of Public Health within the last five years with grade of B or better</li> <li>2. Three or more credit-hour graduate level course in statistics within last five years with grade of B or better pending review of course content</li> <li>3. Minimum of six credits in undergraduate statistics courses within last five years with grades of B or better pending review of the course content</li> <li>4. Score of 80% or better on challenge exam</li> </ol> <p>Documentation required for 1-3 above: Course syllabus, student transcript<br/>Other Requirements: Waivers must first be approved by the Director of Graduate Studies (currently Dr. Janet Rice).</p> |
| ENHS 6030<br>Environmental Health      | <ol style="list-style-type: none"> <li>1. Previous academic experience that is judged to be equivalent of or surpassing the core course content</li> <li>2. Previous professional experience that is judged to be equivalent of or surpassing the core course content</li> <li>3. Challenge exam administered by instructor of course</li> </ol> <p>Documentation Required for 1 above: course syllabus/syllabi and student transcript<br/>Documentation Required for 2 above: Resume documenting work experience<br/>Other requirements: Student must arrange for waiver during his/her first semester course work</p>   |
| EPID 6030<br>Epidemiology              | <ol style="list-style-type: none"> <li>1. Graduate level course judged to be equivalent of core course content</li> </ol> <p>Documentation Required: Course syllabus and student transcript</p>   |
| HSMG 6030<br>Health Systems Management | <ol style="list-style-type: none"> <li>1. Graduate-level core course in management from accredited institution with grade of B or better, content must be judged to be comparable to core course content</li> <li>2. Professional work experience judged to be comparable to core course content</li> </ol> <p>Documentation Required for 1 above: Course syllabus and student transcript<br/>Documentation Required for 2 above: Resume documenting work experience</p>  |
| SPHL 6010<br>CHSC, ENHS, TRMD          | <ol style="list-style-type: none"> <li>1. Waived for MDs, RNs</li> <li>2. Undergraduate- or graduate-level courses in the pathology or pathophysiology of disease</li> </ol> <p>Documentation Required for 1 above: Student transcript or license<br/>Documentation Required for 2 above: Course syllabi and student transcript<br/>Other requirements: Waiver forms should be signed by the chair of the department coordinating the course in the current semester.</p>   |
| SPHL 6030<br>CHSC, INHL                | <ol style="list-style-type: none"> <li>1. Formal training in the area of behavior and health, in the form of coursework or substantial training in health behavioral sciences such as medical sociology, medical anthropology, or health psychology. Personal and work experience does not qualify as waiver criteria.</li> </ol> <p>Documentation Required for 1 above: Course syllabi and student university transcript or certificate<br/>Other requirements: Waiver forms should be signed by the chair of the department coordinating the course in the current semester.</p>  |

### **Protocol for requesting a waiver of INHL 6040 (Health and Economic Development)**

If a student feels that he/she has attained the competencies which are taught in INHL 6040, the student may apply for a waiver of the core course requirement following this protocol:

- Documentation required: core course waiver form, transcript reflecting previous coursework, and/or letter stating reason for waiver request (e.g. previous experience in the area). The professor for INHL 6040 may require that either (or both) the syllabus of the course and/or course description also be attached. It is at the discretion of the faculty member who teaches the core course to decide to accept or reject your request for a waiver. All decisions are final.
- Signatures required: faculty advisor, faculty member teaching the core course, and IHD chair
- Note: waiving a course does not reduce the total number of credit hours required for graduation. No credits are earned for waived courses.

### **Special Protocol for requesting a waiver of INHL 6050 (PHN Overview)**

Only students who can demonstrate previous coursework covering the material in INHL 605 may apply for a waiver. Submit your transcript, course description, and syllabus to Dr. John Mason by. If approved, you may be required to take a competency exam and if you pass the exam, you will be waived from this course and at that time you will complete the required waiver forms. Remember, waiving a course does not reduce the total number of credit hours required for graduation and no credits are earned for waived courses. If Dr. Mason determines that your previous coursework is not equivalent, you will not be permitted to take the exam and will need to take the course.

### ***DROPPING/ADDING TU-SPHTM COURSES***

Students may drop/add coursework until the published drop/add date on the Tulane University Academic Calendar. All students must adhere to the published deadlines.

Under extenuating circumstances, the academic dean may grant an exception, provided a Drop/Add Form is completed and signed by the student, his/her course instructor and the academic advisor *or* department chair. Exceptions will be granted based only upon medical and/or unavoidable emergencies.

### ***INCOMPLETES***

If a TU-SPHTM student fails to submit the required academic coursework within thirty (30) days of the course end-date, a grade of F will be entered on their academic transcript. Under extenuating circumstances, students may submit an Incomplete Grade Extension Form to the academic dean. However, the Incomplete Grade Extension Form must first be signed by the course instructor and the academic advisor *or* department chair. If a student fails to submit the Incomplete Grade Extension Form prior to the thirty (30) day time-limit he/she will receive a grade of **F/I** on their transcript. If a student receives an Incomplete Grade on his/her academic transcript, it is Tulane University policy that the Incomplete (I) will henceforth remain on their academic record along with the earned grade (i.e. A/I, B+/I). The TU-SPHTM Office of Student Affairs will be unable to remove any Incompletes at this point. There will be no exceptions to the removal of Incompletes once they have been posted to the academic transcript unless documentation of medical and/or an unavoidable emergency is provided.

### ***TRAVEL ABROAD***

For students planning international travel for either a class or a practicum, the Office of Admissions, Student Affairs and Career Services has important and necessary student information available to assist you in your travel planning. All students are required to sign a waiver form indicating that they have been apprised of Health and Safety Resources for Study Abroad. Admissions on the 24<sup>th</sup> floor has two handouts available. There is a Release and Waiver of Liability Form, which requires basic demographic information, purpose of travel, and insurance information. This important document will help the TU-SPHTM assist students who find themselves in difficulty while traveling. Please do not travel abroad until you have read the two handouts thoroughly and have signed the required form. (It is included in the travel packet titled: For International Travel). Packets are available in the TU-SPHTM Office of Admissions, Student Affairs and Career Services.

The Department will not approve an overseas practicum unless the appropriate forms have been submitted to the Admissions office.

\*This waiver form is a legal document and must be completed and returned to the Office of Admissions BEFORE leaving the country. Admissions will include this record in your student file.

## **The Practicum Requirement in IHD**

**(Effective for all students entering on or after January 1, 2007)**

**WEBSITE:** [www.sph.tulane.edu/IHD/programs-degrees/mpH/Field%20Practicum%20Handbook.htm](http://www.sph.tulane.edu/IHD/programs-degrees/mpH/Field%20Practicum%20Handbook.htm)

All students in the department will be required to complete a practicum and all of the forms required to demonstrate successful completion of the requirement. The practicum is a planned and supervised practice experience which:

- Is coordinated and developed by the student, the preceptor, and the faculty advisor
- Has been pre-approved by the faculty advisor
- Applies measurable learning objectives to real-world public health practice, that includes a minimum of 300 contact hours
- Includes an initial student plan and placement agreement which must be completed by the student, and signed by the preceptor and the advisor
- Incorporates student activities that are coordinated and evaluated in writing by the student's preceptor and faculty advisor
- Includes a midway progress report when 100-150 hours have been completed, signed by the preceptor and the advisor
- Includes a final student evaluation by the preceptor and the advisor
- Includes a student self-assessment of the accomplishment of the practicum goals and objectives
- Includes a final written report and a 500-word (or less) abstract prepared by the student assessing the activities and the attainment of the learning objectives
- Includes a review of the student's report and preceptor's evaluation by the faculty advisor, and final review and sign-off by the advisor and the department chair.

The School's handbook is available at the website listed above. There are several addendums to that handbook for students in IHD:

1. to the Practicum Requirements: The faculty reaffirms the language in the handbook by stating that it is the student's responsibility to make sure all paperwork is completed and submitted in a timely fashion in order to assure graduation.
2. to the Practicum Description: The Practicum in International Health and Development is 300 hours.
3. to Start Date: In the Department of International Health and Development, the Practicum will generally begin after two semesters of coursework.
4. to Deadlines: The deadlines for submitting all required documentation – Forms A-E, an abstract, and the final report – is November 15th (for December grads), April 15th (for May grads) and July 15th (for August grads). Your advisor will then review all documentation and sign Form E by December 1st, May 1st and August 1st (respectfully) and turn it into the Departmental administrator for other required signatures and submission to the Office of Admissions and Student Affairs by close of business on December 1st, May 1st, and August 1st.

5. to Poster Presentations: This is not a requirement of the Department of International Health and Development.
6. to Practicum Waiver Criteria: The Department of International Health and Development feels very strongly that all students will benefit from participation in the Practicum and does not anticipate waiving the requirement except in exceptional cases where students have more than five (5) years of prior work experience in the field that is closely related to the academic objectives of the student's degree program.

**PEACE CORPS MASTER'S INTERNATIONALIST PROGRAM**

In order for the Peace Corps assignment to qualify for the practicum, *all of the following are required:*

1. A well-defined and documented practicum project approved by the faculty advisor no later than the mid-service mark, 15 months in country.
2. A practicum report distinct from the summary (3-5 pages) report required for the State Department.
3. An additional "culminating experience" different from, but possibly related to, the assignment.

## **Culminating Experience in IHD** **(Effective for all students entering on or after January 1, 2007)**

**WEBSITE:** [www.sph.tulane.edu/IHD/programs-degrees/mph/culminating%20experience.htm](http://www.sph.tulane.edu/IHD/programs-degrees/mph/culminating%20experience.htm)

### ***Introduction***

Requirements of our accrediting agency, CEPH, calls upon all students at schools of public health to have a culminating experience that draws together all of their classroom learning and practice experiences. Tulane SPHTM has determined that for all students in professional degree programs like the MPH, this requirement can be fulfilled through a comprehensive exam, completion of a public health analysis, or the writing of a thesis. This activity must be completed in student's final semester on campus.

### **Option One: Culminating exam**

The preferred option for IHD students for completing the culminating experience will be a comprehensive exam developed by the school (which will test the student's knowledge of the core course material) and the department (which will test the student's knowledge in the major area).

### **Option Two: Public Health Analysis**

The Public Health Analysis is a formal, professional written document much like a peer reviewed journal article. The Public Health Analysis is a substantive review and discussion of the body of knowledge in a selected field of public health. The report should thoroughly and completely address the project undertaken. IHD will require that the final report be presented to the faculty advisor no later than one month prior to the date of graduation.

### **Option Three: Thesis**

The Thesis is a formal, professional written document. The Thesis describes the student's original applied research that will contribute to the scope of knowledge and practice in the field of public health. The thesis should thoroughly and completely address the project undertaken. IHD will require that the final report be presented to the faculty advisor no later than one month prior to the date of graduation.

# The Language Requirement

**WEBSITE:** [www.sph.tulane.edu/IHD/programs-degrees/language.htm](http://www.sph.tulane.edu/IHD/programs-degrees/language.htm)

## **GENERAL POLICY**

A student is required to demonstrate proficiency in two languages, including English. All masters and doctoral students who are native English-speakers must take a second-language test. The student should take the language test in the second period of the first semester of enrollment.

## **TESTING PROCEDURES**

1. Penny Jessop, MPH, Clinical Assistant Professor of PH, or Roseanna Rabalais, Administrative Assistant, should be contacted to schedule examinations.
2. A student's advisor will not examine his/her advisee, if an alternative examiner is available.
3. The examination will be no longer than thirty (30) minutes in duration.
4. Criteria for grading will be that used by the Foreign Service Institute, and a passing score will be Level S-2, "Limited Working Proficiency," which is described as follows:

Level S-2: Limited Working Proficiency (Base Level)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high frequency social conversational situations, including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The S-2 can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The S-2's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere. Examples: While these interactions will vary widely from individual to individual, an S-2 can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the S-2 can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness in the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding.

5. A certificate of language proficiency must be signed by the examiner and forwarded to the department.
6. If the examiner concludes that the student has performed marginally on the test, a second test with a different examiner will be arranged.
7. If the student fails the test, he/she may not apply for retesting until the following semester.

## **FACULTY CONTACT INFORMATION**

(See also: [www.sph.tulane.edu/IHD/faculty.htm](http://www.sph.tulane.edu/IHD/faculty.htm))

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Anastasia (Stacey) Gage (PhD University of Pennsylvania)  
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