The Department of Population and Quantitative Health Sciences (http://epbiwww.case.edu/) (formerly the Department of Epidemiology and Biostatistics) is a multidisciplinary department offering a range of educational programs rooted in Epidemiology, Biostatistics, Biomedical and Health Informatics, Clinical Research and Public Health. These programs include an undergraduate minor, 2 graduate certificates, 4 Master’s degrees, and 3 PhD degrees. Our graduates develop the knowledge, skills, and competencies needed to assume positions of leadership with the ultimate goal of advancing the public’s health. Through challenging coursework, independent and collaborative research opportunities, and internships students will develop a thorough understanding of the multiple determinants of population health outcomes and the research and analytic skills to answer today’s complex health problems.

The Department of Population and Quantitative Health Sciences offers the following degrees:

- Doctor of Philosophy (PhD)
  • Epidemiology & Biostatistics (p. 9)
  • Biomedical & Health Informatics (p. 8)
  • Clinical and Translational Science (http://bulletin.case.edu/schoolofmedicine/generalmedicalsciences/#clinicalresearchmsitetext)
- Master of Science (MS)
  • Biostatistics (p. 1)
  • Biomedical & Health Informatics (p. 7)
  • Clinical Research (http://bulletin.case.edu/schoolofmedicine/generalmedicalsciences/#clinicalresearchmsitetext)
- Master of Public Health (MPH) (p. 4)
- Graduate Certificate
  • Health Informatics (p. 11)
  • Clinical Research (http://bulletin.case.edu/schoolofmedicine/generalmedicalsciences/#globalhealthcertificatetext)
- Undergraduate Minor
  • Public Health (p. 3)

**Faculty and Research**

Department faculty are nationally recognized and have more than $12 million in grants that support projects including HIV/TB research in Uganda, the search for genes that cause disease, cancer prevention and control, studies of interventions to change human behaviors that promote good health, design of clinical trials, studies to change high-risk behaviors related to AIDS, studies of public policies concerning the health of the elderly, and cost/benefit studies of medical interventions. Many research projects are performed in collaboration with the four affiliated hospitals; the University Hospitals, Metro Health, the Cleveland Clinic and the Louis Stokes Cleveland VA Medical Center. Faculty members work closely with our local health departments and serve on many community task forces. The department has offices in multiple locations at the university, (Wood Building and Wolstein Research Building) and in the Prevention Research Center for Healthy Neighborhoods (PRHCN). The department maintains two scientific computer centers comprised of 14 lab computers and over a dozen servers. Several very large national health care and demographic databases are stored on these servers and are used for faculty and student research and educational projects.

**Master of Science in Biostatistics**

Questions and Information:

Nickalaus Koziura, EdM

Master of Science - Biostatistics Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
ms-biostatistics@case.edu

The Department of Population and Quantitative Health Sciences offers a revolutionary new, Master of Science (MS) Program in Biostatistics (and a BS/MS paired with any BS major), a discipline in high and exploding demand. The program can be done intensively in 11 months, or at a slower pace to finish in 1.5 or 2 years. The program was designed after extensive interviews were conducted with a wide array of potential employers to make sure our graduates will have the edge in a marketplace that has been rapidly changing, while also prepared to continue in a PhD program. More and more, biostatisticians are expected to have familiarity with the area of application. The CWRU MS Biostatistics program reflects these new needs. Students may elect to take the program part-time and complete it at their own pace.

Picture yourself saving and improving lives:

- Analyzing data from health studies to determine the best treatment
- Working with data from millions of patients
- Identifying genes linked to specific diseases
- Using data to develop instruments to measure latent constructs like psychosocial well-being

There are four tracks our students can choose from Biostatistics, Genomics & Bioinformatics, Health Care Analytics, and Social & Behavioral Science. Students do internships at leading academic medical centers and research centers, at the National Institutes of Health and in industry. Graduates are going on to jobs at leading health institutions and getting funded PhD slots at top Universities.

**Core Courses for this Program:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 414</td>
<td>Data Management and Statistical Programming</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 453</td>
<td>Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 502</td>
<td>Introduction to Statistical Consulting</td>
<td>1</td>
</tr>
</tbody>
</table>
Biostatistics Track:
The biostatistics-track students will receive a carefully designed balanced training in biostatistical theories, methods, and biomedical applications. This track student will gain mastery of basic probability theory and statistical inference, learn the methods of survival and longitudinal data analysis, and still have the flexibility to choose an elective from advanced courses. The didactic methods and theory, and hands-on analytical training would lead to either the pursuit of an advanced relevant degree and/or work as a master’s level biostatistician in various settings, e.g. academia, industry, hospitals, Pharmaceutical companies or government agencies.

Track Leader:
Dr. Abdus Sattar, PhD
Email: sattar@case.edu
Phone Number: 216.778.1265
Website: sattar.case.edu

Required Courses (9 Credits)
PQHS 435 Survival Data Analysis 3
PQHS 480 Introduction to Mathematical Statistics 3
PQHS 459 Longitudinal Data Analysis 3
Select 1 of the following Track Electives (3 Credits)
PQHS 471 Machine Learning & Data Mining 3
STAT 426 Multivariate Analysis and Data Mining 3
PQHS 450 Clinical Trials and Intervention Studies 3

Genomics and Bioinformatics Track:
Students will be trained to work in genomics and bioinformatics areas. In addition to the basics in biostatistics, they will learn the designs, methods, techniques, and tools that are commonly used in genetic epidemiology, statistical genomics, and bioinformatics research. Big Data methods of data mining and machine learning are also required in this track. Target job positions are analyst, statistician and bioinformaticians in genomics or genetic epidemiology research team in a research institute/university, pharmaceutical or biotech company.

Track Leader:
Fredrick Schumacher
Email: frs2@case.edu
Phone Number: 216.368.0351

Required Track Courses (12 Credits)
PQHS 471 Machine Learning & Data Mining 3
PQHS 451 A Data-Driven Introduction to Genomics and Human Health 3
PQHS 452 Statistical Methods for Genetic Epidemiology 3
PQHS 457 Current Issues in Genetic Epidemiology Design and Analysis of Sequencing Studies 3

Health Care Analytics Track:
Biostatistics is a vital part of clinical research, which includes both observational studies and randomized clinical trials. Modern clinical, or patient, research takes advantage of innovative methodologies for the design and analysis of such studies to increase the likelihood of success and minimize patient burden and the use of scarce resources. Clinical research biostatisticians work as part of multi-disciplinary teams with clinical and statistical investigators to develop and execute study designs and analysis plans with scientific rigor, and in support of regulatory requirements by sanctioning bodies and funding agencies. Principal roles include the design, analysis, coordination and reporting of observational and trial-based clinical research studies. Most of a clinical research biostatistician’s work is dedicated to evaluating, executing and reporting on well-designed studies to help investigators meet their scientific objectives. Related job titles include biostatistician, lead, senior or principal biostatistician, consulting statistician, statistical researcher, statistical programmer, clinical informaticist, data scientist and clinical research manager. Such positions require strong written and verbal communication skills, and the ability to work as part of a team with subject matter experts on protocol development and statistical reporting. Biostatisticians completing the Health Care Analytics track will be well-positioned to apply for positions in industry, academia (including teaching hospitals), pharmaceutical companies and government.

Track Leader:
Thomas Love, PhD
Email: tel3@case.edu
Phone Number: 216.778.1265

Required Track Courses (6 Credits)
PQHS 435 Survival Data Analysis 3
PQHS 515 Secondary Analysis of Large Health Care Databases 3
Select 2 of the following Track Electives (6 Credits)
PQHS 459 Longitudinal Data Analysis 3
PQHS 500 Design and Analysis of Observational Studies 3
PQHS 450 Clinical Trials and Intervention Studies 3
PQHS 471 Machine Learning & Data Mining 3

Social and Behavioral Sciences Track:
Students will be trained to work as analysts and research assistants in the social and behavioral sciences, including anthropology, sociology, psychology, psychiatry, and social work. Students will be trained in the most common study designs and analytic methods in these application areas. Such work often involves collaboration with multidisciplinary teams in community-practice / biomedical settings, with a focus on developmental, social/behavioral, cognitive, and/or mental health outcomes. This track is intended for students whose undergraduate work involved a major or minor in one of the social and behavioral sciences. It was created to serve the needs of social and behavioral science researchers who need research analysts trained in statistics, but with an understanding of their field and familiarity with qualitative and mixed methods as well. Target job positions are in academia, government, and research institutes.

Track Leader:
Graduates from accredited universities and colleges will be considered for admission to the department. All applicants must satisfy both CWRU and department requirements for graduate admission. The MS program in Biostatistics consists of a 16-credit core curriculum, plus a 12 credit major and a 3 credit internship or practicum.

General Requirements
Students must satisfy the requirements of the School of Graduate Studies as stated here, as well as those outlined by the Biostatistics program. The MS program in Biostatistics offers "Plan B", as defined by the CWRU School of Graduate Studies. For Plan B, the student must successfully submit and pass their written internship/practicum project.

Minor in Public Health
Questions and Information:
Nickalaus Koziura, EdM
Undergraduate Minor in Public Health
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
ph-minor@case.edu

The impact of public health and the need for the general public to know more is periodically highlighted by the impact of opioid addiction being the leading cause of death of Ohioans under age 55, obesity being the leading cause of death, and during crises such as epidemics and pandemics like Zika, Ebola, and Avian Flu. Education in public health is not only necessary for those entering the public health workforce, but is a critical complementary subject for all those considering a career in a health related field.

The Undergraduate Minor in Public Health is a 15 credit program that exposes students to the field of public health. This minor is designed to equip students with the core concepts of Public Health and is highly collaborative with many departments to provide a robust option for students who are pre-health or pursuing medical anthropology, medical sociology, mental health, global health, or nutrition and health promotion.

Courses for the Minor may be double-counted from Majors.

Required Courses (9 Credits):

Required Courses (6 Credits)

MPHP 101 Introduction to Public Health 3
MPHP 301 Introduction to Epidemiology 3

One of the following courses in Global Health (3 Credits)

INTH 301 Fundamentals of Global Health 3
ANTH 359 Introduction to Global Health 3

Electives (6 credits from one of the following areas):

Global Health
ANTH 323 AIDS: Epidemiology, Biology, and Culture 3
ANTH 354 Health and Healing in East Asia 3
ANTH 359 Introduction to Global Health 3
ANTH 379 Topics in Cultural and Social Anthropology 3
BIOL 352 Ecology and Evolution of Infectious Diseases 3
BETH 315B International Bioethics Policy and Practice: Public Health in the Netherlands 3

Medical Anthropology
ANTH 215 Health, Culture, and Disease: An Introduction to Medical Anthropology 3
ANTH 316 Current Global Health Events 3
ANTH 323 AIDS: Epidemiology, Biology, and Culture 3
ANTH 326 Power, Illness, and Inequality: The Political Economy of Health 3
ANTH 328 Medical Anthropology and Public Health 3
ANTH 337 Comparative Medical Systems 3
ANTH 338 Maternal Health: Anthropological Perspectives on Reproductive Practices and Health Policy 3
ANTH 354 Health and Healing in East Asia 3
ANTH 359 Introduction to Global Health 3
ANTH 379 Topics in Cultural and Social Anthropology 3

Medical Sociology
SOCI 264 Body, Culture and Disability 3
SOCI 311 Health, Illness, and Social Behavior 3
SOCI 344 Health Disparities 3
SOCI 345 Sociology of Mental Illness 3
SOCI 365 Health Care Delivery 3

Mental Health
PSCL 315 Social Psychology 3
PSCL 317 Health Psychology 3
PSCL 321 Abnormal Psychology 3
PSCL 344 Developmental Psychopathology 3
SOCI 345 Sociology of Mental Illness 3

Nutrition and Health Promotion
MPHP 313 Health Education, Communication, and Advocacy 3
Common Core Course Requirements:

- **NTRN 328** Child Nutrition, Development and Health 3
- **NTRN 337** Nutrition Communication, Counseling and Behavior Change Strategies 3
- **NTRN 341** Food as Medicine: How what we eat influences how we feel, think, and our health status 3
- **NTRN 343** Dietary Patterns 3

### Master of Public Health (MPH)

Questions and Information:

Tara Hannum, MA

Master of Public Health Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.7567- phone
mph-info@case.edu

A Master of Public Health degree is designed to prepare students to address the broad mission of public health, defined as "enhancing health in human populations, through organized community effort," utilizing education, research and community service. Public health practitioners are prepared to identify and assess the health needs of different populations, and then to plan, implement and evaluate programs to meet those needs. It is the task of the public health practitioner to protect and promote the wellness of humankind. The master of public health program prepares students to enhance health in human populations through organized community effort. Graduates are qualified to work in local and state health departments, universities and colleges, hospitals, ambulatory medical centers, non-profit organizations, and the insurance and pharmaceutical industries. The program seeks to attract a rich mix of students, including those pursuing degrees in medicine, nursing, dentistry, law, social work, anthropology, bioethics, management and other fields, as well as students holding undergraduate degrees.

Students in the MPH program can complete the program using one of two plans of study. Common Core and Intensive Research Pathway. The Common Core is the standard plan of study for MPH Students and the Intensive Research Pathway (IRP) is an alternative plan of study that allows students to gain exposure to more quantitative coursework. Students can complete any concentration regardless of their plan of study. Previous experience or education pertaining to public health may increase the student's flexibility in course selection. Students may also enroll part-time and take courses over a three to five-year period.

Both the Common Core and the IRP address and meet all Foundational Knowledge and Core Competencies. Regardless of plan of study, all MPH students will complete the same Applied Practical Experience and Integrated Learning Experience requirements. Below is a direct plan of study comparison between the Common Core and the IRP.

### Common Core Course Requirements:

Core required courses (18 credits)

- **MPHP 405** Statistical Methods in Public Health 3
- **MPHP 406** History and Philosophy of Public Health 3
- **MPHP 411** Introduction to Health Behavior 3
- **MPHP 429** Introduction to Environmental Health 3
- **MPHP 439** Public Health Management and Policy 3
- **MPHP 483** Introduction to Epidemiology for Public Health Practice 3

### Culminating Experience

- **MPHP 652** Public Health Capstone Experience 6
- **MPHP 650** Public Health Practicum 3

Complete 9 credits within chosen Concentration 9

### Electives

6

Total Units 42

### Intensive Research Pathway Course Requirements:

Core required courses (27 credits)

- **MPHP 406** History and Philosophy of Public Health 3
- **MPHP 411** Introduction to Health Behavior 3
- **MPHP 429** Introduction to Environmental Health 3
- **MPHP 439** Public Health Management and Policy 3
- **MPHP 483** Introduction to Epidemiology for Public Health Practice 3
- **PQHS 431** Statistical Methods I 3
- **PQHS 432** Statistical Methods II 3
- **PQHS 490** Epidemiology: Introduction to Theory and Methods 3
- **PQHS 414** Data Management and Statistical Programming 3

### Culminating Experience

- **MPHP 652** Public Health Capstone Experience 6
- **MPHP 650** Public Health Practicum 3

Complete 6 credits within chosen Concentration 6

Total Units 42

### Concentrations

Currently, five different concentrations are offered by the CWRU MPH Program: Population Health Research, Global Health, Health Policy & Management, Health Promotion & Disease Prevention, and Health Informatics. Each concentration has two required courses (in addition to the core required courses), plus selective offerings to be combined for a total of 9 credit hours in concentration coursework. Students develop a Capstone project relevant to the concentration area to expand and apply the knowledge of the subject. Individual emphasis will differ from student to student within each concentration.

MPH students can also choose to expand the emphasis and depth of their program of study by electing to do a double concentration plan of study. For the double concentration, the student chooses two areas (two concentrations) of equal emphasis. The student's Capstone project must embrace and integrate both emphases. Students choosing to do the double concentration plan of study should also work closely with an advisor to ensure optimal course selection and foster the evolution of a successful Capstone project.
Population Health Research Concentration
Coordinator - Mendel Singer, PhD, MPH

Concentration Competencies:

- Construct a conceptual model and choose an appropriate existing data set, such as electronic health records, Medicare/Medicaid, Medical Expenditure Panel Survey, Health Care Utilization Project and Health and Retirement Study, to address a specific population health research question.
- Design and perform a study consisting of a retrospective analysis of an existing data set to address a population health research question of interest
- Design efficient computer programs for data management and manipulation, statistical analysis, as well as presentation using R (or another statistical programming language, such as SAS)
- Apply advanced statistical methods for analyzing count data, categorical data, and time to event data: specifically, Poisson regression models, multinomial and ordinal logistic regression models, and Cox proportional hazard models
- Perform predictive modeling employing different strategies for model selection (best subsets and shrinkage approaches), imputation of missing values, and splitting data into training and test data sets

Required Concentration Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Elective (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPH 482</td>
<td>Qualitative and Mixed Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HSMC 421</td>
<td>Health Economics and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MPH 421</td>
<td>Health Economics and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MPH 450</td>
<td>Clinical Trials and Intervention Studies</td>
<td>3</td>
</tr>
<tr>
<td>MPH 467</td>
<td>Comparative and Cost Effectiveness Research</td>
<td>1</td>
</tr>
<tr>
<td>MPH 484</td>
<td>Global Health Epidemiology</td>
<td>1-3</td>
</tr>
<tr>
<td>PQHS 414</td>
<td>Data Management and Statistical Programming</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 435</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 440</td>
<td>Introduction to Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 452</td>
<td>Statistical Methods for Genetic Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 459</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Global Health Concentration
Coordinator - Peter Zimmerman, PhD

Concentration Competencies:

- Describe the relationships among agencies focused on colonial health, tropical medicine, international health and global health in a historical context
- Prioritize diseases of global health importance and their epidemiological context
- Apply methods for strengthening and focusing existing capacities and resources for health program sustainability and enhancement
- Contrast application of technology to impact priority diseases with addressing the underlying social and economic determinants of global health linked to health care delivery systems
- Apply the fundamental international principles and standards for the protection of human research subjects in diverse cultural setting

Required Concentration Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTH 401</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 484</td>
<td>Global Health Epidemiology</td>
<td>3</td>
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</table>

Concentration Electives (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 510</td>
<td>Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 461</td>
<td>Urban Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 480</td>
<td>Medical Anthropology and Global Health I</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 511</td>
<td>Seminar in Anthropology and Global Health: Topics</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4101</td>
<td>International Law</td>
<td>3</td>
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<tr>
<td>LAWS 5123</td>
<td>Trade Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 460</td>
<td>Managing in a Global Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Care Policy & Management Concentration
Coordinator - Kate Nagel, DrPH

Concentration Competencies:

- Apply the principles of program development, planning, budgeting, and resource management in organizational or community initiatives
- Describe how policy impacts healthcare delivery and outcomes
- Apply a continuous quality and performance improvement framework to address organizational coordination and performance
- Identify methods for decision making using evidence-based, systems thinking, and data-driven approaches to health policy and management
- Identify how access, quality, and cost are influenced by organizational or financial structures

Required Concentration Course (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPH 468</td>
<td>The Continual Improvement of Healthcare: An Interdisciplinary Course</td>
<td>3</td>
</tr>
<tr>
<td>MPH 421</td>
<td>Health Economics and Strategy</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>MPH 456</td>
<td>Health Policy and Management Decisions</td>
<td>3</td>
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</table>

Concentration Elective (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BETH 417</td>
<td>Introduction to Public Health Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HSMC 420</td>
<td>Health Finance</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 5205</td>
<td>Public Health Law</td>
<td>2</td>
</tr>
<tr>
<td>MPH 433</td>
<td>Community Interventions and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPH 467</td>
<td>Comparative and Cost Effectiveness Research</td>
<td>1</td>
</tr>
<tr>
<td>MPH 475</td>
<td>Management of Disasters Due to Nature, War, or Terror</td>
<td>3</td>
</tr>
<tr>
<td>MPH 510</td>
<td>Health Disparities</td>
<td>3</td>
</tr>
</tbody>
</table>
**Health Informatics Concentration**  
Coordinator - Siran Koroukian, PhD

**Concentration Competencies:**
- Understand the fundamentals of using biomedical ontologies for integration of biomedical and health data
- Differentiate between standard health data exchange formats and vocabularies
- Explain how clinical data originating from different systems are collected and coded and how they are normalized, aggregated, and analyzed
- Describe how biomedical terminological systems are used in natural language processing workflow for unstructured biomedical text
- Describe the ethical, regulatory, managerial, financial, and practical aspects of data security

**Required Concentration Courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PQHS 416</td>
<td>Introduction to Computing in Biomedical Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>IIME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
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</table>

**Concentration Elective (3 Credits)**

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<thead>
<tr>
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<tbody>
<tr>
<td>HSMC 432</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSMC 446</td>
<td>Models of Health Care Systems</td>
<td>1.5</td>
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<tr>
<td>HSMC 457</td>
<td>Health Decision Making &amp; Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>NUND 510</td>
<td>Application of Health Information Technology and Systems</td>
<td>1</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
<td>3</td>
</tr>
</tbody>
</table>

**Health Promotion & Disease Prevention Concentration**  
Coordinator - Erika Trapl, PhD

**Concentration Competencies:**
- Assess needs for health interventions for the general public as well as at-risk populations
- Systematically evaluate health promotion strategies across typologies of evidence
- Apply system complexity concepts in the context of nested individuals, social networks, organizations, and communities (i.e., systems nested within systems) in the analysis of public health problems and solutions
- Develop health education/health promotion strategies that create an understanding of and respect for the importance of culture in practice and policy
- Apply social and behavioral theory and planning models and evidence-based health promotion strategies for a variety of populations in the development of a health education/health promotion plan

**Required Concentration Courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPHP 433</td>
<td>Community Interventions and Program Evaluation</td>
<td>3</td>
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</table>

Select 1 Concentration Course from the list below (3 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPHP 464</td>
<td>Obesity and Cancer: Views from Molecules to Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 475</td>
<td>Management of Disasters Due to Nature, War, or Terror</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 485</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 510</td>
<td>Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 461</td>
<td>Urban Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dual Degree Options**

Because of the breadth of the field of public health, the MPH Program is an ideal degree to integrate with other professional schools and graduate programs at Case. University leadership has recognized collaboration as one of the priorities for the future of the university and has approved 11 MPH dual degree programs. They are:

- JD/MPH (School of Law)
- MA or PhD/MPH (Department of Anthropology, School of Graduate Studies)
- MA/MPH (Department of Bioethics, School of Medicine)
- MBA/MPH (Weatherhead School of Management)
- MD/MPH (School of Medicine)
- MS/MPH (Department of Nutrition)
- MSN/MPH (School of Nursing)
- MSSA/MPH (Social Administration, Mandel School of Applied Social Sciences)
- DMD/MPH (School of Dentistry)
- BA/MPH (Integrated Graduate Studies (IGS) Program)
- MSM-HC (Weatherhead School of Management)

Generally, dual degree students complete both degrees by adding one year of study to the partner degree. For example, an MD student could add one year to the four-year MD Program to complete his/her MD/MPH dual degree in five years. In addition to the requirements for the partner degree program, all dual degree students will complete 27 credits of core MPH requirements (18 core credits plus 9 Culminating Experience credits). Of the remaining 15 credits, it is anticipated that 9 will be selected from courses taught by the Department of Population and Quantitative Health Sciences. The remaining 6 credits can be selected from the list of approved courses in the partner program. Students wishing to take courses not previously approved in the dual degree plan may petition to do so in writing to both partner programs. In most cases, it will be assumed that dual degree students will adopt an area of concentration specific to their shared degree area.

Dual degree students should have academic advisors from both the MPH Program and the partner program faculty. Advisors of dual degree students are encouraged to develop dialogues with their partner advisors and collaborate on students’ programs of study. This dialogue should be accomplished by a minimum of one annual group meeting of both advisors with the student to be arranged by the student. During the initial meeting, before the end of the student’s first semester, a Planned Program of Study (PPOS) is developed. The PPOS can be revised later, also with the approval of both advisors. Academic performance issues, or any other issues, are presented by the advisors to the MPH Dual Degree
Partners Committee for final disposition. The MPH Dual Degree Partners Committee will adjudicate any difference in opinion between advisors.

The Director of the MPH Program, assisted by the Administrative Director, is the coordinator of the dual degree programs and provides services for student support, including special events and publications dedicated to serving the needs of dual degree students and building their sense of scholarship and community as a group.

Dual Degree Contacts

MBA/MPH
Deborah Bibb
Assistant Dean of Admissions
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216.368.6702
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MS/MPH
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216.368.2441
Hope.Barkoukis@case.edu

MSM-HC/MPH
Mark Votruba, PhD
Interim Department Chair
Faculty Director, MSM-Healthcare
216.368.4296
mark.votruba@case.edu

MS Biomedical & Health Informatics
Questions and Information:
Nickalaus Koziura, EdM
Master of Science - Biomedical & Health Informatics Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
informatics@case.edu

The Master of Science in Biomedical and Health Informatics (BHI) program offers non-thesis and thesis-based options. While the usual time to completion with a full-time schedule is 16 months, students have the option of doing the non-thesis program intensively in 11 months.

The BHI program offers pragmatic, interdisciplinary areas of study immediately relevant in contemporary health systems or research enterprises. Our Master’s degree program is unique in that it encompasses both biomedical research and clinical care informatics with applications to precision medicine, accountable care organizations, and reproducible science. Our program provides grounding across multiple disciplines and will be of interest if you seek a career in which you:

• Analyze patient diagnoses, treatments and outcomes, based on electronic health records, to inform best practices in clinical care
• Design or manage studies in the clinical setting to inform quality and safety process improvements
• Collaborate in biomedical research, including the analysis of large genetic and various "omics" studies, integrated with clinical or population data, to advance the understanding of diseases
• Design and manage studies that draw from clinical, cohort or population data to inform the assessment and development of devices, therapeutics or other interventions

We bring together a diverse group of faculty from across Case Western Reserve University – the School of Medicine, clinical faculty from our affiliated hospitals, the Weatherhead School of Business, and
It requires 24 credits of course work and six credits developing and with a report that is evaluated by the student’s mentorship/advisory committee. This is for students who may want to continue into a PhD program. Theses Program (no intensive option)

27 credits of course work and a 3 credit project or internship/practicum, It requires 24 credits of course work and six credits developing and presenting a thesis, evaluated by the mentoring/advisory committee.

Non-Thesis Program (with 11-month intensive option)

27 credits of course work and a 3 credit project or internship/practicum, with a report that is evaluated by the student’s mentorship/advisory committee.

Thesis Program (no intensive option) This is for students who may want to continue into a PhD program. It requires 24 credits of course work and six credits developing and presenting a thesis, evaluated by the mentoring/advisory committee.

Required Core Courses (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MPH 532</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 416</td>
<td>Introduction to Computing</td>
<td>3</td>
</tr>
</tbody>
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Biomedical and Health (3 Credits)

Choose one of the following:

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<td>Medical Imaging Fundamentals</td>
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<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
<td>3</td>
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Computation and System Design (3 Credits)

Choose one of the following:

<table>
<thead>
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<td>Analysis of Algorithms</td>
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<td>Machine Learning &amp; Data Mining</td>
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Data Analytics (3 Credits)

Choose one of the following:

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<td>Applied Probability and Stochastic Processes for Biology</td>
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<td>Statistical Methods II</td>
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<td>Longitudinal Data Analysis</td>
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<td>3</td>
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<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Databases</td>
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</table>

Thesis OR Practicum/Internship

PQHS 651  Thesis M.S.  6
OR
PQHS 602  Practicum  3
Elective  3

PhD Biomedical & Health Informatics

Questions and Information:

Nickalaus Kozuira, EdM
PhD - Biomedical & Health Informatics Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
informatics@case.edu

The PQHS faculty team is dedicated to mentoring PhD students in developing a career grounded in research that can be applied across many areas of biomedical, clinical and population health, and bioinformatics. We take time getting to know candidates and in cultivating junior colleagues who can expect that our interdisciplinary approach will offer a solid intellectual grounding for a future career.

The PQHS faculty team is dedicated to mentoring PhD students in developing a career grounded in research that can be applied across many areas of biomedical, clinical and population health, and bioinformatics. We take time getting to know candidates and in cultivating junior colleagues who can expect that our interdisciplinary approach will offer a solid intellectual grounding for a future career.

The PhD BHI program builds on the BHI Master’s – or Master’s programs from other institutions – and offers a focus on core domain areas:

- Data analytics
- Biomedical, clinical and/or population health research
- Computational and system research design

The PhD program is a full-time, research oriented program, based in Cleveland, that typically takes four years (post-Master’s) to complete. PhD candidates take core requirements intended to support capabilities essential to the interdisciplinary research that this program advances. Additionally, there are courses at the 400 level and higher across these domain areas available for a tailored program, based on recommendations from the student’s mentorship/advisory committee and the student’s areas of interest. In total, there are 36 credits of coursework plus 18 of dissertation research, all in line with CWRU PhD program requirements.

All first-year full-time students in the PhD program are fully funded by the School of Medicine (Stipend, Tuition, and Health Insurance are included). After the conclusion of their first year, students will be supported by grants (research and training) held by their research mentor.

In addition to coursework in their first year, all students will do three research rotations chosen from an approved list of potential mentors. The purpose of a rotation is to provide students with exposure to the laboratory/scientific culture pervasive in that discipline and research group, and to determine if the student-mentor fit is appropriate. Faculty members conduct their independent research, and run their laboratories using a variety of styles. The rotation gives the student and faculty member an opportunity to determine if they have similar work styles, and if the scientific culture and training will lead to successful training of the student. By the end of the first year, all students will choose a mentor and a lab in which to do their dissertation work.

Students will master the rigorous scientific and analytic methods necessary to be at the forefront of efforts to not only describe, but also effectively evaluate and improve health. Exposure to cutting edge research will be facilitated by our department-wide seminar that includes

- Biomedical, clinical and/or population health research
- Computational and systems research design

the School of Engineering – for a cross-disciplinary approach that offers the opportunity to craft tailored areas of study grounded in core competencies:

- Data analytics
- Biomedical, clinical and/or population health research
- Computational and systems research design

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talks by world-leading experts both from off- and on-campus. As part of
t heir training, all students will participate in these seminars, including as
speakers. This will help develop the necessary communication skills that
are expected of successful researchers.

The PhD in Biomedical Health Informatics welcomes applicants from a
diverse field of backgrounds and training experiences. Graduates from
accredited universities and colleges will be considered for admission
locally, nationally and globally. In addition, the program in Epidemiology
and Biostatistics is committed to developing the skills necessary for
preparing students for an active, fulfilling, and lifelong research career, with
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The program draws on the core disciplines of epidemiology and
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As part of their training students will develop a thorough understanding of the
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and design appropriate strategies to solve our pressing health problems,
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lifelong learning as we recognize this as being key to continued success.

The program is designed to train students to address critical research
questions to advance human and population health utilizing a wide

### Core Curriculum

All incoming PhD students take a required common core curriculum
supplemented by additional coursework as determined by their mentoring
or dissertation committees.

#### Required Core Courses (12 Credits)

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#### Required Research Courses (3 Credits)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>PQHS 444</td>
<td>Communicating in Population Health Science Research</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 445</td>
<td>Research Ethics in Population Health Sciences</td>
<td>0</td>
</tr>
<tr>
<td>IBMS 500</td>
<td>On Being a Professional Scientist: The Responsible Conduct of Research</td>
<td>1</td>
</tr>
<tr>
<td>PQHS 501</td>
<td>Research Seminar (Must take for at least 6 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>IBMS 501</td>
<td>Responsible Conduct of Research for Advanced Trainees (The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500, register for IBMS 501)</td>
<td>0</td>
</tr>
</tbody>
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#### Electives (4 Courses, 12 credits)

The selection of elective courses is made by each student in consultation with mentoring committee.

#### Dissertation (18 total credits)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PQHS 701</td>
<td>Dissertation Ph.D. <em>(PhD students can take between 1-9 credits of 701 per semester)</em></td>
<td>1-9</td>
</tr>
</tbody>
</table>

### PhD Epidemiology and Biostatistics

Questions and Information:

Nickalaus Koziura, EdM
PhD - Epidemiology & Biostatistics Program
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone nickalaus.koziura@case.edu

The mission of the Doctoral Program in Epidemiology and Biostatistics in the Department of Population and Quantitative Health Sciences is to prepare students for an active, fulfilling, and lifelong research career, with the goal of improving human health.

The program draws on the core disciplines of epidemiology and biostatistics, broadly defined, but may also include a wide range of other academic areas, ranging from human genetics to health policy. As part of their training students will develop a thorough understanding of how to advance public health. Through challenging coursework and research opportunities, both independent and collaborative, students will develop a thorough understanding of the multiple determinants of population health outcomes, the individual and structural factors that may lead to disparities in those outcomes, and the way in which specific policies and interventions can influence the nature and impacts of population health determinants. A key aspect of the program is to train students to define important, unanswered questions and design appropriate strategies to solve our pressing health problems, locally, nationally and globally. In addition, the program in Epidemiology and Biostatistics is committed to developing the skills necessary for lifelong learning as we recognize this as being key to continued success.

The program is designed to train students to address critical research questions to advance human and population health utilizing a wide
variety of research tools and trans-disciplinary collaborations. This is distinct from historical training in a single discipline (e.g., statistics or genetics) or expertise in a small number of technical skills. The educational mission of the PhD Program in Epidemiology & Biostatistics is to train students using an integrated approach that draws broadly from the population and quantitative health sciences. These include global, population, public, and community health, biostatistics, epidemiology, health behavior and prevention, genomic epidemiology, bioinformatics, and computational biology. This training provides the foundation for trainees to play integral roles in successfully solving our most pressing health problems.

Through our rigorous coursework, exposure to discussion of important health related issues, and their research experiences during graduate training, students will develop into junior colleagues of the faculty who will develop the capacity to work independently. To develop into the research leaders expected of our graduates, each student will take a common set of first and second-year courses that provides extensive exposure to each of the areas noted above. By the end of their first-year students will choose a mentor and laboratory in which to do their dissertation work. Research areas span all of the above and often combine these approaches with the expectation that cross-disciplinary studies will result in broader and more complete solutions to complex public health problems.

Exposure to cutting-edge research will be facilitated by our department-wide seminar that includes talks by world-leading experts both from off- and on-campus. As part of their training all students will participate in these seminars, including as speakers. This will help develop the necessary communication skills that is expected of successful researchers.

Graduates from accredited universities and colleges will be considered for admission to the department. All applicants must satisfy both CWRU and department requirements for graduate admission. Upon acceptance into the PhD program, each student will be assigned an academic advisor, who will guide the student through department and graduate school regulations, assist him or her in designing the initial planned program of study, and track the student’s progress toward degree completion.

Research and training will be guided by a committee of faculty including the student’s research advisor. The research advisor will have the major responsibility for facilitating, guiding, and advising the student in his or her research, but this will be done in consultation with the faculty committees. A Mentoring Committee, selected after first year of PhD training, will help students select courses and educational goals most useful for their research interests. This committee will be replaced at the end of the second year by a Dissertation committee that will play an important role in guiding the student’s research project.

On completion of all Core Curriculum course requirements, students take a qualifying examination that is necessary to remaining and advancing in the program. Exceptions to required courses based on prior course work will be decided on a case by case basis.

Curriculum

The Doctor of Philosophy degree in Epidemiology and Biostatistics in the Department of Population and Quantitative Health Sciences comprises 42 credits from the following components:

- Core Curriculum (22 credits)
- Electives (20 credits)

- Department Research Seminar (6 semesters)
- Passing the Qualifying Exam
- Dissertation Research (18 credits)

Core Curriculum

The Core Curriculum is designed to provide PhD students with a strong foundation in epidemiology and biostatistics and related areas - the fields that comprise population and quantitative health sciences - and the methodological and analytic training to conduct rigorous, high quality research in the student’s selected specialization or concentration.

Core required courses include:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 432</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 440</td>
<td>Introduction to Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 444</td>
<td>Communicating in Population Health Science</td>
<td>2</td>
</tr>
<tr>
<td>PQHS 465</td>
<td>Design and Measurement in Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 472</td>
<td>Integrated Thinking in Population and Quantitative Health Sciences</td>
<td>2</td>
</tr>
<tr>
<td>PQHS 473</td>
<td>Integrated Thinking in Population and Quantitative Health Sciences II</td>
<td>2</td>
</tr>
<tr>
<td>PQHS 490</td>
<td>Epidemiology: Introduction to Theory and Methods</td>
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<tr>
<td>PQHS 501</td>
<td>Research Seminar</td>
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<tr>
<td>IBMS 500</td>
<td>On Being a Professional Scientist: The Responsible Conduct of Research</td>
<td>1</td>
</tr>
<tr>
<td>IBMS 501</td>
<td>Responsible Conduct of Research for Advanced Trainees (The SOM requires that PhD students who are 4 years beyond their initial RCR training in IBMS 500, register for IBMS 501.)</td>
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</tbody>
</table>

Electives

Electives are chosen in consultation with the student’s mentor and mentoring committee.

Seminars (0 credits)

Attending research seminars is integral to our graduate program and student’s professional development. Students are required to attend weekly research seminars. These seminars provide a forum for students to develop skills in scientific presentation, thought and communication, and balance general and concentration-specific speakers and topics. Meeting locations may vary from week to week depending upon the speaker. Each student is required to attend in person six semesters of seminars. All students are required to present once a year during research seminars after their first year in the program.

Qualifying Exam

Following the completion of the core required courses at the end of their second year, students will take an oral exam based on required coursework that involves analyses of a novel data set. This will include a description of the results, their interpretation and a short proposal
on alternative or future research directions based on these findings. Students will be given two attempts to pass this examination. A second failure will result in dismissal from the program.

**Dissertation (18 credits)**

After passing the qualifying examination and completing second-year course work, students will select a dissertation committee and develop a thesis proposal, based on anticipated research for their dissertation. This will be presented to the student’s Dissertation committee that will evaluate the written document and an oral defense of the document. This will be completed no later than the end of the fall semester of the third year. Successful completion of this exam will move the student to candidacy. Each student will be allowed two attempts to pass the oral defense of the proposal.

Students are required to complete 18 credits of dissertation (PQHS 701 Dissertation Ph.D.) prior to graduation.

**Health Informatics Certificate**

Questions and Information:

Nickalaus Koziura, EdM

Graduate Certificate in Health Informatics
Case Western Reserve University
10900 Euclid Avenue, W-G74
Cleveland, Ohio 44106-4945
216.368.5957 - phone
informatics@case.edu

Students who want to explore Biomedical and Health Informatics without – or before – committing to a Master’s, can take a series of four or five courses that provide an overview and grounding in the fundamentals with practical applications in research, clinical care and population health. If you choose to continue to a Master’s program within our department, all courses are transferable.

A 12-credit or 15-credit certificate is available, taking from one year to two-and-a-half years to complete, depending on a student’s chosen pace. Certificates are granted from the CWRU School of Medicine, Department of Population and Health Information Sciences. Only the 15-credit certificate will show on an official CWRU transcript. The Graduate Certificate in Health Informatics requires students to complete 6 credits of required courses and 6-9 credits of courses in a concentration.

**Required Courses for the Certificate**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PQHS 416</td>
<td>Introduction to Computing in Biomedical Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 532</td>
<td>Health Care Information Systems</td>
<td>3</td>
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Electives can be selected to tailor a concentration that resonates with your interests.

**Health Informatics Management Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EBME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSMC 412</td>
<td>Lean Services Operations</td>
<td>3</td>
</tr>
<tr>
<td>HSMC 456</td>
<td>Health Policy and Management Decisions</td>
<td>3</td>
</tr>
<tr>
<td>HSMC 420</td>
<td>Health Finance</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
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**Clinical Informatics Concentration**

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<tbody>
<tr>
<td>EBME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
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<tr>
<td>MPHP 467</td>
<td>Comparative and Cost Effectiveness Research</td>
<td>1</td>
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<tr>
<td>MPHP 468</td>
<td>The Continual Improvement of Healthcare: An Interdisciplinary Course</td>
<td>3</td>
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<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 515</td>
<td>Secondary Analysis of Large Health Care Data Bases</td>
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**Bioinformatics Concentration**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSDS 459</td>
<td>Bioinformatics for Systems Biology</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 451</td>
<td>A Data-Driven Introduction to Genomics and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 471</td>
<td>Machine Learning &amp; Data Mining</td>
<td>3</td>
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**One of the Following:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CRSP 401</td>
<td>Introduction to Clinical Research Summer Series</td>
<td>1 - 3</td>
</tr>
<tr>
<td>MPHP 405</td>
<td>Statistical Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
</tbody>
</table>

**MPHP Courses**

**MPHP 101. Introduction to Public Health. 3 Units.**

The purpose of this course is to introduce students to the science and art of public health through understanding historical and current issues through public health case histories and controversies. Students will be introduced to social, behavioral, cultural, and environmental influences on population health. Emphasis is placed on social justice as a central component of public health, with an overview of health inequity and commitment to vulnerable populations. Core public health practices relating to health promotion program design, community assessment and improvement planning, health communication, health policy and enforcement, and health behavior change will be featured. The course will promote understanding of health care and public health systems domestically and globally, including preparedness for and response to public health emergencies.
MPHP 301. Introduction to Epidemiology. 3 Units.
This course begins with the exploration of the history, philosophy and uses of epidemiology. It then moves to the basic descriptive functions of epidemiology such as condition, frequency and severity. Data is used to describe qualitatively and quantitatively diseases and injuries in a population. Applications include identifying patterns of disease and injury over time and geography. The course then moves to analytical epidemiology with focus on estimation, inference, bias, confounding and adjustment in the determination of what factors are associated with, or cause disease or injury. The different kinds of study designs are introduced including ecologic, cross-sectional, case-control, retrospective and prospective cohort, and experimental designs such as clinical trials. Students are introduced to evidence-based public health with analysis of harm, benefit and cost, and intervention effectiveness. The course concludes with applications to policy, covering outbreak investigation/testing/screening, public health policy and special epidemiologic applications including molecular and genetic epidemiology, environmental health and safety, unintentional injury and violence prevention and behavioral sciences. Recommended preparation: A course in statistics taken before or concurrently with MPHP 301.

MPHP 306. History and Philosophy of Public Health. 3 Units.
The purpose of this course is to introduce students to the science and art of public health through an understanding of the history and philosophies that represent its foundation. Students will learn about the essentials of public health and applications of those precepts throughout history and in the present. The course will examine public health case histories and controversies from the past and present, in order to better understand solutions for the future. Offered as MPHP 306 and MPHP 406. Prereq: Enrollment limited to juniors and seniors only.

MPHP 313. Health Education, Communication, and Advocacy. 3 Units.
Historical, sociological, and philosophical factors that have influenced definitions and the practice of health education and health promotion are studied. Advanced concepts in health communication theory will also be explored. This course is designed to educate, motivate, and empower undergraduate and graduate students to become advocates for their own health, the health of their peers, and the health of the community. Offered as MPHP 313 and MPH 413.

MPHP 405. Statistical Methods in Public Health. 3 Units.
This one-semester survey course for public health students is intended to provide the fundamental concepts and methods of biostatistics as applied predominantly to public health problems. The emphasis is on interpretation and concepts rather than calculations. Topics include descriptive statistics; vital statistics; sampling; estimation and significance testing; sample size and power; correlation and regression; spatial and temporal trends; small area analysis; statistical issues in policy development. Examples of statistical methods will be drawn from public health practice. Use of computer statistical packages will be introduced. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students only. All others require instructor consent.

MPHP 406. History and Philosophy of Public Health. 3 Units.
The purpose of this course is to introduce students to the science and art of public health through an understanding of the history and philosophies that represent its foundation. Students will learn about the essentials of public health and applications of those precepts throughout history and in the present. The course will examine public health case histories and controversies from the past and present, in order to better understand solutions for the future. Offered as MPHP 306 and MPHP 406. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or instructor consent.

MPHP 411. Introduction to Health Behavior. 3 Units.
Using a biopsychosocial perspective, an overview of the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion is provided. Offered as PQHS 411 and MPHP 411. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or consent.

MPHP 413. Health Education, Communication, and Advocacy. 3 Units.
Historical, sociological, and philosophical factors that have influenced definitions and the practice of health education and health promotion are studied. Advanced concepts in health communication theory will also be explored. This course is designed to educate, motivate, and empower undergraduate and graduate students to become advocates for their own health, the health of their peers, and the health of the community. Offered as MPHP 313 and MPH 413.

MPHP 421. Health Economics and Strategy. 3 Units.
The purpose of this course is to develop the analytical skills necessary for understanding how the U.S. healthcare sector operates, how it has evolved, the forces at work behind perceived deficiencies (in quality and cost control), and the impact of alternative policy proposals. Special attention is given to recent developments in the healthcare marketplace, and the strategic considerations they create for providers and insurers. These issues are addressed through the lens of microeconomic theory. Under this framework, outcomes result from the interaction of decisions made by participants in the healthcare economy (e.g., patients, providers, insurers, government), with those decisions governed by the preferences, incentives and resource constraints facing each decision-maker. Principles of microeconomics will be reviewed as necessary to ensure consistent understanding of basic concepts. The course is designed to appeal to a broad audience, particularly students interested in healthcare management, public health, medical innovation, health law, and public policymaking. Offered as HSMC 421 and MPHP 421.

MPHP 426. An Introduction to GIS for Health and Social Sciences. 3 Units.
This course is designed to give students a first exposure to understanding how GIS is integral to understanding a wide variety of public health problems. It introduces students to current spatial approaches in health research and provides a set of core skills that will allow students to apply these techniques toward their own interests. Subject matter will include chronic diseases, infectious diseases, and vector-borne diseases examples. Other topics related to social determinants of health and current events (e.g., violence, overdose, disaster and homelessness) will also be incorporated. Students will be exposed to different types of data and different applications of these data (for example, hospitals, police departments), enabling them to think “outside the box” about how GIS can be utilized to solve real-world problems. Students will learn classic mapping and hotspot techniques. In addition, they will be introduced to novel ways to collect geospatial field data using online sources (Google Street View), primary data collection (spatial video) and mixed method approaches (spatial video geonarratives), all of which represent the cutting edge of spatial epidemiology. Offered as MPHP 426 and PQHS 426.
MPHP 429. Introduction to Environmental Health. 3 Units.
This survey course will introduce students to environmental and occupational health topics including individual, community, population, and global issues. Students will develop an understanding of the human health impacts of physical, biological, and chemical agents in the environment and workplace including basic principles of toxicology. Presentation of concepts including risk assessment, communication and management as well as discussion of environmental and occupational practices, policies and regulations that promote public and population health is included.

MPHP 431. Statistical Methods I. 3 Units.
Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence. Offered as ANAT 431, BIOL 431, CRSP 431, PQHS 431 and MPHP 431.

MPHP 432. Statistical Methods II. 3 Units.
Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models. Offered as BIOL 432, PQHS 432, CRSP 432 and MPHP 432. Prereq: PQHS/EPBI 431 or equivalent.

MPHP 433. Community Interventions and Program Evaluation. 3 Units.
This course prepares students to design, conduct, and assess community-based health interventions and program evaluation. Topics include assessment of need, evaluator/stakeholder relationship, process vs. outcome-based objectives, data collection, assessment of program objective achievement based on process and impact, cost-benefit analyses, and preparing the evaluation report to stakeholders. Recommended preparation: PQHS/EPBI 490, PQHS/EPBI 431, or MPHP 405. Offered as PQHS 433 and MPHP 433. Prereq: MPHP 411

MPHP 439. Public Health Management and Policy. 3 Units.
This course is designed to introduce students to the basics of health policy-making and includes a background on the basic structure and components of the US Health Care System (such as organization, delivery and financing). It will also cover introductory concepts in public health management, including the role of the manager, organizational design and control, and accountability. We will address relevant legal, political and ethical issues using case examples. At the end of the course, students will understand how health policy is developed and implemented in various contexts, and the challenges facing system-wide efforts at reform. This is a required course for the MPH degree. Grades will be based on a series of assignments. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI Students or instructor consent.

MPHP 450. Clinical Trials and Intervention Studies. 3 Units.
Issues in the design, organization, and operation of randomized, controlled clinical trials and intervention studies. Emphasis on long-term multicenter trials. Topics include legal and ethical issues in the design; application of concepts of controls, masking, and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures; and common mistakes. Recommended preparation: PQHS/EPBI 431 or consent of instructor. Offered as PQHS 450 and MPHP 450.

MPHP 451. A Data-Driven Introduction to Genomics and Human Health. 3 Units.
This course introduces the foundational concepts of genomics and genetic epidemiology through four key principles: 1) Teaching students how to query relational databases using Structure Query Language (SQL); 2) Exposing students to the most current data used in genomics and bioinformatics research, providing a quantitative understanding of biological concepts; 3) Integrating newly learned concepts with prior ones to discover new relationships among biological concepts; and 4) providing historical context to how and why data were generated and stored in the way they were, and how this gave rise to modern concepts in genomics. Offered as PQHS 451, GENE 451, and MPHP 451.

MPHP 456. Health Policy and Management Decisions. 3 Units.
This seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. This course is intended as an applied, practical course where the policy context is made relevant to the individual manager. Offered as HSMC 456 and MPHP 456.

MPHP 464. Obesity and Cancer: Views from Molecules to Health Policy. 3 Units.
This course will provide an overview of the components of energy balance (diet, physical activity, resting metabolic rate, dietary induced thermogenesis) and obesity, a consequence of long term positive energy balance, and various types of cancer. Following an overview of energy balance and epidemiological evidence for the obesity epidemic, the course will proceed with an introduction to the cellular and molecular biology of energy metabolism. Then, emerging research on biologically plausible connections and epidemiological associations between obesity and various types of cancer (e.g., colon, breast) will be presented. Finally, interventions targeted at decreasing obesity and improving quality of life in cancer patients will be discussed. The course will be cooperatively-taught by a transdisciplinary team of scientists engaged in research in energy balance and/or cancer. Didactic lectures will be combined with classroom discussion of readings. The paper assignment will involve application of course principles, lectures and readings. Offered as PQHS 464 and MPHP 464.

MPHP 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPHP 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.
MPHP 467. Comparative and Cost Effectiveness Research. 1 Unit.
Comparative effectiveness research is a cornerstone of healthcare reform. It holds the promise of improved health outcomes and cost containment. This course is presented in a convenient 5-day intensive format in June. There are reading assignments due prior to the 1st session. Module A, Days 1-2: Overview of comparative effectiveness research (CER) from a wide array of perspectives: individual provider, institution, insurer, patient, government, and society. Legal, ethical and social issues, as well as implications for population and public health, including health disparities will also be a component. Module B, Day 3: Introduction to the various methods, and their strengths, weaknesses and limitations. How to read and understand CER papers. Module C, Days 4-5: Cost-Effectiveness Analysis. This will cover costing, cost analysis, clinical decision analysis, quality of life and cost-effectiveness analysis for comparing alternative health care strategies. Trial version of TreeAge software will be used to create and analyze a simple cost-effectiveness model. The full 3-credit course is for taking all 3 modules. Modules A or C can be taken alone for 1 credit. Modules A and B or Modules B and C can be taken together for a total of 2 credits. Module B cannot be taken alone. If taking for 2 or 3 credits, some combination of term paper, project and/or exam will be due 30 days later. Offered as PQHS 467 and MPHP 467.

MPHP 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.
This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPHP 468, and NURS 468.

MPHP 475. Management of Disasters Due to Nature, War, or Terror. 3 Units.
The purpose of this course is to make participants aware of the special needs of children and families in disaster situations and understand public health approaches to address these needs. The learning objectives for this course are: 1) Identify the most important problems and priorities for children in disaster situations, 2) Identify the organizations most frequently involved in providing assistance in disaster situations and define their roles and strengths, 3) Describe the reasons why children are among the most vulnerable in disaster events, 4) Conduct emergency nutritional assessments for children, 5) Develop health profiles on displaced children and plan interventions based on results, 6) Define common psychosocial issues of children and the means to address them, 7) List basic points of international law including the Geneva Convention that relate to all persons involved in disaster situations, 8) List important security issues, 9) Appreciate ethical issues involved in disaster situations and employ skills of cross cultural communication, 10) Recognize and respond to special issues for children involved in biological and chemical terrorist attacks.

MPHP 477. Internship at Health-Related Government Agencies. 3 Units.
This independent study course will incorporate a one-semester-long internship at health-related government agencies (Ohio Department of Health, Ohio Department of Job and Family Services, or Cleveland City Health Department). The choice of the agency will depend on the student’s academic interests and research goals. The objective is to develop a level of familiarity with the organizational and operational aspects of such agencies, and to gain an understanding of agencies’ and bureaus’ interactions with the legislative body, as well as the processes of developing, implementing, managing, and monitoring health initiative. The instructor and the liaison persons at the agencies will be responsible for planning structured encounters of interns with key administrators and policy makers, and to select a research project, based on the intern’s research interests and the agencies’ research priorities. Interns will be required to submit a draft of the report to the instructor at the end of the semester. The approved, final report will be submitted to the agency. The project will be evaluated for its methodological soundness and rigor. Students will be required to be at the agency one day a week. Recommended preparation: PQHS/EPBI 515.

MPHP 482. Qualitative and Mixed Methods in Public Health. 3 Units.
Understanding complex public health issues requires both qualitative and quantitative inquiry. The exploration of the perceptions and experiences of people is as essential as analyzing the relationships among variables. Often, the integration of the two methods is required in order to effectively address the significant health issues faced by today’s society. It is the purpose of this course to facilitate a meaningful and substantive learning process around engaging in, and critically analyzing, qualitative and mixed methods research in public health. This includes gaining first-hand experience in research design and collecting, managing, analyzing, and interpreting data for the purposes of making data-driven program and policy recommendations. In addition, students will have the opportunity to engage with local professionals engaged in qualitative and mixed methods research.

MPHP 483. Introduction to Epidemiology for Public Health Practice. 3 Units.
This course is designed to introduce the basic principles and methods of epidemiology. Epidemiology has been referred to as the basic science for public health. Application of epidemiologic principles is critical to disease prevention, as well as in the development and evaluation of public policy. The course will emphasize basic methods (study design, measures of disease occurrence, measures of association, and causality) necessary for epidemiologic research. It is intended for students who have a basic understanding of the principals of human disease as well as statistics. Prereq: Must be an MPHP Plan A or MPHP Plan B, or EPBI student in order to enroll in the course.
MPHP 484. Global Health Epidemiology. 1 - 3 Units.
This course provides a rigorous problem-centered training in the epidemiology, prevention, treatment, and control of infectious diseases and, more generally, global health. This is an advanced epidemiology that embraces an active learning environment. Students are expected to invest time out of the classroom reading and working with classmates. Classes will be conducted with discussions, debates, group projects, and group presentations. By taking this course, students will develop a framework for interpreting, assessing, and performing epidemiologic research on issues of global importance. The course will be divided into three modules: 1) Global Health Epidemiology, 2) Helminth Epidemiology, and 3) Epidemiology of Disease Elimination. Each module is worth 1 credit hour and may be taken separately. Each module will have a separate project and/or exam. The final exam time will be used for group presentations and panel discussion. Active class participation is required through discussions, case studies, and group projects. Offered as PQHS 484, INTH 484, and MPHP 484.

MPHP 485. Adolescent Development. 3 Units.
Adolescent Development can be viewed as the overriding framework for approaching disease prevention and health promotion for this age group. This course will review the developmental tasks of adolescence and identify the impact of adolescent development on youth risk behaviors. It will build a conceptual and theoretical framework through which to address and change adolescent behavior to promote health.

MPHP 490. Epidemiology: Introduction to Theory and Methods. 3 Units.
This course provides an introduction to the principles of epidemiology covering the basic methods necessary for population and clinic-based research. Students will be introduced to epidemiologic study designs, measures of disease occurrence, measures of risk estimation, and casual inference (bias, confounding, and interaction) with application of these principles to specific fields of epidemiology. Courses will be a combination of lectures, discussion, and in-class exercises. It is intended for students who have a basic understanding of the principals of human disease and statistics. Offered as PQHS 490 and MPHP 490. Prereq or Coreq: PQHS/EPBI 431 or Requisites Not Met permission.

MPHP 496. The Evolution of Public Health into Global Health Practice. 3 Units.
This short course will use readings and case studies to explore the motivating factors in the emergence of global health interventions over the last 200 years, with a focus on its roots in public health practice, its expanding scope in the early to mid-20th century, and the strengths and weaknesses of modern global health interventions. Readings and seminar discussions will involve consideration of the changing definitions of "public health", and of the spaces in which public health interventions are expected to occur.

MPHP 499. Independent Study. 1 - 18 Units.

MPHP 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPHP 510, NURS 510, and SASS 510.

MPHP 532. Health Care Information Systems. 3 Units.
This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as HSMS 432 and MPHP 532.

MPHP 540. Operational Aspects of Global Health and Emergency Response. 3 Units.
Among professional in the medical field and the field of public health, there is a gap in knowledge, structure and research in best practices surrounding emergency response. This gap results from the limited number of training programs in the United States that focus on this very specialized field and the limited number of academic partnerships with international non-governmental organizations (NGOs). This course helps remedy this gap by introducing public health students and international emergency medicine fellows to the overall structure and operations of international humanitarian coordination systems, types of emergency response, morbidity and mortality associated with various emergencies, and the actors and institutions involved. The course highlights, through reading, workshops, and examples, the real world issues that must be faced and overcome in the field during emergency response operations.

MPHP 650. Public Health Practicum. 1 - 3 Units.
The Public Health Practicum is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which public health activities are conducted. To complete the Practicum, students must complete three credits of MPHP 650, dedicating at least 120 hours to a substantial public health experience, and attend Community Health Research and Practice (CHRP) group meetings. Prereq: Complete at least 9 credit hours in the MPH program and be in good academic standing.
MPHP 652. Public Health Capstone Experience. 1 - 9 Units.
The Public Health field practicum, involving a placement at a community-based field site, and a Master's essay. The field placement will provide students with the opportunity to apply the knowledge and skills acquired through their Master of Public Health academic program to a problem involving the health of the community. Students will learn to communicate with target groups in an effective manner; to identify ethical, social, and cultural issues relating to public health policies, research, and interventions; to identify the process by which decisions are made within the agency or organization; and to identify and coordinate use of resources at the placement site. The Master's essay represents the culminating experience required for the degree program and may take the form of a research thesis, an evaluation study, or an intervention study. Each student is required to formally present the experience and research findings. In any semester in which a student is registered for MPHP 652 credit, it is required that the student attend the Community Health Research and Practice (CHRP) group at a minimum of two sessions per 3 credits. CHRP is held once a week for approximately an hour and a half for the duration of fall, spring, and summer semesters. MPHP 652 credit is available only to Master of Public Health students.

MPHP 653. Public Health Capstone Experience. 1 - 6 Units.
The Public Health Capstone is a multi-semester project intended to provide students with the opportunity to develop a broad understanding of their chosen topic area, the ability to communicate effectively with target groups and professionals, and develop skills necessary for scientific investigation. The Public Health Capstone provides students with the opportunity to apply the knowledge and skills acquired through their Master of Public Health academic program to a problem involving the health of the community. Students work in conjunction with a community organization; therefore, the Capstone is expected to be mutually beneficial to both the student's educational goals as well as the host organization. At the conclusion of the Capstone experience, students are required to submit a capstone essay, which represents the culminating experience required for the degree program and may take the form of a research thesis, an evaluation study, or an intervention study. Each student is required to formally present the experience and research findings. While engaged in the Public Health Capstone, students are expected to attend the Community Health Research and Practice (CHRP) seminar, held weekly on Tuesdays at 12:00p.m. Counts as SAGES Senior Capstone.

MPHP 655. Dual Degree Field Practicum II. 3 Units.
This course is designed to be taken by MSSA/MPH joint degree students as the second field period of their master's program. It consists of a field practicum and participation in professional development opportunities. The Field Practicum is an integral component of the MSASS and MPH curriculums, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, supervised, and evaluated community-based experience. The Practicum is designed to move students beyond the walls of academia, to understand the political, economic, social, and organizational contexts within which social work and public health activities are conducted. These collective experiences provide students with a forum to develop skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAAS Program Objective M6 and EPAAS Content Area 4.7) Offered as SASS 656 and MPHP 656. Prereq: MPHP 655.

MPHP 656. Dual Degree Field Capstone III. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to continue to develop and hone social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAS Program Objective M6 and EPAS Content Area 4.7) Offered as SASS 656 and MPHP 656. Prereq: MPHP 655.

MPHP 657. Dual Degree Field Capstone IV. 3 Units.
The Public Health Capstone Project is an integral component of the MPH curriculum, allowing students to apply, develop, and refine their conceptual knowledge and skills as part of a planned, mentored, and evaluated public health scholarly project. This course is designed to be taken by advanced level students. It consists of a 288 hour field based Capstone experience and participation in 12 hours of professional development opportunities. The overall goal of this course is designed to move students beyond the walls and constraints of the classroom, to understand the political, economic, social, and organizational contexts within which public health and social work activities are conducted. It is also designed to provide graduate level dual degree students with field related opportunities to begin to develop advanced level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. Offered as MPHP 657 and SASS 657.

PQHS Courses

PQHS 411. Introduction to Health Behavior. 3 Units.
Using a biopsychosocial perspective, an overview of the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion is provided. Offered as PQHS 411 and MPHP 411. Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or consent.

PQHS 414. Data Management and Statistical Programming. 3 Units.
This is an online course that offers no in-person meetings. This course serves as a general introduction to the use of computer systems in epidemiologic investigations and biostatistical applications. Students will develop a conceptual understanding of data types, basic data structures, relational database systems and data normalization, data warehousing, control statements, and programming logic. Further, students will develop basic scripting skills and will learn to read in, manipulate, and perform basic descriptive analyses on research data using the SAS programming language. Primary emphasis in this course is on developing the knowledge and familiarity required to work with data in a statistical programming context. Basic familiarity with statistics is beneficial, as this course does not teach inferential statistical analysis in detail, but it is not vital to learning the course material.
PQHS 415. Statistical Computing and Data Analytics. 3 Units.
Statistical computing is an essential part of modern statistical training. This course emphasizes on statistical and data analytic problem solving skills, covers elements of statistical computing, and special topics in modern data analytics. This includes numerical methods for statistics, stochastic simulation, symbolic and graphical computation, plus special topics in resampling methods, EM algorithms, Gibbs Sampling/MCMC, projection pursuit, Laplace approximation, parallel computing, and selected methods for big and high dimensional data. The course will use R/Splus predominantly. However, interface of R with another high level programming language such as C, C++, Fortran, JAVA or Python will be essential for Big Data and intensive computation. Some Matlab, Mathematica, and graphviz will be used for symbolic and graphical computation. Prerequisite: Knowledge in statistics, equivalent to that in either STAT 325/425, or STAT 345/445, or PQHS/EPBI 481, or PQHS/EPBI 431, or by permission. Experience with at least one programming language is required: R/Splus, Matlab, C/C++, Fortran, JAVA, or Python. Prereq: STAT 312, STAT 325, STAT 425, STAT 345, STAT 445, PQHS/EPBI 431 or PQHS/EPBI 481.

PQHS 416. Introduction to Computing in Biomedical Health Informatics. 3 Units.
The goals of this course are to provide students with a survey of the computational technique that underpin biomedical and health informatics. The course will cover methods in computational system development, including biomedical terminologies, ontologies, natural language processing (NLP), logic, Electronic Health Record (EHR) system architecture as well as applications, and topics related to health information systems. This course is intended for students interested in learning the computational foundations of biomedical and health informatics. Students should have at least a bachelor of science level educational background and an understanding of the fields of biomedical and clinical/translational.

PQHS 426. An Introduction to GIS for Health and Social Sciences. 3 Units.
This course is designed to give students a first exposure to understanding how GIS is integral to understanding a wide variety of public health problems. It introduces students to current spatial approaches in health research and provides a set of core skills that will allow students to apply these techniques toward their own interests. Subject matter will include chronic diseases, infectious diseases, and vector-borne diseases examples. Other topics related to social determinants of health and current events (e.g., violence, overdoses, disaster and homelessness) will also be incorporated. Students will be exposed to different types of data and different applications of these data (for example, hospitals, police departments), enabling them to think “outside the box” about how GIS can be utilized to solve real-world problems. Students will learn classic mapping and hotspot techniques. In addition, they will be introduced to novel ways to collect geospatial field data using online sources (Google Street View), primary data collection (spatial video) and mixed method approaches (spatial video geonarratives), all of which represent the cutting edge of spatial epidemiology. Offered as MPHP 426 and PQHS 426.

PQHS 431. Statistical Methods I. 3 Units.
Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence. Offered as ANAT 431, BIOL 431, CRSP 431, PQHS 431 and MPHP 431.

PQHS 432. Statistical Methods II. 3 Units.
Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models. Offered as BIOL 432, PQHS 432, CRSP 432 and MPHP 432. Prereq: PQHS/EPBI 431 or equivalent.

PQHS 433. Community Interventions and Program Evaluation. 3 Units.
This course prepares students to design, conduct, and assess community-based health interventions and program evaluation. Topics include assessment of need, evaluator/stakeholder relationship, process vs. outcome-based objectives, data collection, assessment of program objective achievement based on process and impact, cost-benefit analyses, and preparing the evaluation report to stakeholders. Recommended preparation: PQHS/EPBI 490, PQHS/EPBI 431, or MPHP 405. Offered as PQHS 433 and MPH 433.

PQHS 435. Survival Data Analysis. 3 Units.
Basic concepts of survival analysis including hazard function, survival function, types of censoring: non-parametric models; extended Cox models: time dependent variables, piece-wise Cox model, etc.; sample size requirements for survival studies. Prereq: PQHS/EPBI 432.

PQHS 440. Introduction to Population Health. 3 Units.
Introduces graduate students to the multiple determinants of health including the social, economic and physical environment, health services, individual behavior, genetics and their interactions. It aims to provide students with the broad understanding of the research development and design for studying population health, the prevention and intervention strategies for improving population health and the disparities that exist in morbidity, mortality, functional and quality of life. Format is primarily group discussion around current readings in the field; significant reading is required.

PQHS 444. Communicating in Population Health Science Research. 1 Unit.
Doctoral seminar on writing journal articles to report original research, and preparing and making oral and poster presentations. The end products are ready-to-submit manuscripts and related slide and poster presentations for the required first-year research project in the PhD program in the Department of Epidemiology and Biostatistics. While this course provides a nucleus for this endeavor, students work intensively under the supervision of their research mentors, who guide all stages of the work including providing rigorous editorial support. Seminar sessions are devoted to rigorous peer critiques of every stage of the projects and to in-depth discussions of assigned readings. Recommended preparation: PhD students in the Department of Biostatistics and Epidemiology. Non-PhD EPBI students permitted if space available. Fluency in English writing (e.g., in accord with the Harbrace College Handbok). Prereq: PQHS/EPBI 431 and PQHS/EPBI 490. Coreq: PQHS/EPBI 432.

PQHS 445. Research Ethics in Population Health Sciences. 0 Unit.
This zero credit course is a required add-on for PhD students in EPBI. Non-PhD EPBI students permitted if space available. Fluency in English writing (e.g., in accord with the Harbrace College Handbook). Prereq: PQHS/EPBI 431 and PQHS/EPBI 490. Coreq: PQHS/EPBI 432.

This course prepares students to design, conduct, and assess community-based health interventions and program evaluation. Topics include assessment of need, evaluator/stakeholder relationship, process vs. outcome-based objectives, data collection, assessment of program objective achievement based on process and impact, cost-benefit analyses, and preparing the evaluation report to stakeholders. Recommended preparation: PQHS/EPBI 490, PQHS/EPBI 431, or MPHP 405. Offered as PQHS 433 and MPH 433.

PQHS 445. Research Ethics in Population Health Sciences. 0 Unit.
This zero credit course is a required add-on for PhD students in EPBI. Non-PhD EPBI students permitted if space available. Fluency in English writing (e.g., in accord with the Harbrace College Handbook). Prereq: PQHS/EPBI 431 and PQHS/EPBI 490. Coreq: PQHS/EPBI 432.
PQHS 450. Clinical Trials and Intervention Studies. 3 Units.
Issues in the design, organization, and operation of randomized, controlled clinical trials and intervention studies. Emphasis on long-term multicenter trials. Topics include legal and ethical issues in the design; application of concepts of controls, masking, and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures; and common mistakes. Recommended preparation: PQHS/EPBI 431 or consent of instructor. Offered as PQHS 450 and MPHP 450.

PQHS 451. A Data-Driven Introduction to Genomics and Human Health. 3 Units.
This course introduces the foundational concepts of genomics and genetic epidemiology through four key principles: 1) Teaching students how to query relational databases using Structure Query Language (SQL); 2) Exposing students to the most current data used in genomics and bioinformatics research, providing a quantitative understanding of biological concepts; 3) Integrating newly learned concepts with prior ones to discover new relationships among biological concepts; and 4) providing historical context to how and why data were generated and stored in the way they were, and how this gave rise to modern concepts in genomics. Offered as PQHS 451, GENE 451, and MPHP 451. Prereq: PQHS/EPBI 431 and PQHS/EPBI 490 or Requisites Not Met permission.

PQHS 452. Statistical Methods for Genetic Epidemiology. 3 Units.
Analytic methods for evaluating the role of genetic factors in human disease, and their interactions with environmental factors. Statistical methods for the estimation of genetic parameters and testing of genetic hypotheses, emphasizing maximum likelihood methods. Models to be considered will include such components as genetic loci of major effect, polygenic inheritance, and environmental, cultural and developmental effects. Topics will include familial aggregation, segregation and linkage analysis, ascertainment, linkage disequilibrium, and disease marker association studies. Recommended preparation: PQHS/EPBI 431 and PQHS/EPBI 451.

PQHS 453. Categorical Data Analysis. 3 Units.
Categorical data are often encountered in many disciplines including the fields of clinical and biological sciences. Analysis methods for analyzing categorical data are different from the analysis methods for continuous data. There is a rich a collection of methods for categorical data analysis. The elegant “odds ratio” interpretation associated with categorical data is a unique one. This online course will cover cross-sectional categorical data analysis theories and methods. From this course students will learn standard categorical data analysis methods and its applications to the biomedical and clinical studies. This particular course will focus mostly on statistical methods for categorical data analysis arising from various fields of studies including clinical studies; those who take it will come from a wide variety of disciplines. The course will include video lectures, group discussion and brainstorming, homework, simulations, and collaborative projects on real and realistic problems in human health tied directly to the student’s own professional interests. Focus will be given to logistic regression methods. Topics include (but not limited to) binary response, multi-category response, count response, model selection and evaluation, exact inference, Bayesian methods for categorical data, and supervised statistical learning methods. This course stresses how the core statistical principles, computing tools, and visualization strategies are used to address complex scientific aims powerfully and efficiently, and to communicate those findings effectively to researchers who may have little or no experience in these methods. Recommended preparation: Advanced undergraduate students, and graduate students in Biostatistics or other quantitative sciences with a background in statistical methods (at least one statistics course, equivalent to the PQHS/EPBI 431 course experience).

PQHS 457. Current Issues in Genetic Epidemiology: Design and Analysis of Sequencing Studies. 3 Units.
Statistical methods to deal with the opportunities and challenges in Genetic Epidemiology brought about by modern sequencing technology. Some computational issues that arise in the analysis of large sequence data sets will be discussed. The course includes hands-on experience in the analysis of large sequence data sets, in a collaborative setting. Prereq: PQHS/EPBI 451 and PQHS/EPBI 452.

PQHS 459. Longitudinal Data Analysis. 3 Units.
This course will cover statistical methods for the analysis of longitudinal data with an emphasis on application in biological and health research. Topics include exploratory data analysis, response feature analysis, growth curve models, mixed-effects models, generalized estimating equations, and missing data. Prereq: PQHS/EPBI 432.
PQHS 464. Obesity and Cancer: Views from Molecules to Health Policy. 3 Units.
This course will provide an overview of the components of energy balance (diet, physical activity, resting metabolic rate, dietary induced thermogenesis) and obesity, a consequence of long-term positive energy balance, and various types of cancer. Following an overview of energy balance and epidemiological evidence for the obesity epidemic, the course will proceed with an introduction to the cellular and molecular biology of energy metabolism. Then, emerging research on biologically plausible connections and epidemiological associations between obesity and various types of cancer (e.g., colon, breast) will be presented. Finally, interventions targeted at decreasing obesity and improving quality of life in cancer patients will be discussed. The course will be cooperatively-taught by a transdisciplinary team of scientists engaged in research in energy balance and/or cancer. Didactic lectures will be combined with classroom discussion of readings. The paper assignment will involve application of course principles, lectures and readings. Offered as PQHS 464 and MPHP 464.

PQHS 465. Design and Measurement in Population Health Sciences. 3 Units.
This course focuses on common design and measurement approaches used in population health sciences research. This course covers the preliminary considerations used in selecting qualitative, quantitative and mixed methods research approaches including an understanding of different philosophical worldviews, strategies of inquiry and methods and procedures for each approach. The course also includes an introduction to survey design and related concepts of latent variables, factor analysis and reliability and validity. Students will develop an in-depth knowledge of these design and measurement approaches through readings, lectures, group discussions and written and oral project presentations. Prereq: PQHS/EPBI 440, PQHS/EPBI 431, PQHS/EPBI 490, PQHS/EPBI 432, PQHS/EPBI 460, PQHS/EPBI 444 and PQHS/EPBI 445.

PQHS 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPHP 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.

PQHS 467. Comparative and Cost Effectiveness Research. 1 Unit.
Comparative effectiveness research is a cornerstone of healthcare reform. It holds the promise of improved health outcomes and cost containment. This course is presented in a convenient 5-day intensive format in June. There are reading assignments due prior to the 1st session. Module A, Days 1-2: Overview of comparative effectiveness research (CER) from a wide array of perspectives: individual provider, institution, insurer, patient, government, and society. Legal, ethical and social issues, as well as implications for population and public health, including health disparities will also be a component. Module B, Day 3: Introduction to the various methods, and their strengths, weaknesses and limitations. How to read and understand CER papers. Module C, Days 4-5: Cost-Effectiveness Analysis. This will cover costing, cost analysis, clinical decision analysis, quality of life and cost-effectiveness analysis for comparing alternative health care strategies. Trial version of TreeAge software will be used to create and analyze a simple cost-effectiveness model. The full 3-credit course is for taking all 3 modules. Modules A or C can be taken alone for 1 credit. Modules A and B or Modules B and C can be taken together for a total of 2 credits. Module B cannot be taken alone. If taking for 2 or 3 credits, some combination of term paper, project and/or exam will be due 30 days later. Offered as PQHS 467 and MPHP 467.

PQHS 468. The Continual Improvement of Healthcare: An Interdisciplinary Course. 3 Units.
This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as PQHS 468, MPHP 468, and NURS 468.

PQHS 471. Machine Learning & Data Mining. 3 Units.
Vast amount of data are being collected in medical and social research and in many industries. Such big data generate a demand for efficient and practical tools to analyze the data and to identify unknown patterns. We will cover a variety of statistical machine learning techniques (supervised learning) and data mining techniques (unsupervised learning), with data examples from biomedical and social research. Specifically, we will cover prediction model building and model selection (shrinkage, Lasso), classification (logistic regression, discriminant analysis, k-nearest neighbors), tree-based methods (bagging, random forests, boosting), support vector machines, association rules, clustering and hierarchical clustering. Basic techniques that are applicable to many of the areas, such as cross-validation, the bootstrap, dimensionality reduction, and splines, will be explained and used repeatedly. The field is fast evolving and new topics and techniques may be included when necessary. Prereq: PQHS/EPBI 431.

PQHS 472. Integrated Thinking in Population and Quantitative Health Sciences. 2 Units.
The determinants of common disease are multifactorial and may involve complex interactions among factors, both known and unknown. These risk factors span domains as diverse as social determinants to biochemical lesions. However, most studies of disease risk usually involve a single class of determinants, defined within a single academic discipline. The goal of this course is to teach students to recognize and define explicit and implicit assumptions about studies of disease and to understand how one may integrate different domains of knowledge to improve our understanding of disease etiology and ultimately prevention and treatment efforts. They will learn to understand assumptions built into conceptual models used to describe and predict disease risk. Prereq: PQHS 431 and PQHS 440 and PQHS 490.
PQHS 473. Integrated Thinking in Population and Quantitative Health Sciences II. 2 Units.
The determinants of common disease are multifactorial and may involve complex interactions among factors, both known and unknown. These risk factors span domains as diverse as social determinants to biochemical lesions. The goal of this course is to teach students to recognize and define explicit and implicit assumptions about studies of disease and to understand how one may integrate different domains of knowledge to improve our understanding of disease etiology and ultimately prevention and treatment efforts. This is the second of a two course sequence required of all PhD in Epidemiology and Biostatistics students. PQHS 472 is the first course in the sequence and is a required prerequisite. This course meets weekly and in-person. Prereq: PQHS 472.

PQHS 480. Introduction to Mathematical Statistics. 3 Units.
An introduction to statistical inference at an intermediate mathematical level. The concepts of random variables and distributions, discrete and continuous, are reviewed. Topics covered include: expectations, variance, moments, the moment generating function; Bernoulli, binomial, hypergeometric, Poisson, negative binomial, normal, gamma and beta distribution; the central limit theorem; Bayes estimation, maximum likelihood estimators, unbiased estimators, sufficient statistics; sampling distributions (chi-square, t) confidence intervals, Fisher information; hypothesis testing, uniformly most powerful tests and multi-decision problems. Prereq: MATH 122, MATH 124 or MATH 126.

PQHS 481. Theoretical Statistics I. 3 Units.
Topics provide the background for statistical inference. Random variables; distribution and density functions; transformations, expectation. Common univariate distributions. Multiple random variables; joint, marginal and conditional distributions; hierarchical models, covariance. Distributions of sample quantities, distributions of sums of random variables, distributions of order statistics. Methods of statistical inference. Offered as STAT 345, STAT 445, and PQHS 481. Prereq: MATH 122 or MATH 223 or Coreq: PQHS/EPBI 431.

PQHS 482. Theoretical Statistics II. 3 Units.
Point estimation: maximum likelihood, moment estimators. Methods of evaluating estimators including mean squared error; consistency, "best" unbiased and sufficiency. Hypothesis testing; likelihood ratio and union-intersection tests. Properties of tests including power function, bias. Interval estimation by inversion of test statistics, use of pivotal quantities. Application to regression. Graduate students are responsible for mathematical derivations, and full proofs of principal theorems. Offered as STAT 346, STAT 446 and PQHS 482. Prereq: STAT 345 or STAT 445 or PQHS/EPBI 481.

PQHS 484. Global Health Epidemiology. 1 - 3 Units.
This course provides a rigorous problem-centered training in the epidemiology, prevention, treatment, and control of infectious diseases and, more generally, global health. This is an advanced epidemiology that embraces an active learning environment. Students are expected to invest time out of the classroom reading and working with classmates. Classes will be conducted with discussions, debates, group projects, and group presentations. By taking this course, students will develop a framework for interpreting, assessing, and performing epidemiologic research on issues of global importance. The course will be divided into three modules: 1) Global Health Epidemiology 2) Helminth Epidemiology, and 3) Epidemiology of Disease Elimination. Each module is worth 1 credit hour and may be taken separately. Each module will have a separate project and/or exam. The final exam time will be used for group presentations and panel discussion. Active class participation is required through discussions, case studies, and group projects. Offered as PQHS 484, INTH 484, and MPHP 484.

PQHS 480. Epidemiology: Introduction to Theory and Methods. 3 Units.
This course provides an introduction to the principles of epidemiology covering the basic methods necessary for population and clinic-based research. Students will be introduced to epidemiologic study designs, measures of disease occurrence, measures of risk estimation, and casual inference (bias, confounding, and interaction) with application of these principles to specific fields of epidemiology. Classes will be a combination of lectures, discussion, and in-class exercises. It is intended for students who have a basic understanding of the principals of human disease and statistics. Offered as PQHS 490 and MPHP 490. Prereq or Coreq: PQHS/EPBI 431 or Requisites Not Met permission.

PQHS 499. Independent Study. 1 - 18 Units.
An observational study investigates treatments, policies or exposures and the effects that they cause, but it differs from an experiment because the investigator cannot control assignment. We introduce appropriate design, data collection and analysis methods for such studies, to help students design and interpret their own studies, and those of others in their field. Technical formalities are minimized, and the presentations will focus on the practical application of the ideas. A course project involves the completion of an observational study, and substantial use of the R statistical software. Topics include randomized experiments and how they differ from observational studies, planning and design for observational studies, adjustments for overt bias, sensitivity analysis, methods for detecting hidden bias, and focus on propensity score methods for selection bias adjustment, including multivariate matching, stratification, weighting and regression adjustments. Recommended preparation: a working knowledge of multiple regression, some familiarity with logistic regression, with some exposure to fitting regression models in R. Offered as CRSP 500 and PQHS 500.

PQHS 501. Research Seminar. 0 Unit.
This seminar series includes faculty and guest-lecturer presentations designed to introduce students to on-going research at the University and elsewhere. Seminars will emphasize the application of methods learned in class, as well as the introduction of new methods and tools useful in research.

PQHS 502. Introduction to Statistical Consulting. 1 Unit.
What challenges are faced by a Biostatistician working in a collaborative and consulting environment? In order to successfully interact with a client, in addition to a solid foundation in statistical methods, the consultant needs to be prepared to deal with issues such as ill-posed research questions, unrealistic expectations on the part of a client, difficulty in understanding the subject of the consultation, thorny ethical issues, and many others. Courses on statistical consulting are essential components of graduate programs in Statistics. Other courses teach students statistical methods and how to use them to address various problems, but those problems are presented by course instructors who typically have as the goal teaching the appropriate choice and utilization of available statistical tools. This course prepares students to the challenges involved in ‘real life’ consulting situations, exposing the students to different encounter types, while honing their communication and statistical skills and raising their awareness of their professional responsibilities.
PQHS 505. Seminar in Global Health Epidemiology. 0 Unit.
This seminar series examines a broad range of topics related to infectious disease research in international settings. Areas of interest are certain to include epidemiology, bioethics, medical anthropology, pathogenesis, drug resistance, vector biology, cell and molecular biology, vaccine development, diagnosis, and socio-cultural factors contributing to or compromising effective health care delivery in endemic countries. Students will include a diverse group of regional faculty and post-doctoral trainees, as well as visiting colleagues from around the world. Students will be asked to read a journal article written by the speaker and then discuss this article with the speaker after their seminar.

PQHS 510. Health Disparities. 3 Units.
This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, PQHS 510, MPH 510, NURS 510, and SASS 510.

PQHS 515. Secondary Analysis of Large Health Care Data Bases. 3 Units.
Development of skills in working with the large-scale secondary data bases generated for research, health care administration/billing, or other purposes. Students will become familiar with the content, strength, and limitations of several data bases; with the logistics of obtaining access to data bases; the strengths and limitations of routinely collected variables; basic techniques for preparing and analyzing secondary data bases and how to apply the techniques to initiate and complete empirical analysis. Recommended preparation: PQHS/EPBI 414 or equivalent; PQHS/EPBI 431 or PQHS/EPBI 460 and PQHS/EPBI 461 (for HSR students).

PQHS 550. Meta-Analysis & Evidence Synthesis. 2 - 3 Units.
Systematic reviews use reproducible methods to systematically search the literature and synthesize the results of a specific topic area. Meta-analysis is a specific analytic technique used to pool results of individual studies. Systematic reviews are useful ways to establish one’s knowledge in a particular field of study, and can highlight gaps in research which can be pursued in future work. They can also inform the background of a grant. This course is designed to introduce students to the methods of conducting a high quality systematic review and meta-analysis of intervention studies. We will cover the design, methods, and analytic techniques involved in systematic reviews. These concepts will prepare students to conduct their own systematic review or evaluate the systematic reviews of others. Sessions will be lectures, labs, and presentations. Topics include developing a search strategy, abstracting key data, synthesizing the results qualitatively, meta-analytic techniques, grading the quality of studies, grading the strength of the evidence, and manuscript preparation specific to systematic reviews and meta-analysis of intervention studies. Caveat: If you would like to conduct a systematic review of your own that can be published after the course ends, you will need to have several other class members or colleagues willing to work with you on the project. The systematic review should be on a topic where you expect no more than 20-30 included studies in order to be able to complete the review soon after the course ends. Offered as CRSP 550 and PQHS 550. Prereq: CRSP 401, PQHS/EPBI 431, MPH 405, NURS 532 or Requisites Not Met permission.

PQHS 601. Master’s Project Research. 1 - 18 Units.

PQHS 602. Practicum. 3 Units.
This course focuses on gaining experience as a biostatistician and enhancing the skills needed to become an effective biostatistician, serving as consultant and collaborator. The objectives of this mentored experience course are: to learn the role of the consulting biostatistician and the accompanying responsibilities, experience the life cycle of a project, develop and apply the interpersonal and communications skills required for a biostatistician, strengthen skills learned in the program, and often to enhance the skill set of the student, as well as to gain insight into the life and career of a biostatistician. This experience helps prepare the student for future job interviews and jobs, and may lead directly to a job. The deliverable is a professionally written report in the format of a report to a client or a research paper.

PQHS 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

PQHS 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.