

# GSPH Course Descriptions

July 18, 2018

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**BCHS 2135 LEADERSHIP**

**Credit(s): 03.0**

THIS COURSE EXAMINES THEORIES ABOUT LEADERSHIP AND PROVIDES STUDENTS WITH FEEDBACK ON THEIR OWN LEADERSHIP STYLES. LEADERSHIP SKILLS ARE DEFINED AND APPLIED. TEAMS, AS ONE CONTEXT FOR DEMONSTRATING LEADERSHIP, ARE EXPLORED IN DEPTH AND METHODS FOR RECOGNIZING AND MANAGING GROUP DYNAMICS ARE INTRODUCED. CONCEPTS REGARDING ORGANIZATION LEADERSHIP ARE INTRODUCED. THE COURSE COMBINES THEORY WITH PRACTICAL APPLICATION. IT IS HIGHLY PARTICIPATIVE AND STUDENTS ARE EXPECTED TO JOIN IN A WIDE RANGE OF EXERCISES AND SIMULATIONS. THE TWO MAJOR ASSIGNMENTS REQUIRE THAT THE STUDENTS WORK IN TEAMS WITH OTHER STUDENTS.

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**BCHS 2503 PRACTICUM**

**Credit(s): 01.0 to 03.0**

SHORT TERM FIELD PLACEMENT RELEVANT TO THE STUDENT'S AREA OF INTEREST IN AN OPERATING ORGANIZATION OR AGENCY.

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**BCHS 2504 OVERVIEW HEALTH COMMUNICATION**

**Credit(s): 03.0**

HEALTH COMMUNICATION IS THE "ART AND TECHNIQUE OF INFORMING, INFLUENCING, AND MOTIVATING INDIVIDUAL, INSTITUTIONAL AND PUBLIC AUDIENCES ABOUT IMPORTANT HEALTH ISSUES. THE SCOPE OF HEALTH COMMUNICATION INCLUDES DISEASE PREVENTION, HEALTH PROMOTION, HEALTH CARE POLICY AND THE BUSINESS OF HEALTH CARE AS WELL AS ENHANCEMENT OF THE QUALITY OF LIFE AND HEALTH OF INDIVIDUALS IN THE COMMUNITY". THIS CLASS WILL INTRODUCE THE THEORIES AND RESEARCH THAT UNDERLIE HEALTH COMM. THE COURSE WILL EXAMINE HEALTH COMMUNICATION CAMPAIGNS, PLANNING HEALTH COMM. AND DEVELOPING A HEALTH COMM. CAMPAIGN.

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**BCHS 2509 SOCL BEHVRL SCI & PUBLIC HLTH**

**Credit(s): 03.0**

THE CORE COURSE PROVIDES AN OVERVIEW OF THE SOCIAL AND BEHAVIORAL SCIENCES AND THEIR IMPORTANCE IN THE INTER-DISCIPLINARY FIELD OF PUBLIC HEALTH. A PRIMARY EMPHASIS IS ON THE SOCIAL-ECOLOGICAL MODEL, ITS APPLICATION TO PUBLIC HEALTH ISSUES, AND ITS USE IN THE DEVELOPMENT OF POLICIES, STRATEGIES, INTERVENTIONS AND PROGRAMS. THE COURSE CONTENT WILL INTRODUCE STUDENTS TO SEVERAL RELEVANT SOCIAL AND BEHAVIORAL THEORIES AS WELL AS A RANGE OF COMMUNITY HEALTH ASSESSMENT AND PLANNING MODELS USED BY PUBLIC HEALTH PROFESSIONALS IN BOTH DOMESTIC AND INTERNATIONAL VENUES. THROUGH A SERIES OF ASSIGNED READINGS, DISCUSSION EXERCISES, GROUP PROJECTS, QUIZZES AND WRITTEN ASSIGNMENTS, STUDENTS WILL ENHANCE THEIR KNOWLEDGE AND AWARENESS OF THE ROLE OF SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH AND ITS RELEVANCE TO THEIR SPECIFIC DISCIPLINE. AT THE CONCLUSION OF THE COURSE STUDENTS WILL BE ABLE TO: IDENTIFY THE IMPORTANT SOCIAL AND BEHAVIORAL DETERMINANTS OF HEALTH; DESCRIBE THE INTER-RELATIONSHIPS BETWEEN THE SOCIAL, BEHAVIORAL, BIO-MEDICAL, PHYSIOLOGICAL, AND ENVIRONMENTAL FACTORS RELATED TO INDIVIDUAL AND COMMUNITY HEALTH; IDENTIFY THE MAJOR HEALTH DISPARITIES RELATED TO SOCIAL, BEHAVIORAL AND ECONOMIC FACTORS; DESCRIBE THE ROLE OF CULTURE AND SOCIO-ECONOMIC STATUS IN HEALTH BEHAVIOR, ACCESS TO SERVICES, AND DECISION-MAKING; AND UNDERSTAND THE IMPORTANCE OF COMMUNITY PARTNERSHIPS AND PARTICIPATORY APPROACHES IN THE DEVELOPMENT, IMPLEMENTATION, MANAGEMENT AND EVALUATION OF COMMUNITY POLICIES AND PROGRAMS.

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**BCHS 2511 INDEPENDENT STUDY**

**Credit(s): 01.0 to 03.0**

STUDENTS WITH MAJOR INTERESTS IN SPECIALTY AREAS PARTICIPATE IN COURSES OF INDIVIDUAL STUDY, RESEARCH ACTIVITIES, OR ADVANCED READINGS WITH A SPECIFIED FACULTY MEMBER

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**BCHS 2515 WORKSITE HEALTH PROMOTION**

**Credit(s): 02.0**

This course covers the design and implementation of worksite health promotion programs. The course will examine both the benefits of worksite health promotion and the challenges of implementing a meaningful program. Students will review various planning models and plan theory-based incentive programs designed to promote health within the worksite setting.

[New course for spring 2016, term 2164.]

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**BCHS 2520 THEORIES OF HLTH BHVR & HLTH ED****Credit(s): 01.0**

THE COURSE IS DESIGNED AS AN INTRODUCTION TO THE MAJOR THEORIES THAT ARE THE FOUNDATION FOR MOST HEALTH PROMOTION AND HEALTH EDUCATION INTERVENTIONS. IT WILL PROVIDE THE STUDENT WITH EXPOSURE TO THE CURRENT THEORIES THAT ARE BEING USED IN HEALTH BEHAVIOR AND HEALTH PROMOTION EDUCATIONAL INTERVENTIONS. ALSO IT WILL PROVIDE STUDENTS WITH A THEORETICAL FOUNDATION FOR DESIGNING, IMPLEMENTING AND EVALUATING HEALTH PROMOTION AND EDUCATION PROGRAMS.

[Effective fall 2018, term 2191; credit change from 03.0 to 01.0.]

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**BCHS 2521 ESSAY****Credit(s): 01.0 to 03.0**

THE ESSAY REQUIREMENT IS DESIGNED TO PROVIDE THE STUDENT WITH AN OPPORTUNITY TO INTEGRATE THE MAJOR COMPONENTS OF THE PUBLIC HEALTH LEARNING EXPERIENCE. THE STUDENT IS EXPECTED TO DEMONSTRATE VERBAL AND TECHNICAL PROFICIENCY IN EXPOSITORY WRITING.

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**BCHS 2523 PH PRGM PLNGG & PROPSL WRITNG****Credit(s): 03.0**

THIS COURSE IS DESIGNED TO EXPOSE STUDENTS TO CRITICAL HEALTH PROGRAM PLANNING, IMPLEMENTATION AND EVALUATION TOOLS AND STRATEGIES IN A FORMAT THAT MODELS ACTUAL PROGRAM IMPLEMENTATION. IT IS A REQUIRED COURSE FOR BCHS MASTER'S STUDENTS AND HAS BEEN DEVELOPED IN RESPONSE TO REQUESTS FROM STUDENTS FOR GUIDANCE IN DEVELOPING THE SKILLS NECESSARY FOR THE EFFECTIVE EXECUTION OF PUBLIC HEALTH INTERVENTIONS. THIS CLASS COMPLEMENTS OTHER BCHS COURSEWORK IN THAT IT GIVES THE STUDENT THE OPPORTUNITY TO APPLY THEORIES AND MODELS LEARNED IN OTHER CLASSES. IN PARTICULAR, THE SOCIO-ECOLOGICAL THEORY HEAVILY INFLUENCES THE CONTENT OF THIS COURSE. THROUGH DISCUSSIONS, PRESENTATIONS, WRITTEN ASSIGNMENTS, AND IN-CLASS ACTIVITIES, STUDENTS WILL LEARN RESOURCES FOR, AND GAIN PRACTICE IN, THE STAGES OF PROGRAM DEVELOPMENT, INCLUDING BUDGETS AND USE OF LOGIC MODELS. STUDENTS WILL LEARN HOW TO PRESENT THEIR PROGRAM PROPOSALS IN BOTH WRITTEN AND ORAL FORMATS.

(For BCHS MPH, DrPH, PhD students.)

Note: Effective for 2015, Term 2154, title change.

(Previous title: PH Program Planning Implementation and Evaluation.)

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**BCHS 2524 OVERVIEW OF HEALTH EQUITY****Credit(s): 03.0**

ACHIEVING HEALTH EQUITY AND UNDERSTANDING HEALTH DISPARITIES INVOLVE A CRITICAL ANALYSIS OF HISTORICAL, POLITICAL, ECONOMIC, SOCIAL, CULTURAL, AND ENVIRONMENTAL CONDITIONS THAT HAVE PRODUCED AN INEQUITABLE HEALTH STATUS FOR VULNERABLE POPULATIONS IN THE UNITED STATES. HEALTH DISPARITIES ARE AN IMPORTANT FOCUS ON IMPROVING POPULATION HEALTH AND ONE OF HEALTHY PEOPLE 2020'S OVERARCHING GOAL IS TO "ACHIEVE HEALTH EQUITY, ELIMINATE DISPARITIES, AND IMPROVE THE HEALTH OF ALL GROUPS". THE PURPOSE OF THIS CLASS IS TO INTRODUCE BASIC ISSUES THAT UNDERLIE HEALTH DISPARITIES. THIS COURSE WILL INCLUDE AN OVERVIEW OF CURRENT LITERATURE AND FOSTER DISCUSSIONS THAT WILL EXAMINE HEALTH DISPARITIES, EXPLORE SOCIAL AND ENVIRONMENTAL DETERMINANTS OF THOSE DISPARITIES, CRITICALLY REVIEW MEASUREMENT ISSUES, AND DETERMINE PUBLIC HEALTH'S RESPONSE TO ADDRESSING THESE DISPARITIES AND ACHIEVING HEALTH EQUITY. STUDENTS SHOULD SEEK TO CRITICALLY REFLECT ON THEIR PERSONAL AND PROFESSIONAL ROLES IN ELIMINATING HEALTH DISPARITIES AND ACHIEVING HEALTH EQUITY.

Revised description effective for Spring 2015, Term 2154.

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**BCHS 2525 INTRO TO APPLIED RESEARCH****Credit(s): 03.0**

THE GOAL OF THE COURSE IS TO GIVE STUDENTS A BASIC UNDERSTANDING OF SOCIAL AND BEHAVIORAL SCIENCES RESEARCH PRINCIPLES, AS WELL AS HOW THESE METHODS ARE IMPLEMENTED IN THE FIELD OF PUBLIC HEALTH. THE RELATIONSHIP OF APPLIED RESEARCH TO PROGRAM EVALUATION, THE LINK OF THEORY TO RESEARCH, AND THE TRANSLATION OF RESEARCH INFORMATION TO APPLIED PUBLIC HEALTH PROGRAMS AND POLICIES WILL BE EMPHASIZED. PARTICIPATORY RESEARCH WILL BE HIGHLIGHTED. QUANTITATIVE AND QUALITATIVE STRATEGIES, RESEARCH DESIGNS, DATA COLLECTION METHODS, PARTICIPANT SELECTION, AND DATA ANALYSIS WILL BE COVERED.

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**BCHS 2526 HLTH EQUITY RES: METH & INTRV****Credit(s): 03.0**

THIS COURSE IS ONE OF THE SERIES OF COURSES REQUIRED FOR THE CERTIFICATE IN HEALTH EQUITY, AND WILL EXAMINE THE CHALLENGES IN, AND METHODS FOR, HEALTH INEQUITIES RESEARCH AND INTERVENTIONS. IT IS INTENDED TO BOTH COMPLEMENT AND EXPAND UPON THE KNOWLEDGE GAINED IN OTHER BCHS COURSES AND/OR PROFESSIONAL EXPOSURE BY FOCUSING ON A WIDE RANGE OF POPULATIONS THAT EXPERIENCE HEALTH INEQUITIES. INEQUITIES THAT WE WILL EXPLORE INCLUDE (BUT NOT BE LIMITED TO) THOSE EVIDENCED BY GENDER, ETHNICITY, DISABILITY, SOCIOECONOMIC STATUS, SEXUAL ORIENTATION, AND RURAL/URBAN LIVING. THROUGH DISCUSSIONS, PRESENTATIONS, WRITTEN ASSIGNMENTS, AND IN-CLASS ACTIVITIES, STUDENTS WILL GAIN EXPOSURE TO METHODS AND RESOURCES FOR RESEARCH IN HEALTH INEQUITIES. THIS WILL INCLUDE ETHICS AND RESEARCH IN DIVERSE COMMUNITIES; BARRIERS AND FACILITATORS TO ENGAGING DIVERSE POPULATIONS IN HEALTH RESEARCH; ADVISORY BOARDS AND COALITIONS; DATA BASES AND RESEARCH DESIGNS UTILIZED IN EQUITIES RESEARCH, AND THE APPLICATION OF RESEARCH FINDINGS TO PROGRAM DEVELOPMENT. STUDENTS WILL WORK BOTH IN INTERDISCIPLINARY TEAMS AND INDIVIDUALLY TO EFFECTIVELY PRESENT THEIR WORK IN WRITTEN AND ORAL PRESENTATIONS.

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**BCHS 2528 INTGRTV SEM IN HEALTH EQUITY****Credit(s): 01.0**

THIS ONE CREDIT SEMINAR SERVES AS THE INTEGRATIVE COURSE FOR THE HEALTH EQUITY CERTIFICATE. STUDENTS BUILD UPON AND APPLY THE KNOWLEDGE AND EXPERIENCES GAINED FROM ALL OF THE PREVIOUS CERTIFICATE CORE AND ELECTIVE COURSES TO SPECIFIC PUBLIC HEALTH PROBLEMS WHILE CONSIDERING A HEALTH POLICY FRAMEWORK. THE SEMINAR IS DESIGNED TO EXPOSE STUDENTS TO THE CRITICAL ANALYSIS OF A HEALTH POLICY AS IT AFFECTS HEALTH EQUITY, AS WELL AS PROVIDES AN OPPORTUNITY FOR STUDENTS TO NETWORK WITH A VARIETY OF ACADEMIC AND COMMUNITY LEADERS THAT CAN POTENTIALLY FURTHER THEIR KNOWLEDGE AND PRACTICAL SKILLS IN THIS AREA.

Title and course description change effective for spring 2015, term 2154.  
(Previous title "Integrative Seminar in Minority Health and Health Disparities")

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**BCHS 2532 DIMENSNS OF AGING: CULT & HLTH****Credit(s): 02.0**

PROVIDES AN OVERVIEW OF THE AGING EXPERIENCE FROM A CROSS-CULTURAL AND A PUBLIC HEALTH PERSPECTIVE. THE WAYS IN WHICH PEOPLE COPE WITH AND ADAPT TO THE AGING PROCESS IS THE MAJOR THEME.

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**BCHS 2534 CLIN ASPECTS OF DEMENTIA CARE****Credit(s): 02.0**

THIS COURSE IS DESIGNED AS AN INDEPENDENT STUDY FOR STUDENTS IN THE PUBLIC HEALTH AND AGING PROGRAM. ITS FOCUS IS ON THE METHODS AND TECHNOLOGY FOR DIAGNOSIS AND TREATMENT OF ALZHEIMER'S DISEASE.

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**BCHS 2554 INTRO TO COMMUNITY HEALTH****Credit(s): 03.0**

THIS COURSE USES STRENGTHS-BASED AND SOCIAL ECOLOGICAL APPROACHES TO PREPARE STUDENTS FOR PRACTICING PUBLIC HEALTH WITH COMMUNITIES. THROUGH IN-CLASS ACTIVITIES, DISCUSSIONS, COMMUNITY-BASED EXPERIENCES AND WRITTEN ASSIGNMENTS STUDENTS WILL LEARN APPROPRIATE WAYS TO ENGAGE COMMUNITIES AND ASSIST THEM IN BUILDING THEIR OWN CAPACITY TO IDENTIFY AND ADDRESS HEALTH ISSUES. STUDENTS WILL ALSO LEARN TECHNIQUES FOR CONDUCTING COMMUNITY HEALTH ASSESSMENTS USING BOTH PRIMARY AND SECONDARY DATA.

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**BCHS 2558 HEALTH PROGRAM EVALUATION****Credit(s): 03.0**

SURVEYS THE EVALUATION AND POLICY RESEARCH METHODS APPLIED TO HEALTH. STUDENTS LEARN TO CRITICALLY ASSESS THE ADEQUACY OF EVALUATIONS AND HOW TO PLAN AND PILOT TEST AN EVALUATION.

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**BCHS 2560 INTRO TO POPULATION PROBLEMS****Credit(s): 03.0**

THE IMPACT OF POPULATION GROWTH, DISTRIBUTION, AND CHANGE ON SOCIAL, ECONOMIC, ENVIRONMENTAL, AND HEALTH RELATIONSHIPS IS PRESENTED WITH A FOCUS ON THE SOCIOPOLITICAL RESPONSES TO POPULATION DYNAMICS.

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**BCHS 2562 SEMINAR IN FAMILY PLANNING**

**Credit(s): 03.0**

PARTICIPANTS EXPLORE THE HISTORY OF CONTRACEPTION AND THE BIRTH CONTROL MOVEMENT. ISSUES RELATED TO CONTRACEPTIVE CARE AND THE BROADER CONCERNS OF WOMEN'S HEALTH ARE DISCUSSED.

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**BCHS 2563 COMMUNITY HEALTH ASSESSMENT**

**Credit(s): 03.0**

TECHNIQUES FOR ASSESSING AND PROJECTING SELECTED COMMUNITY CHARACTERISTICS AND POPULATION HEALTH STATUS FROM THE VIEWPOINT OF COMMUNITY HEALTH PROGRAMMING. COVERS BOTH PRIMARY AND SECONDARY DATA SUCH AS DEMOGRAPHIC DATA, HEALTH-CARE UTILIZATION AND SURVEY DATA.

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**BCHS 2572 RISK COMMUNICATION**

**Credit(s): 03.0**

COURSE FOCUSES ON RISK COMMUNICATION WITHIN THE CONTEXT OF TERRORISM AND NATURAL DISASTERS. THE DIDACTIC AND EXPERIENTIAL COURSE WILL INCLUDE CORE PRINCIPLES OF RISK COMMUNICATION, EXAMINE SPECIAL CHALLENGES OF RISK COMMUNICATION WITH DIVERSE AUDIENCES AND MEDIA, AND PREPARE STUDENTS TO CREATE RISK AND CRISIS COMMUNICATION CAMPAIGNS. Effective for 2008(2091) the course credits increased from 02.0 to 03.0.

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**BCHS 2575 SEMINAR MATERNAL & CHLD HEALTH**

**Credit(s): 03.0**

SEMINAR DEALS WITH CURRENT ISSUES IN SOCIETY AFFECTING THE HEALTH OF CHILDREN AND THEIR FAMILIES. FOR EXAMPLE, PROBLEMS OF ADOLESCENT PREGNANCY, CHILD ABUSE AND NEGLECT, EMOTIONAL ABUSE AND SEXUAL ABUSE: PREVAILING ATTITUDES AND RESPONSES; ETIOLOGY AND RISK FACTORS; AND MULTIDISCIPLINARY PREVENTIVE STRATEGIES.

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**BCHS 2579 INTRO TO PH EMRGY PREPPRDN**

**Credit(s): 03.0**

INTRODUCTION TO ROLE OF PUBLIC HEALTH PROFESSIONALS IN COMMUNITY EMERGENCY PLANNING AND RESPONSE TO ALL TYPES OF DISASTERS. COVERS THEORY AND PRACTICE OF INCIDENT COMMAND SYSTEM, ROLE OF LOCAL, STATE AND FEDERAL AGENCIES, SURVEILLANCE AND INFORMATION SYSTEMS, RISK COMMUNICATIONS, TRAINING AND EVALUATIONS.

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**BCHS 2592 INTGRTV SEM PUBLIC HLTH SOCL WORK**

**Credit(s): 01.0**

PROVIDES THE SOCIAL WORKER AN OPPORTUNITY TO INTEGRATE PREVIOUS COURSE CONTENT INTO A FRAMEWORK RELEVANT TO THE PRACTICE OF PUBLIC HEALTH SOCIAL WORK.

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**BCHS 2598 SOCIAL INEQUALITIES IN HEALTH**

**Credit(s): 03.0**

**Prerequisite(s): BIOST 2011 or EPIDEM 2110**

THIS COURSE CRITICALLY EVALUATES SOCIAL SCIENCE AND EPIDEMIOLOGICAL THEORY AND RESEARCH ON SOCIAL INEQUALITIES IN HEALTH. A CONSISTENTLY IMPORTANT FINDING IS THE POSITIVE GRADIENT BETWEEN SOCIOECONOMIC POSITION AND HEALTH. IS THIS GRADIENT SOCIALLY PATTERNED? THIS QUESTION IS EXAMINED BY DRAWING ON RESEARCH FROM U.S., OTHER INDUSTRIALIZED COUNTRIES AND THE THIRD WORLD. THIS COURSE DEVOTES SPECIAL ATTENTION TO CONCEPTUAL AND MEASUREMENT ISSUES, THE SOCIAL CONTEXT OF HEALTH, HIERARCHICAL LINEAR MODELING OR MULTILEVEL ANALYSIS, AND ECOLOGICAL AND LIFE COURSE PERSPECTIVES.

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**BCHS 2599 PUBLIC HLTH APPRCH WOMEN HLTH**

**Credit(s): 03.0**

PUBLIC HEALTH PROBLEMS AFFECTING WOMEN, I.E., ALCOHOLISM, SMOKING, OCCUPATIONAL HEALTH, REPRODUCTIVE HEALTH, AGING AND CANCER, AS WELL AS HEALTH AND SOCIAL PROBLEMS RELATING PRIMARILY TO WOMEN ARE DISCUSSED. ETIOLOGY OF HEALTH PROBLEMS, PREVENTION AND TREATMENT, HIGH-RISK GROUPS, AND CONTROVERSIES RELATED TO CARE ARE COVERED.

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**BCHS 2608 INTRODUCTION TO CBPR**

**Credit(s): 01.0**

THIS COURSE IS ORGANIZED AROUND THEMES CENTRAL TO THE CONCEPTUALIZATION AND IMPLEMENTATION OF COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR). THE GOAL OF THIS COURSE IS TO FAMILIARIZE STUDENTS WITH CBPR. STUDENTS WILL BECOME CONVERSANT IN SEMINAL CBPR LITERATURE. DISCUSSION, INTERACTIVE LEARNING EXERCISES, AND EXAMPLES OF CURRENT RESEARCH WILL BE USED TO PROVIDE AN UNDERSTANDING OF CBPR AND THE ASSOCIATED STRENGTHS AND LIMITATIONS.

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**BCHS 2609 TRANSLATING RESEARCH FOR POLIC****Credit(s): 01.0**

THIS COURSE PROVIDES AN INTRODUCTION TO CONCEPTS AND SKILLS IN KNOWLEDGE TRANSLATION (A COORDINATED, COLLABORATIVE APPROACH TO ENSURE THAT RESEARCH FINDINGS ARE UTILIZED BY KEY STAKEHOLDERS) AND TO THE ROLE OF RESEARCH IN CHANGING POLICY AND PRACTICE AT LOCAL, REGIONAL, AND NATIONAL LEVELS. THIS MODULE WILL BUILD ON CONCEPTS IN COMMUNITY-PARTNERED RESEARCH INTRODUCED IN MODULE A OF THIS THREE-PART SEQUENCE IN COMMUNITY BASED PARTICIPATORY RESEARCH. THIS SKILLS-BASED MODULE WILL INTRODUCE LEARNERS TO THEORETICAL CONCEPTS IN KNOWLEDGE TRANSLATION (KT), DISSEMINATION AND IMPLEMENTATION SCIENCE, AND APPLY THESE CONCEPTS TO PRACTICAL EXERCISES TO TRANSLATE RESEARCH FINDINGS FOR RELEVANCE TO OTHER KEY STAKEHOLDERS, INCLUDING COMMUNITY PARTNERS, PROGRAM DEVELOPERS, AND POLICY MAKERS. ONE SESSION WILL BE DEVOTED SPECIFICALLY TO SKILLS BUILDING IN LEGISLATIVE AND MEDIA ADVOCACY. THE GOAL OF THIS COURSE IS TO FAMILIARIZE LEARNERS WITH THE CRITICALLY IMPORTANT STEPS INVOLVED IN TRANSLATING RESEARCH FINDINGS FOR RELEVANCE TO STAKEHOLDERS BEYOND ACADEMIA. DISCUSSION, INTERACTIVE LEARNING EXERCISES, AND EXAMPLES OF RESEARCH DISSEMINATION AND IMPLEMENTATION SCIENCE WILL BE USED TO PROVIDE A FOUNDATION IN KT AS AN ASPECT OF COMMUNITY-PARTNERED RESEARCH.

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**BCHS 2610 CONCEPT MAPPING****Credit(s): 01.0**

THIS COURSE PROVIDES HAND-ON TRAINING IN THE PARTICIPATORY RESEARCH METHOD KNOWN AS CONCEPT MAPPING (CM). CM GIVES COMMUNITY MEMBERS AND OTHER STAKEHOLDERS A UNIQUE CHANCE TO HAVE THEIR OWN WORDS COMMUNICATE IDEAS AND CONCEPTS. RESEARCH PARTICIPANTS CONTRIBUTE DIRECTLY IN THE PROCESSING OF THIS INFORMATION AS IT DIRECTLY RELATES TO THEIR COMMUNITY AND INTERVENTION NEEDS. THE GOAL OF THE COURSE IS TO FAMILIARIZE STUDENTS WITH EXAMPLE APPLICATIONS OF THE RESEARCH METHOD AND TO PROVIDE TRAINING RELATED TO CONCEPT MAPPING DATA COLLECTION AND ANALYSIS. DISCUSSION, INTERACTIVE LEARNING EXERCISES, AND EXAMPLES OF CURRENT RESEARCH WILL BE USED TO PROVIDE AN UNDERSTANDING OF CM AND THE ASSOCIATED STRENGTHS AND LIMITATIONS.

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**BCHS 2612 PROJ MANAGEMENT PUBLIC HEALTH****Credit(s): 02.0**

The purpose of the course is to prepare students to effectively manage a range of public health projects. The course is lecture/discussion/laboratory/application based. Project management software is used including Microsoft Project and Visio. Industry standard body of knowledge is the foundation of the course further illustrated with case studies and examples. There are no pre-requisite courses or software skills.

[New course for fall 2017, term 2181]

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**BCHS 2990 SOCIAL DYNAMICS PUBLIC HEALTH****Credit(s): 01.0**

THIS COURSE IS AN INTRODUCTION TO HISTORIC AND CURRENT CONCEPTS ABOUT COMPLEX, DYNAMIC SYSTEMS IN PUBLIC HEALTH RESEARCH AND PRACTICE. WE WILL DISCUSS THE RATIONALE FOR ADOPTING SYSTEMS THINKING - AN APPROACH TO ANALYZING THE IMPACT OF SYSTEMS WITHIN THEIR SOCIAL, SPATIAL, AND TEMPORAL CONTEXT - IN BEHAVIORAL AND COMMUNITY HEALTH RESEARCH AND PRACTICE AND ILLUSTRATE HOW THIS APPROACH IS CRITICAL FOR THE DEVELOPMENT OF PUBLIC HEALTH POLICY. THE COURSE WILL INCLUDE DIDACTIC SESSIONS, GUEST LECTURES, HANDS-ON ENGAGEMENT WITH TOOLS THAT ALLOW US TO REPRESENT DYNAMIC SOCIAL SYSTEMS, AS WELL AS SEMINAR-STYLE DISCUSSIONS OF STUDIES THAT EXAMINE DYNAMIC SOCIAL SYSTEMS IN PUBLIC HEALTH. (NOTE: BCHS 2520 IS RECOMMENDED.)

[removed prereq EPIDEM 2110 for fall term 2018 enrollment]

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**BCHS 2991 MULTILEVEL ANALYSIS PUB HLTH****Credit(s): 01.0**

Multilevel analysis is an essential statistical tool in public health that can simultaneously investigate the effects of factors at multiple social ecological levels on individual-level outcomes. In this course, students will learn to identify scientific problems that necessitate the use of multilevel statistical modeling techniques and understand the essential theoretical underpinnings of multilevel analysis. Students will conduct multilevel statistical modeling procedures using Stata and interpret the statistical and practical meaning of fixed and random effect coefficients from the output of these models. Special emphasis will be placed on the strengths and limitations of multilevel analysis in investigating social and group-level determinants of health. BIOST 2041, PSYED 2018, or permission to enroll from the instructor required. Knowledge of linear regression, logistics regression or ANOVA strongly preferred.

[New course for fall 2017, term 2181.]

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**BCHS 2992 SYSTEM THEORIES & APPROACHES****Credit(s): 01.0**

Systems science approaches were developed to understand connections between a system's structure and its behavior over time. The use of such approaches within public health research and practice has grown tremendously over the past decade. Identifying and understanding the dynamic relationships between individuals and their social and physical environments can help us identify potential leverage points for intervention. This course provides an introduction to systems thinking and models in public health, explores the importance of associated theories and underscores the utility of systems science approaches within public health research and practice. We will highlight current systems science public health research and encourage students to think critically about the utility of systems theories and approaches within public health.

New course effective 2191

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**BCHS 2995 GLBL PERSPS ON WOMEN'S HEALTH****Credit(s): 02.0**

LIMITED EDUCATIONAL OPPORTUNITIES, FINANCIAL DEPENDENCE, AND GENDER BIAS AND DISCRIMINATION ARE INTERSECTING FACTORS THAT CONTRIBUTE TO POOR HEALTH STATUS AND WELL-BEING AMONG WOMEN AROUND THE WORLD. THIS COURSE EXAMINES THE RELATIONSHIP BETWEEN SUCH MACRO-LEVEL FACTORS AND WOMEN'S HEALTH AND EXPLORES PROMISING INTERVENTIONS AND POLICY CHANGES AIMED AT PROMOTING WOMEN'S EMPOWERMENT, GENDER EQUALITY, AND IMPROVED AND SUSTAINED HEALTH OUTCOMES FOR WOMEN. SPECIFIC ATTENTION IS GIVEN TO EXAMINING THE CONNECTION BETWEEN WOMEN'S HEALTH AND EDUCATIONAL AND LEGAL INITIATIVES AND MICROFINANCE PROGRAMMING. ILLUSTRATIVE CASE EXAMPLES ARE DRAWN FROM INSTRUCTOR GLOBAL EXPERIENCE CONDUCTED ON RELATED RESEARCH IN THAILAND, INDIA, AND PERU AND RELEVANT READINGS. KEY HEALTH ISSUES DISCUSSED WILL INCLUDE GENDER-BASED VIOLENCE, REPRODUCTIVE AND SEXUAL HEALTH, AND PREGNANCY OUTCOMES. TO EMPHASIZE KEY POINTS, GUEST SPEAKERS FROM DIVERSE FIELDS, INCLUDING WOMEN'S STUDIES, ETHICS, LAW, AND ECONOMICS WILL BE INVITED TO PROVIDE ADDITIONAL INSIGHTS REGARDING THE COMPLEXITIES ASSOCIATED WITH THE TOPIC AND WITH EFFECTIVE AND INNOVATIVE INTERVENTION DEVELOPMENT.

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**BCHS 2999 MODELING COLLECTIVE BEHAVIOR****Credit(s): 03.0**

STUDENTS WILL LEARN HOW TO CREATE DYNAMIC MODELS OF HEALTH BEHAVIOR IN SOCIAL CONTEXT. WE WILL STUDY SOCIAL ECOLOGICAL MODELS OF INDIVIDUAL AND COLLECTIVE ACTION EMPHASIZING THE COLLECTIVE PROPERTIES SUCH AS COOPERATION AND POLICY RESISTANCE THAT OFTEN EMERGE. STUDENTS WILL LEARN HOW TO: APPLY THESE MODELS TO PLAN AND EVALUATE HEALTH INTERVENTIONS AND POLICY; USE SYSTEMS THINKING TO MODEL HEALTH PROBLEMS; USE SIMPLE SOFTWARE TO CREATE AGENT MODELS; INTERPRET RESULTS AND DESCRIBE PUBLIC HEALTH IMPLICATIONS.

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**BCHS 3002 HEALTH SURVEY METHODS****Credit(s): 03.0**

INTRODUCES TECHNIQUES FOR THE COLLECTION OF HEALTH DATA THROUGH SURVEY METHODS.

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**BCHS 3003 SEMNR IN ADVNCD EVAL TECHNQS****Credit(s): 03.0**

EVALUATES THEORY AND METHODOLOGY WITH EMPHASIS UPON HUMAN SERVICE ORGANIZATIONS.

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**BCHS 3004 INTGRTV RES SEM: GRANT WRITING****Credit(s): 01.0**

EVERY GRADUATE OF A DOCTORAL PROGRAM NEEDS TO KNOW HOW TO WRITE A SUCCESSFUL GRANT APPLICATION TO FUND THEIR WORK. WHETHER YOU ARE A SENIOR MANAGER LEADING A PUBLIC HEALTH PROGRAM IN THE PUBLIC OR NON-PROFIT SECTORS OR YOU ARE A RESEARCHER WORKING IN AN ACADEMIC SETTING, YOU WILL NEED FUNDING TO SUPPORT YOUR WORK! WE BEGIN THIS DOCTORAL SEMINAR BY ASKING THE QUESTION, "HOW DO YOU WRITE A GRANT PROPOSAL THAT WILL ATTRACT THE ATTENTION OF A FUNDING AGENCY AND CONVINCED THEM THAT YOUR APPLICATION IS SIGNIFICANT AND SHOULD BE A PRIORITY FOR FUNDING?" BUILDING ON THE IDEAS ARTICULATED IN BCHS DOCTORAL STUDENTS' PRELIMINARY EXAMINATION, WE WILL FOCUS ON WRITING THE SPECIFIC AIMS AND SIGNIFICANCE SECTIONS FOR AN NIH GRANT PROPOSAL. THE STUDENTS' WRITTEN WORK WILL BE SHARED WITH AND CRITIQUED BY OTHER STUDENTS AND FACULTY PARTICIPATING IN THE SEMINAR. FINALLY, WE WILL REVIEW AND CRITIQUE EXAMPLES OF SUCCESSFUL AND UNSUCCESSFUL GRANT APPLICATIONS-BOTH PROGRAM AND RESEARCH GRANTS (ESPECIALLY RESEARCH GRANTS THAT THE STUDENTS WILL MOST LIKELY BE WRITING AT THE BEGINNING OF THEIR ACADEMIC CAREERS-NAMELY, RO-3S OR R-21S).

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**BCHS 3006 INTGRTV RES SEM: WRITNG PBLCTN****Credit(s): 01.0**

The Integrative Research Seminar: Writing for Publication focuses on the process of developing a manuscript for publication in a peer-reviewed journal. All doctoral students must develop the skills to enable them to write and publish the results of their work. The goal of this seminar is to provide students with the requisite knowledge and skills to develop a manuscript for submission to an appropriate journal for publication. As part of this process students will also learn about the peer review process and how reviewers rate manuscripts submitted for publication. It is expected that students in this seminar will work closely with their academic mentor(s) on the development of manuscripts throughout their doctoral program. And, this seminar will assist students in fulfilling the requirement to submit at least one first-authored manuscript-- ideally based on their dissertation research, before they graduate. The seminar content will be delivered via a series of faculty presentations and discussions. There are no prerequisites for this seminar.

[New course, fall 2017, term 2181.]

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**BCHS 3007 ETHNOGRAPHIC QUALITATIVE METHS****Credit(s): 03.0**

STUDENTS WILL BE INTRODUCED TO THE BASIC PRINCIPLES OF ETHNOGRAPHIC RESEARCH AND THEIR APPLICATION TO THE EVALUATION OF HUMAN SERVICE AND HEALTH CARE PROGRAMS. THEY WILL BECOME FAMILIAR WITH RESEARCH DESIGN IN ETHNOGRAPHIC STUDIES; THE PROCESS OF FIELDWORK IN URBAN SETTINGS; THE METHODOLOGY OF PARTICIPANT OBSERVATION AND ETHNOGRAPHIC INTERVIEWING; RECORDING ETHNOGRAPHIC DATA; ETHNOGRAPHIC WRITING; AND ETHICAL QUESTIONS SURROUNDING ETHNOGRAPHIC RESEARCH.

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**BCHS 3010 RESEARCH AND DISSERTATION PHD****Credit(s): 01.0 to 15.0**

DISSERTATION CREDITS FOR QUALIFIED DOCTORAL STUDENTS IN THE DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES.

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**BCHS 3015 MAPPING & SPATIAL ANALYSIS****Credit(s): 03.0**

THIS COURSE PROVIDES AN INTRODUCTION TO THE USE OF SPATIAL DATA IN PUBLIC HEALTH. THE TWO MAIN GOALS ARE (1) TO FAMILIARIZE STUDENTS WITH THE USE OF GEOGRAPHIC DATA IN PUBLIC HEALTH RESEARCH AND PRACTICE; AND (2) TO INTRODUCE BASIC SPATIAL ANALYTIC SKILLS APPLIED TO GEOGRAPHIC AND SPATIAL DATA. STUDENTS WILL BE TAUGHT HOW TO USE GEOGRAPHIC INFORMATION SYSTEMS (GIS) TO INFORM BOTH COMMUNITY PRACTICE AND RESEARCH. THEY WILL LEARN HOW TO CREATE, MANAGE, AND ANALYZE GEOGRAPHIC DATA AND GAIN HANDS-ON EXPERIENCE APPLYING THESE TECHNIQUES TO RESEARCH QUESTIONS. NO PREVIOUS KNOWLEDGE OF MAPPING OR GIS IS ASSUMED. ONE LECTURE AND ONE LAB PER WEEK.

[Title changed effective Fall 2015 (2161). Previous title: Geographic Information Systems and Spatial Data Analysis]

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**BCHS 3030 MEASURMNT IN SOCL & BEHVRL SCI****Credit(s): 02.0**

THE GOAL OF THIS TWO-CREDIT COURSE IS TO PROVIDE YOU WITH FUNDAMENTAL SKILLS TO IDENTIFY, USE AND CREATE SCALES AND INDICES FOR RESEARCH AND EVALUATION. THE COURSE WILL BE PRIMARILY BASED ON CLASSICAL MEASUREMENT THEORY, YET WE WILL DISCUSS ITEM RESPONSE THEORY AS WELL. WE WILL ALSO COVER GOOD MEASUREMENT PROCESSES, INCLUDING ESTABLISHING AND EVALUATING VALIDITY AND RELIABILITY. WE WILL ADDRESS COMMUNICATION OF MEASUREMENT PRINCIPLES AND APPLICATIONS TO LAY AND SCIENTIFIC AUDIENCES. THROUGHOUT THE COURSE, MATERIALS WILL HIGHLIGHT THE INFLUENCE THAT CULTURE AND SOCIO-DEMOGRAPHICS HAVE ON MEASUREMENT TOOLS AND THEIR VALIDITY.

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**BCHS 3503 PREVN SCI TRANLTNG KNOWL PRAC****Credit(s): 03.0**

THE PURPOSE OF THIS COURSE IS TO PROVIDE A SOLID GROUNDING IN BASIC CONCEPTS, THEORIES, PRACTICAL APPROACHES AND METHODS ASSOCIATED WITH PREVENTION (DEFINED HERE AS BOTH PROBLEM PREVENTION AND HEALTH PROMOTION). THE COURSE WILL FOCUS ON BEHAVIORAL AND PSYCO-SOCIAL AREAS INCLUDING SUBSTANCE ABUSE, MENTAL HEALTH, VICTIMIZATION, AND SEXUALLY TRANSMITTED INFECTIONS, INCLUDING HIV.

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**BCHS 3504 DOCTRL SEM ON HLTH COMNCTNS****Credit(s): 03.0**

THIS DOCTORAL SEMINAR PROVIDES AN OPPORTUNITY FOR IN DEPTH EXPLORATION OF HEALTH COMMUNICATION TOPICS WITH A PARTICULAR EMPHASIS ON CRITICAL ANALYSIS OF PAST AND CURRENT HEALTH COMMUNICATION TECHNIQUES AND THE APPLICATION OF CURRENT BEST PRACTICES IN HEALTH COMMUNICATION. THIS CLASS IS REQUIRED FOR DRPH STUDENTS IN BCHS AND WILL ALLOW STUDENTS TO EXPLORE HEALTH COMMUNICATION ISSUES WITHIN THEIR INDIVIDUAL FIELDS OF INTEREST.

**BCHS 3555 DCTRL SEM BCHS THEORIES/MODELS****Credit(s): 03.0**

HIS COURSE IS A REQUIREMENT FOR STUDENTS IN THE DOCTORAL PROGRAM IN THE DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES. ADMISSION TO THIS SEMINAR IS BY PERMISSION OF THE INSTRUCTOR. THE SEMINAR IS DESIGNED TO STIMULATE CRITICAL THINKING ABOUT SPECIFIC PUBLIC HEALTH ISSUES FROM WITHIN THE FRAMEWORK OF VARIOUS BEHAVIORAL AND COMMUNITY THEORIES AND MODELS. THE PURPOSE OF THIS DOCTORAL SEMINAR IS TO CRITICALLY APPLY AND EVALUATE SPECIFIC CONCEPTUAL MODELS AND THEORETICAL FRAMEWORKS TO PARTICULAR SIGNIFICANT PUBLIC HEALTH PROBLEMS OR ISSUES. THIS REQUIRES THAT SEMINAR PARTICIPANTS ACQUIRE CLOSE WORKING FAMILIARITY WITH VARIOUS CONCEPTUAL TOOLS AND SUBSTANTIVE ISSUES. ONE GOAL UNDERLYING THE SELECTION OF THE SUBSTANTIVE ISSUES HAS BEEN TO SELECT THOSE WHICH CHALLENGE, PROVOKE, CONFRONT, EXCITE, AND STIMULATE SEMINAR PARTICIPANTS ABOUT ECONOMIC AND POLITICAL CONTROVERSIES IN CONTEMPORARY HEALTHCARE AND PUBLIC HEALTH. SIMILARLY, THE SELECTION OF ISSUES AND READING MATERIALS DEALING WITH THOSE ISSUES, CHALLENGE TAKEN-FOR GRANTED ASSUMPTIONS WITH RESPECT TO HEALTH AND ILLNESS, PUBLIC HEALTH AND MEDICAL CARE AS WELL AS HEALTH POLICIES AND HEALTH POLITICS. A FINAL OBJECTIVE OF THE SEMINAR IS TO CHALLENGE PARTICIPANTS TO REASSESS THEIR CONCEPTION OF THE FIELD OF PUBLIC HEALTH AND THEIR PLACE IN IT. IS IT A PROFESSION? A DISCIPLINE? AN APPLIED SOCIAL SCIENCE? WHAT ARE THE IMPLICATIONS/CONSEQUENCES OF EACH?

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**BCHS 3703 EXECUTIVE MANAGEMENT PRACTICUM****Credit(s): 01.0 to 03.0**

THE PURPOSE OF THE EXECUTIVE MANAGEMENT PRACTICUM IS TO PROVIDE A STRUCTURE FOR STUDENTS IN THE DRPH PROGRAM TO GAIN EXPERIENCE IN THE APPLICATION OF THE CORE SET OF COMPETENCIES IN HIGH LEVEL PRACTICE SETTINGS. THE ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH HAS IDENTIFIED SEVEN COMPETENCIES THAT STUDENTS ARE EXPECTED TO MASTER DURING THEIR DOCTORAL STUDY. FOUR OF THESE ARE THE FOCUS OF THE PRACTICUM: ADVOCACY, COMMUNICATION, LEADERSHIP, AND MANAGEMENT. PRACTICUM SITES WILL BE CHOSEN BASED ON THE MISSION OF THE ORGANIZATION AND THE OPPORTUNITY FOR THE STUDENT TO BE ABLE TO EXERCISE AND REFINE THEIR SKILLS IN THE AREAS OF MANAGEMENT, LEADERSHIP, COMMUNICATION AND ADVOCACY.

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**BCHS 3707 MULTPL REGRESN ANAL AND MODLNG****Credit(s): 03.0**

THIS COURSE WAS DESIGNED TO TEACH ADVANCED GRADUATE STUDENTS HOW TO USE APPLIED MULTIVARIATE REGRESSION ANALYSIS TO DESIGN, PROPOSE, AND TEST COMPLEX RESEARCH QUESTIONS USING A CAUSAL MODELING FRAMEWORK. THE COURSE WILL INCLUDE A BRIEF REVIEW OF SIMPLE LINEAR REGRESSION, AND QUICKLY MOVE TO ADVANCED MULTIPLE REGRESSION ANALYSIS TOPICS INCLUDING MULTIPLE PREDICTOR REGRESSION, STEPWISE REGRESSION APPROACHES, THE ANALYSIS OF LONGITUDINAL DATA WITH REGRESSION, AND EXAMINING MEDIATORS, MODERATORS AND CONFOUNDING VARIABLES AND THEIR RELATIONSHIP TO THE INDEPENDENT AND DEPENDENT VARIABLES OF INTEREST. THE COURSE WILL ALSO INCLUDE SEVERAL OTHER BRIEF SEMINARS ON REGRESSION DIAGNOSTICS, DICHOTOMOUS PREDICTORS AND OUTCOME VARIABLES, POWER ANALYSIS, AND AN INTRODUCTION TO OTHER MULTIVARIATE ANALYSIS FRAMEWORKS INCLUDING STRUCTURAL EQUATION MODELING AND LONGITUDINAL GROWTH MODELING. STUDENTS WILL BE REQUIRED TO BRING THEIR OWN MULTIVARIATE DATA SET AND RESEARCH QUESTIONS TO USE FOR CLASS ASSIGNMENTS, PREFERABLY DATA DIRECTLY RELATED TO THEIR DISSERTATION PROJECT.

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**BCHS 3888 PREP FOR COMPREHENSIVE EXAM****Credit(s): 01.0 to 03.0**

This course is designed to be an independent study for BCHS doctoral students in order for them to be able to read and prepare for their comprehensive exam. The purpose of the BCHS comprehensive examination is to "to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline".

[Revised course description and variable credits for spring 2017, term 2174.]

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**FTDR 3999 FULL-TIME DISSERTATION RESEARCH****Credit(s): 00.0**

DOCTORAL CANDIDATES WHO HAVE COMPLETED ALL CREDIT REQUIREMENTS FOR THE DEGREE, INCLUDING ANY MINIMUM DISSERTATION REQUIREMENTS, AND ARE WORKING FULL-TIME ON THEIR DISSERTATIONS MAY REGISTER FOR THIS COURSE. WHILE THE COURSE CARRIES NO CREDITS AND NO GRADE, STUDENTS WHO ENROLL IN "FULL-TIME DISSERTATION STUDY" ARE CONSIDERED BY THE UNIVERSITY TO HAVE FULL-TIME REGISTRATION STATUS.

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