

# Course Bulletin

<b>100488</b>	<b>Social and Behavioral Science</b>			
Subject: CMPH	Catalog Nbr: 0118			
<p>This course explores the interconnections between society, behavior, and health. Students learn to conceptualize a health problem from a population perspective that emphasizes the social determinants of health. Through case studies, students examine different determinants of health, strategies for improving the health of communities and individuals in those communities, and strategies to affect individual and group behavioral change.</p>				

<b>100683</b>	<b>Healthcare Organization: Budgeting and Management</b>			
Subject: CMPH	Catalog Nbr: 0136			
2024 SPRG	Primary	Karen Errichetti		Karen.Errichetti@tufts.edu
<p>This course focuses on cost accounting and budgeting in health services, nonprofit financial statement preparation, and the formulation of strategic business plans within the context of economic health policy. Students learn managerial theory and practice pertaining to organizational behavior, information systems, personnel, resource allocation, consensus building and prioritization of goals, conflict resolution, and negotiation strategies.</p>				

<b>100736</b>	<b>Integration of Public Health</b>			
Subject: CMPH	Catalog Nbr: 0151			
2024 FALL	Primary	Emily Keller		Emily.Keller@tufts.edu
2025 SPRG	Primary	Ylisabeth Bradshaw		libby.bradshaw@tufts.edu
2025 SPRG	Primary	Meera Gatlin		Meera.Gatlin@tufts.edu
<p>This course is designed to help MD/MPH and DVM/MPH students integrate their clinical, scientific, and public health education both conceptually and in regards to future career planning and development. The course provides continuity throughout the course of medical or veterinary school, allowing each student to develop a mentoring relationship with at least two faculty members. The course is designed in part to ameliorate the potential perceptions of discontinuity created by the spreading out of an 18 month curriculum over 4 years. The course is designed to help prepare a student for the Applied Learning Experience (ALE) and to increase the likelihood that the ALE will be of sufficient scope, depth and quality to allow for a final paper suitable for publication.</p>				

<b>100795</b>	<b>Global Population Health</b>			
Subject: CMPH	Catalog Nbr: 0170			
2025 SPRG	Primary	Felicia Nutter		Felicia.Nutter@tufts.edu
2025 SPRG	Primary	Meera Gatlin		Meera.Gatlin@tufts.edu

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<b>100913</b>	<b>Environmental and Occupational Health</b>			
Subject: CMPH	Catalog Nbr: 0203			
2024 FALL	Primary	Barry Levy	barry.levy@tufts.edu	
<p>This course discusses major occupational and environmental health issues and methods of prevention and control. Using health histories, students identify and obtain relevant information on occupational and environmental health issues, describe relevant laws and regulations as well as roles of governmental and non-governmental agencies. Students develop the skills necessary to be effective risk communicators when explaining occupational and environmental health risks to the public.</p>				

<b>100952</b>	<b>Law and Public Health</b>			
Subject: CMPH	Catalog Nbr: 0204			
2024 FALL	Primary	Marcia Boumil	marcia.boumil@tufts.edu	
<p>This course describes the legal basis for public health. Basic principles of malpractice, informed consent, defenses to legal liability, and health care regulation at the state and federal level are discussed. Students present and analyze the ethical and legal obligations of physicians and veterinarians on issues such as allocation of scarce resources, termination of treatment, intervention on behalf of minor children, people with disabilities, and the elderly.</p>				

<b>100992</b>	<b>Legal Basis of Public Health Veterinary Medicine</b>			
Subject: CMPH	Catalog Nbr: 0207			
2024 SPRG	Primary	Catherine Brown	Catherine.Brown@tufts.edu	
2024 SPRG	Primary	Meera Gatlin	Meera.Gatlin@tufts.edu	
<p>This course describes the legal basis for public health. Basic principles of public health and health care regulation at the state and federal level are reviewed. The course materials are available on line by the CDC and are supplemented by program faculty.</p>				

<b>101029</b>	<b>Applied Practice Experience (DVM/MPH)</b>			
Subject: CMPH	Catalog Nbr: 0208			
2024 SUMR	Primary	Meera Gatlin	Meera.Gatlin@tufts.edu	
2024 SUMR	Primary	Ramnath Subbaraman	Ramnath.Subbaraman@tufts.edu	
<p>For their core field experience, DVM/MPH students complete a field placement (minimum of 200 hours) in a public, private, or volunteer public health practice organization during the summer following the first year of study. Students may choose from a prepared list of local, national, and international placements or arrange an alternative placement. Each student works with a public health practitioner/mentor on a project which is beneficial to the host agency. The summer field experience is designed to provide students with an opportunity to integrate their knowledge and develop their skills in a practitioner's environment. Students</p>				

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present their project to faculty and students upon completion of their eight-week experience.

<b>101105</b>	<b>Integration of Public Health</b>			
Subject:	Catalog Nbr:			
CMPH	0251			
2024 FALL	Primary	Emily Keller	Emily.Keller@tufts.edu	
2025 SPRG	Primary	Ylisabeth Bradshaw	libby.bradshaw@tufts.edu	
2025 SPRG	Primary	Meera Gatlin	Meera.Gatlin@tufts.edu	
<p>This course is designed to help MD/MPH and DVM/MPH students integrate their clinical, scientific, and public health education both conceptually and in regards to future career planning and development. The course provides continuity throughout the course of medical or veterinary school, allowing each student to develop a mentoring relationship with at least two faculty members. The course is designed in part to ameliorate the potential perceptions of discontinuity created by the spreading out of an 18 month curriculum over 4 years. The course is designed to help prepare a student for the Applied Learning Experience (ALE) and to increase the likelihood that the ALE will be of sufficient scope, depth and quality to allow for a final paper suitable for publication.</p>				

<b>101123</b>	<b>Integrative Learning Experience: Planning Seminar</b>			
Subject:	Catalog Nbr:			
CMPH	0253			
2024 SPRG	Primary	Ylisabeth Bradshaw	libby.bradshaw@tufts.edu	
2025 SPRG	Primary	Jeffrey Griffiths	jeffrey.griffiths@tufts.edu	
<p>This capstone experience provides students with an opportunity to integrate and apply their knowledge and skills to addressing a genuine public health problem. Students develop a proposed service or research project in collaboration with an organization engaged in public health practice. Faculty assist students in identifying, negotiating, and crafting a suitable project. Students develop a formal plan for project implementation. After obtaining formal approval for their project plan (including Institutional Review Board review if necessary), student spend a minimum of 160 hours in the field, implementing their project, written as if for publication, and give a formal presentation to the faculty and their peers.</p>				

<b>101178</b>	<b>Research Methods</b>			
Subject:	Catalog Nbr:			
CMPH	0288			
2024 SUMR	Primary	Alice Tang	alice.tang@tufts.edu	
<p>This course introduces students to both qualitative and quantitative research methods. Emphasis is placed on identifying which methods are most appropriate for answering a specific research method, and on preparing students for doing independent work in their Applied Learning Experience.</p>				

<b>101271</b>	<b>Adolescent Health</b>			
Subject:	Catalog Nbr:			

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CMPH 0305

Adolescent health, risk behaviors, prevention, and intervention programs will be examined in relation to adolescent physical, psychosocial, and cognitive development. Topics will include theories of behavioral change, access to health care, guidelines for preventive services, outcomes research, health policy, and alternatives sites for care. Risk behaviors, including injury, violence, suicide, substance use, and sexuality, will be explored. Focus will be domestic, with examples of federal, state, and community-based adolescent health initiatives.

**101404**

**Clinical Epidemiology**

Subject: Catalog Nbr:

CMPH 0321

2025 SPRG

Primary

Olaf Dammann

Olaf.Dammann@tufts.edu

This course is designed to offer an overview of clinical epidemiology concepts at the introductory level. Clinical decision making requires background knowledge in three important areas of epidemiology: risk estimation, diagnosis, and intervention. The course will cover these topics based on textbook readings, current literature examples, clinical vignettes, and group discussion.

**101455**

**Organizational Behavior**

Subject: Catalog Nbr:

CRBR 0253

**101476**

**Ops Mgmt In Service Orgs**

Subject: Catalog Nbr:

CRBR 0258

**101519**

**Social Policy Analysis**

Subject: Catalog Nbr:

CRBR 5326

**101537**

**Organic Chem Lab II**

Subject: Catalog Nbr:

CRBU 0208

**101558**

**Intermediate Microecon**

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Subject:	Catalog Nbr:
CRBU	0303

<b>101577</b>	<b>Behavioral Economics</b>
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Subject:	Catalog Nbr:
CRBU	0323

<b>101639</b>	<b>Biostatistics</b>
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Subject:	Catalog Nbr:
CRBU	0703

<b>101642</b>	<b>Integration of Public Health</b>
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Subject:	Catalog Nbr:
CMPH	0351

2024 FALL	Primary	Emily Keller	Emily.Keller@tufts.edu
2025 SPRG	Primary	Ylisabeth Bradshaw	libby.bradshaw@tufts.edu
2025 SPRG	Primary	Meera Gatlin	Meera.Gatlin@tufts.edu

This course is designed to help MD/MPH and DVM/MPH students integrate their clinical, scientific, and public health education both conceptually and in regards to future career planning and development. The course provides continuity throughout the course of medical or veterinary school, allowing each student to develop a mentoring relationship with at least two faculty members. The course is designed in part to ameliorate the potential perceptions of discontinuity created by the spreading out of an 18 month curriculum over 4 years. The course is designed to help prepare a student for the Applied Learning Experience (ALE) and to increase the likelihood that the ALE will be of sufficient scope, depth and quality to allow for a final paper suitable for publication.

<b>101684</b>	<b>Integrative Learning Experience: Orientation and Planning</b>
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Subject:	Catalog Nbr:
CMPH	0353

2024 SPRG	Primary	Ylisabeth Bradshaw	libby.bradshaw@tufts.edu
2025 SPRG	Primary	Jeffrey Griffiths	jeffrey.griffiths@tufts.edu

This capstone experience provides students with an opportunity to integrate and apply their knowledge and skills to addressing a genuine public health problem. Students develop a proposed service or research project in collaboration with an organization engaged in public health practice. Faculty assist students in identifying, negotiating, and crafting a suitable project. Students develop a formal plan for project implementation. After obtaining formal approval for their project plan (including Institutional Review Board review if necessary), student spend a minimum of 160 hours in the field, implementing their project, written as if for publication,

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and give a formal presentation to the faculty and their peers.

<b>101736</b>	<b>Health Of Lgbt Pop.</b>
Subject:	Catalog Nbr:
CRBU	0708

<b>101756</b>	<b>Biology Of Public Health</b>
Subject:	Catalog Nbr:
CRBU	0709

<b>101760</b>	<b>Participatory and Community-Based Approaches to Epidemiological Research</b>
Subject:	Catalog Nbr:
CMPH	0358
<p>This course is designed to be a practical introduction to epidemiological and service delivery methodologies that stress participation and community ownership. The course will combine a minimal amount of introductory lecture with in-class participatory learning exercises and discussion. The course will first look at the underlying concepts of participation and community-based development. Thereafter, the sessions will focus on specific methods and students will be asked to complete a group project using these skills. The group projects will consist of participatory assessments conducted within the University community on a health related theme. The course will close with sessions on community-based health care and the policy and institutional frameworks required for sustainable community-based programs. At the end of the course, students should be adequately prepared to conduct a mentored summer research project in participatory epidemiology.</p>	

<b>101797</b>	<b>Financial Reporting And</b>
Subject:	Catalog Nbr:
CRBU	0711

<b>101816</b>	<b>Confronting Non-Communic</b>
Subject:	Catalog Nbr:
CRBU	0712

<b>102113</b>	<b>Child Nutr Disease Prvtn</b>
Subject:	Catalog Nbr:

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CRBU	0742
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<b>102154</b>	<b>Eval/intl Health Prgms</b>
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Subject:	Catalog Nbr:
CRBU	0745

<b>102230</b>	<b>The Shape Of Hc Delivery</b>
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Subject:	Catalog Nbr:
CRBU	0755

<b>102308</b>	<b>Integration of Public Health</b>
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Subject:	Catalog Nbr:
CMPH	0451

2025 SPRG	Primary	Meera Gatlin	Meera.Gatlin@tufts.edu
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This course is designed to help MD/MPH and DVM/MPH students integrate their clinical, scientific, and public health education both conceptually and in regards to future career planning and development. The course provides continuity throughout the course of medical or veterinary school, allowing each student to develop a mentoring relationship with at least two faculty members. The course is designed in part to ameliorate the potential perceptions of discontinuity created by the spreading out of an 18 month curriculum over 4 years. The course is designed to help prepare a student for the Applied Learning Experience (ALE) and to increase the likelihood that the ALE will be of sufficient scope, depth and quality to allow for a final paper suitable for publication.

<b>102328</b>	<b>Integrative Learning Experience</b>
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Subject:	Catalog Nbr:
CMPH	0453

2024 SUMR	Primary	Ylisabeth Bradshaw	libby.bradshaw@tufts.edu
2025 SPRG	Primary	Jeffrey Griffiths	jeffrey.griffiths@tufts.edu

This capstone experience provides students with an opportunity to integrate and apply their knowledge and skills to addressing a genuine public health problem. Students develop a proposed service or research project in collaboration with an organization engaged in public health practice. Faculty assist students in identifying, negotiating, and crafting a suitable project. Students develop a formal plan for project implementation. After obtaining formal approval for their project plan (including Institutional Review Board review if necessary), student spend a minimum of 160 hours in the field, implementing their project, written as if for publication, and give a formal presentation to the faculty and their peers.

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<b>102371</b>	<b>Maternal &amp; Child Health</b>
Subject: CRBU	Catalog Nbr: 0785

<b>102449</b>	<b>Urban Environmental Hlth</b>
Subject: CRBU	Catalog Nbr: 0807

<b>102529</b>	<b>Mathemat. Modeling In Ph</b>
Subject: CRBU	Catalog Nbr: 0820

<b>102574</b>	<b>Categorical Data Analy.</b>
Subject: CRBU	Catalog Nbr: 0821

<b>102680</b>	<b>Evaluating Hc Quality</b>
Subject: CRBU	Catalog Nbr: 0837

<b>102701</b>	<b>Hlth Law, Bioethics</b>
Subject: CRBU	Catalog Nbr: 0840

<b>102741</b>	<b>Aplied Stat Modeling &amp;</b>
Subject: CRBU	Catalog Nbr: 0845

<b>102760</b>	<b>Lgl Strat To Reduce Risk</b>
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Subject:	Catalog Nbr:
CRBU	0850

<b>102819</b>	<b>Modeling In Excel</b>
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Subject:	Catalog Nbr:
CRBU	0880

<b>102861</b>	<b>Quant Meth &amp; Mod For Ph</b>
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Subject:	Catalog Nbr:
CRBU	0890

<b>102880</b>	<b>Us Food Policy &amp; Culture</b>
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Subject:	Catalog Nbr:
CRBU	0891

<b>125227</b>	<b>Health Literacy</b>
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Subject:	Catalog Nbr:
PH	0273

Health literacy is the ability to read, understand and act on health information and is dependent on the skills of individuals and the complexity of health information, organization and systems. Over the past 20 years interventions to improve health literacy have evolved with input from an international community of researchers and practitioners. Increasing the focus is on systems change and the attributes of a health literate organization, and critical health literacy skills through dialogue and praxis to challenge misinformation and affect transformational change. In this course, students will review health literacy frameworks and measures; explore the link between health literacy, language, and culture; identify attributes of a health literate, culturally and linguistically responsive organization; and apply health literacy research to practice. As a skills-oriented course, students will practice writing in plain language, avoiding jargon in speaking and teaching, and produce a final product on a topic of your choice using field testing and an iterative approach.

<b>125275</b>	<b>Patient-Provider Interaction</b>
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Subject:	Catalog Nbr:
PH	0270

This course provides an overview of patient-provider interactions, surveying the field from initial conceptual communication models to the current development of participatory decision-making, examining the significant public health and policy implications. Various providers and their inter-relationships are included,

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and recent health care financing and regulatory influences explored. Differences in provider and patient goals are analyzed; methods for analyzing patient-provider interactions, and measuring patient satisfaction and quality are reviewed. Health disparities, and the effects of age, gender, ethnicity, race, and class on interaction are examined; policy challenges are debated. Different types of encounters are explored - health promotion and risk communication, issues around dying and death, acute pain and trauma, and chronic pain and other disabilities. The public health significance and adverse effects of patient-provider interactions (decreased patient adherence, poor health outcomes, medical errors, and increased malpractice) are detailed and policy alternatives framed. Types of communication excellence are highlighted, and progressive improvements in interaction quality and effectiveness are examined.

<b>128127</b>	<b>Principles of Epidemiology</b>			
Subject:	Catalog Nbr:			
PH	0201			
2024 FALL	Primary	Silas Pearman	Silas.Pearman@tufts.edu	
2024 SPRG	Primary	Naisi Zhao	Naisi.Zhao@tufts.edu	
<p>This course provides an introduction to the epidemiological perspective on health and disease. The course emphasizes the principles and methods used to describe and evaluate the patterns of illness in communities and in population subgroups. Methods and research designs used in the investigation of the etiology of infectious and noninfectious disease are presented. Lectures and laboratory examples illustrate a wide range of contemporary health problems.</p>				

<b>128209</b>	<b>Occupational and Environmental Health</b>			
Subject:	Catalog Nbr:			
PH	0204			
<p>This course examines current topics in the area of occupational and environmental health, with particular emphasis on the types of materials that produce human health effects. Both clinical and epidemiological data are used to assess the public health importance of environmental pollutants and to evaluate the effectiveness of control strategies.</p>				

<b>128254</b>	<b>Principles of Biostatistics</b>			
Subject:	Catalog Nbr:			
PH	0205			
2024 FALL	Primary	Owais Gilani	Owais.Gilani@tufts.edu	
2024 SPRG	Primary	David Tybor	DJ.Tybor@tufts.edu	
<p>This course provides an introduction to the basic principles and applications of statistics as they are applied to problems in clinical and public health settings. Topics include the description and presentation of data, random variables and distributions, descriptive statistics, introduction to probability, estimation, elements of hypothesis testing, and one- and two-sample tests, ANOVA (including repeated-measures), non-parametric tests, and an introduction to linear and logistic regression. Lectures, problem sets, and computer output are used to develop these and additional concepts.</p>				

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<b>128297</b>	<b>Intermediate Biostatistics</b>			
Subject:	Catalog Nbr:			
PH	0206			
2024 SPRG	Primary	Kenneth Chui		Kenneth.Chui@tufts.edu
2025 SPRG	Primary	Shayesteh Jahanfar		Shayesteh.Jahanfar@tufts.edu
<p>A variety of topics related to modeling continuous, binary, and survival time outcomes in terms of multiple risk factors are explored. Topics covered include the analysis of variance and covariance, linear regression, multiple linear regression, nonlinear regression, logistic regression, non parametric regression, and regression for survival times, including proportional hazard models. Emphasis is on the practical aspects of model construction, model checking, and model prediction. Applications and computer methods are stressed.</p>				

<b>128420</b>	<b>Law in Public Health</b>			
Subject:	Catalog Nbr:			
PH	0210			
2024 FALL	Primary	Marcia Boumil		marcia.boumil@tufts.edu
<p>This course explores the complex and evolving legal environment surrounding the public health and health care delivery systems. Issues include those related to tobacco-related injuries and Medicaid litigation, personal injury liability for toxic substance exposure, end-of-life decision making, medical malpractice, and insurance company regulation and liability. In analysis of these topics, the interrelationship of the levels and branches of government will be noted. Also, the course incorporates basic descriptions of financing mechanisms and providers in the US health care system.</p>				

<b>128574</b>	<b>Health Care Organization: Budgeting and Management</b>			
Subject:	Catalog Nbr:			
PH	0216			
2024 SPRG	Primary	Jennifer Bateman		Jennifer.Bateman@tufts.edu
<p>This course focuses on cost accounting and budgeting in health services, nonprofit financial statement preparation, and the formulation of strategic business plans within the context of economic health policy. Students learn managerial theory and practice pertaining to organizational behavior, information systems, personnel, resource allocation, consensus building and prioritization of goals, conflict resolution, and negotiation strategies.</p>				

<b>128597</b>	<b>Negotiation and Conflict Resolution</b>			
Subject:	Catalog Nbr:			
PH	0217			
2025 SPRG	Primary	Marcia Boumil		marcia.boumil@tufts.edu
<p>This course is designed to provide students with the theory and core skills required for successful negotiation and other forms of conflict resolution. Students will learn about strategies for negotiation and be required to practice their skills in simulation exercises. The goal of the course is to provide a systematic framework for mastering the fundamentals of negotiation strategy for effective conflict resolution, including: (1)</p>				

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understanding the role of various relationships in determining negotiation strategy; (2) recognizing when negotiation is not being undertaken in good faith; (3) learning effective strategies for reaching agreements upon favorable terms; and (4) identifying strengths and weaknesses in each student's personal negotiating style.

<b>128726</b>	<b>Survey Research Methods</b>			
Subject:	Catalog Nbr:			
PH	0222			
2024 FALL	Primary	Aviva Must	aviva.must@tufts.edu	
2024 SPRG	Primary	Susan Koch-Weser	Susan.Koch_Weser@tufts.edu	
<p>This course uses real world examples to introduce students to basic survey methodology and data management. Students have the opportunity to practice the fundamentals of good survey design and how to enter, code and clean the data one collects. Topics include formulating research questions, sampling, sample size determination, linking instruments to conceptual frameworks, principles of item construction and scale development, modes of survey administration, and qualitative methods. During the laboratory component of the course, students learn how to develop and maintain a documentation system, create data entry screens, verify the accuracy of data entry, clean data, merge and subset data files, derive new variables, conduct descriptive analyses and summarize results.</p>				

<b>128781</b>	<b>Infectious Disease Epidemiology</b>			
Subject:	Catalog Nbr:			
PH	0224			
<p>This course is designed to introduce you to key concepts in infectious disease epidemiology, including the methodological issues associated with control, surveillance, and research of infectious diseases. While a detailed presentation of the epidemiology of every infectious disease is well beyond the scope of this course, we will consider the epidemiology of several important diseases over the course of the semester.</p>				

<b>128846</b>	<b>Cancer Epidemiology and Prevention</b>			
Subject:	Catalog Nbr:			
PH	0226			
2024 SUMR	Primary	Dominique Michaud	Dominique.Michaud@tufts.edu	
<p>This course is aimed at providing students with an introduction to cancer epidemiology and cancer prevention. The topics in this course will review known and suspected cancer risk factors; discuss descriptive data on cancer rates; address methodological issues and limitations in assessing causality; discuss potential opportunities for primary and secondary cancer prevention. Students will be expected to present a selected topic on a current topic in cancer, providing opportunities to discuss cutting-edge research areas in the field.</p>				

<b>129044</b>	<b>Pharmacoepidemiology, Bioethics, and Regulatory Policy</b>			
Subject:	Catalog Nbr:			
PH	0239			

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2025 SPRG	Primary	Paul Beninger	Paul.Beninger@tufts.edu
<p>This course will give a broad overview of bioethics and regulatory policy in the field of pharmacoepidemiology. It will focus on various issues, including but not limited to the importance of bioethics in shaping statutes, policies and procedures for the development of medical products, the major organizations that play a role in drug development, the fundamentals of clinical pharmacology, and the role of regulatory processes in all aspects of pharmacoepidemiology.</p>			

<b>129224</b>	<b>Global Health: Determinants, Delivery, and Diseases</b>		
Subject: PH	Catalog Nbr: 0247	2024 SPRG	Primary
		Ramnath Subbaraman	Ramnath.Subbaraman@tufts.edu
<p>This course examines current and emerging health issues in developing and industrialized countries. Students learn to define the nature, determinants, and impact of selected health problems in selected countries and describe the pattern of morbidity and mortality at country level and by geographic region. Students are introduced to data sources and health service delivery. Considerations at the local, national, and regional levels, including sources of funding, the role of culture in health and disease, and the global impact of health, are explored.</p>			

<b>129257</b>	<b>Introduction to Global Health and Development</b>		
Subject: PH	Catalog Nbr: 0248	2024 FALL	Primary
		Saloni Dev	Saloni.Dev@tufts.edu
<p>This semester long course addresses global health disparities. Students will compare various healthcare systems with the help of lectures, discussions and country studies. The objective of the course is to identify the root causes of health disparities among and within nations related to primary healthcare, gender, ethnicity and microhabitat issues. The course reviews important healthcare milestones and challenges and addresses emerging trends that have impacts on global health. Demographic trends will be used as a tool to quantify those disparities and progresses. Health governance will be addressed extensively linking healthcare to the roles of international organizations, non-governmental organizations (those for profit and not for profit) and governments.</p>			

<b>129329</b>	<b>Maternal and Child Health Policy in the U.S.</b>		
Subject: PH	Catalog Nbr: 0260		
<p>This course will explore the components of maternal and child health in the context of historical, legislative and social policies and background. Perinatal, early childhood, child and adolescent health will be presented from an ecological and life course perspective. Topics such as injury and violence, nutrition, immunization, children with special health care needs and health disparities that cross-cut the developmental stages will be focused on in more depth. The aim of this course is to provide an introduction to maternal and child health programs, policies and issues and how a public health approach can enable states and communities to plan and implement comprehensive integrated systems that reduce the risks and enhance the protective factors</p>			

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leading to positive outcomes for children, adolescent and families. How current factors and changes in family structure, social systems and economic stability may impact and shape current and future maternal and child policies and services will be discussed.

<b>129371</b>	<b>Introduction to SAS</b>			
Subject:	Catalog Nbr:			
PH	0265			
2024 SUMR	Primary	David Tybor	DJ.Tybor@tufts.edu	
2025 SPRG	Primary	Shikhar Shrestha	Shikhar.Shrestha@tufts.edu	
<p>This intensive course will introduce students to the concepts and syntax necessary for basic data management and analysis using the SAS System for Windows. Emphasis will be placed upon learning methods for data manipulation and gaining the necessary skills to prepare data for statistical analysis. SAS procedures for descriptive statistics will be covered, and methods for data visualization will be introduced. Weekly homework assignments and in-class exercises will allow students to gain practical experience solving SAS programming problems.</p>				

<b>129523</b>	<b>Evaluation of Health Programs</b>			
Subject:	Catalog Nbr:			
PH	0285			
2024 SUMR	Primary	Karen Errichetti	Karen.Errichetti@tufts.edu	
<p>This is an introductory course in Public Health Program Evaluation. Students will become familiar with how small-scale evaluations are designed and carried out in the context of public health practice. We will review the tools and data collection methods evaluators use to plan evaluations and collect appropriate data. Both qualitative and quantitative approaches will be addressed. Students will practice data collection skills and apply content and conceptual knowledge learned in the course to the development of an evaluation plan for an existing program.</p>				

<b>129660</b>	<b>Applied Learning Experience: Planning Seminar</b>			
Subject:	Catalog Nbr:			
PH	0301			
<p>In the planning semester, students develop a proposed project in collaboration with an organization engaged in public health practice. Faculty assist students in identifying, negotiating, and crafting a suitable project. Students develop a formal plan for project implementation.</p>				

<b>129682</b>	<b>Applied Learning Experience: Implementation Seminar</b>			
Subject:	Catalog Nbr:			
PH	0302			
2024 SUMR	Primary	Virginia Chomitz	Virginia.Chomitz@tufts.edu	
<p>After obtaining formal approval for their project plan (including Institutional Review Board review if necessary), students spend a minimum of 160 hours in the field, implementing their project, written as if for</p>				

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publication, and give a formal presentation to the faculty and their peers.

<b>129868</b>	<b>Directed Study</b>			
Subject:	Catalog Nbr:			
PH	0400			
2024 SPRG	Primary	Kimberly Dong Breen	kimberly.dong@tufts.edu	
2024 SUMR	Primary	Dominique Michaud	Dominique.Michaud@tufts.edu	
2025 SPRG	Primary	Alice Tang	alice.tang@tufts.edu	
2025 SPRG	Primary	Megan Mueller	Megan.Mueller@tufts.edu	
Directed Study - Half Semester				

<b>138644</b>	<b>Transfer Credit</b>			
Subject:	Catalog Nbr:			
TRAN	9999			

<b>138747</b>	<b>Health Svc Delivery</b>			
Subject:	Catalog Nbr:			
CBUN	0713			
BU Cross-Reg: HM710				

<b>138748</b>	<b>HR Management</b>			
Subject:	Catalog Nbr:			
CBUN	0736			
BU Cross Reg: PM736				

<b>138749</b>	<b>Dev &amp; The Environment</b>			
Subject:	Catalog Nbr:			
CBUN	0806			
BU Cross -Reg EH806				

<b>138750</b>	<b>Snort, Swallow, Smoke: Drugs and Behavior</b>			
Subject:	Catalog Nbr:			
PH	0227			
2025 SPRG	Primary	Shikhar Shrestha	Shikhar.Shrestha@tufts.edu	
Problems related to substance use are pervasive in our society on many levels. This course takes an ecological approach to understanding substance use and substance use disorders. Through the context of course				

# Course Bulletin

lectures and discussions, guest speakers, documentaries, and experiential learning trips, students will engage with myriad aspects of substance-related behavior, spanning epidemiology, neurobiology, prevention, addiction, harm reduction, treatment, and recovery.

<b>138751</b>	<b>Health Services QI Methods</b>		
Subject:	Catalog Nbr:		
PH	0231		
2024 SPRG	Primary	Denise Daudelin	Denise.Daudelin@tufts.edu
<p>In this course, students will gain valuable skills in Quality Improvement (QI) and patient safety that are highly sought after in healthcare leadership and clinical care roles. Designed for future leaders in healthcare management and policy, the course provides a comprehensive introduction to the latest trends, core concepts, and methods in QI. Students will learn how to apply these principles to improve healthcare systems, clinics, community health settings, and public health initiatives. Through hands-on experience with a clinical quality improvement project, students will develop practical skills that enhance their ability to lead change in real-world settings.</p>			

<b>138846</b>	<b>Data Analysis for Mngmt</b>		
Subject:	Catalog Nbr:		
CBUN	0717		
BU XREG: GSMQM717			

<b>138847</b>	<b>Prev. Intimate Partner</b>		
Subject:	Catalog Nbr:		
CBUN	0724		
Prev. Intimate Partner Violence			

<b>138848</b>	<b>Negotiations</b>		
Subject:	Catalog Nbr:		
CBUN	0854		

<b>138850</b>	<b>Health Care Reform and More: Current Topics in American Health Care Policy</b>		
Subject:	Catalog Nbr:		
CMPH	0357		
2025 SPRG	Primary	Vanessa Nicholson-Robinson	Vanessa.Nicholson@tufts.edu
<p>The American health care system accounts for a large and growing part of the nation's economy, directly affects the public welfare, and is often a source of great political controversy. Thus, it is a central focus of public policy makers at the federal and state levels. This course will provide students with an overview of</p>			

# Course Bulletin

current topics in health care policy, including the Affordable Care Act and the recently passed Massachusetts cost containment law. Subjects for detailed study will include aspects of these laws and other topics including: comparative effectiveness analysis, measuring and improving health care quality, innovations in health care delivery and payment, and policy efforts to promote prevention and public health. Throughout the course, students will hear from Massachusetts health care leaders, participate in active discussion and debate during class, and write a series of brief policy memos.

<b>138862</b>	<b>Essentials of Pubic Health Law</b>	
	Subject: CBUN	Catalog Nbr: 0719
BU COURSE LW719		

<b>138863</b>	<b>VACCINE DEVELOPMENT</b>	
	Subject: CBUN	Catalog Nbr: 0800
BU COURSE IH800		

<b>139292</b>	<b>Evaluation of Managers</b>	
	Subject: CBRN	Catalog Nbr: 2478
Evaluation of Managers		

<b>139526</b>	<b>Introduction to R Software</b>	
	Subject: CBUN	Catalog Nbr: BS720
Introduction to R Software		

<b>139556</b>	<b>Introduction to Health Policy</b>	
	Subject: CBUN	Catalog Nbr: 0702
Introduction to Health Policy		

<b>139903</b>	<b>Transboundary and Emerging Diseases of Animals &amp; Initial Accreditation Training (TEDA/IAT)</b>		
	Subject: CMPH	Catalog Nbr: 0360	
	2025 SPRG	Primary	Meera Gatlin
			Meera.Gatlin@tufts.edu
Transboundary and Emerging Diseases of Animals & Initial Accreditation Training (TEDA/IAT)			

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<b>140135</b>	<b>Intro to Statistical Computing</b>			
	Subject:	Catalog Nbr:		
	CBUN	BS723		

<b>140136</b>	<b>Advanced Epidemiology</b>			
	Subject:	Catalog Nbr:		
	CBUN	EP854		

<b>140257</b>	<b>Organizational Theory and Behavior</b>			
	Subject:	Catalog Nbr:		
	CBRN	HS526A		

<b>140272</b>	<b>GIS for Public Health</b>			
	Subject:	Catalog Nbr:		
	PH	0262		
	2024 SPRG	Primary	Laura Corlin	Laura.Corlin@tufts.edu
	2025 SPRG	Primary	Thomas Stopka	Thomas.Stopka@tufts.edu
<p>In public health, place matters. Place is a close reflection of the social and economic deprivation and environmental exposures that can result in significant health disparities that are manifest in health outcomes, including morbidity and mortality. While uses of geographic information systems (GIS) and spatial epidemiology have increased steeply and steadily within the public health sciences during the past two decades, they are rapidly evolving. In health disparities, nutrition, disease prevention, and health services research, this is particularly evident. More than an estimated 80% of health issues have a spatial component; however, only a small fraction of research studies include a focus on the geography of health and spatial associations of putative exposures, access to care, and health outcomes. This course will provide students with the basic skills needed to obtain, analyze, and decipher spatial data in a GIS, using a variety of examples from public health, nutrition, urban development, and the US Census Bureau.</p>				

<b>140358</b>	<b>Needs Assessment</b>			
	Subject:	Catalog Nbr:		
	CBUN	0851		

<b>140388</b>	<b>Social Epidemiology</b>			
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# Course Bulletin

Subject:	Catalog Nbr:
CBUN	EP775

<b>140389</b>	<b>Maternal &amp; Child Health Policy Making</b>
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Subject:	Catalog Nbr:
CBUN	MC763

<b>140390</b>	<b>Perinatal Health Services</b>
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Subject:	Catalog Nbr:
CBUN	MC845

<b>140435</b>	<b>Quantitative Methods for Program Evaluation</b>
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Subject:	Catalog Nbr:
CBUN	SB822

<b>140482</b>	<b>Intermediate Statistical Computing</b>
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Subject:	Catalog Nbr:
CBUN	BS805

<b>140489</b>	<b>Introduction to Geographic Information Systems</b>
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Subject:	Catalog Nbr:
CBUN	HS297F

<b>140494</b>	<b>Applied Statistics and Clinical Trials</b>
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Subject:	Catalog Nbr:
CBUN	BS851

<b>140739</b>	<b>Doctor of Public Health Thesis</b>
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Subject:	Catalog Nbr:
PH	0801

# Course Bulletin

2025 SPRG

Primary

Virginia Chomitz

Virginia.Chomitz@tufts.edu

All doctoral students must register for PH 0801 every semester to remain in active and full time status.

<b>140889</b>	<b>Statistical Genetics I</b>			
Subject:	Catalog Nbr:			
CBUN	BS858			

<b>140890</b>	<b>Integration of Public Health - Physician Assistant/Master of Public Health</b>			
Subject:	Catalog Nbr:			
PH	0229			
2024 FALL	Primary	Karen Errichetti	Karen.Errichetti@tufts.edu	
2024 SPRG	Primary	Mercedes Colangelo	Mercedes.Colangelo@tufts.edu	
<p>The Master of Public Health (MPH) degree supports PA students' clinical understanding of the individual with a population-based perspective. The Tufts PA/MPH dual degree requires an integration course for students to engage with a dual awareness regarding health issues and a breadth of knowledge and understanding that prepares them to fill unique and often influential roles in the health care system. Integration of Public Health facilitates the learning of how students' public health work connects with their clinical studies. Therefore, PA/MPH students participate in the integration course over their three years at Tufts University. Students join the integration cohort in their first semester of their MPH year and complete the course in the final semester of their clinical year. The course also supports a close mentoring structure between course directors and PA/MPH students.</p>				

<b>140927</b>	<b>Outbreak Investigation</b>			
Subject:	Catalog Nbr:			
CBUN	EP800			

<b>140941</b>	<b>The Epidemiology of HIV/AIDS in the Developed and Developing World</b>			
Subject:	Catalog Nbr:			
CBUN	EP764			

<b>141116</b>	<b>The Patient Perspective on Healthcare Costs: Financial Barriers and Risk Factors</b>			
Subject:	Catalog Nbr:			
CMPH	0365			
<p>With passage of the Affordable Care Act, millions of Americans have gained access to health insurance coverage. Several years into full implementation of the insurance expansion provisions, more attention is now</p>				

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focused on the adequacy of coverage. This course will provide students with background on the out-of-pocket healthcare costs paid by patients and explore the consequences when these costs are unaffordable. Information will be presented from the patient perspective. Health policy, insurance coverage and public programs, and care delivery will be analyzed and assessed for effectiveness at addressing unaffordable healthcare costs.

<b>141136</b>	<b>Environmental Health Science, Policy and Law</b>			
	Subject:	Catalog Nbr:		
	CBUN	EH805		

<b>141205</b>	<b>Social Factors</b>			
	Subject:	Catalog Nbr:		
	CBUN	SB740		

<b>141317</b>	<b>Social Marketing</b>			
	Subject:	Catalog Nbr:		
	PH	0268		
	2024 SPRG	Primary	Michael Siegel	Mike.Siegel@tufts.edu
<p>Students will develop an understanding of social marketing and how this approach can be used to influence behavior and social change. The course provides practice in positioning complex public health issues, identifying and analyzing audiences, creating targeted communication, identifying appropriate communication channels, translating research into creative concepts, and evaluating social marketing interventions. Students will apply these skills in designing a social marketing plan that addresses a public health topic. As part of this course, students will gain an understanding of the benefits of moving beyond promotion to designing marketing-based interventions aimed at facilitating behavior change.</p>				

<b>141372</b>	<b>Intermediate Epidemiology</b>			
	Subject:	Catalog Nbr:		
	PH	0251		
	2024 FALL	Primary	Dominique Michaud	Dominique.Michaud@tufts.edu
<p>This course in intermediate epidemiologic methods reinforces the concepts and methods taught in PH 0201, with in-depth instruction in issues of study design, assessing threats to study validity including confounding and selection bias, and analyzing data with standard regression models. The course emphasizes hands-on learning and includes a combination of discussions of methodologic papers, and a required laboratory component where students will learn to apply the concepts learned in class to real-world problems.</p>				

<b>141454</b>	<b>Physiologic Principles for Public Health</b>			
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Subject:	Catalog Nbr:
CBUN	EH710

<b>141476</b>	<b>Principles of Epidemiology and Inferential Statistics I</b>			
Subject:	Catalog Nbr:			
CMPH	0131			
2025 SPRG	Primary	Alice Tang		alice.tang@tufts.edu
2025 SPRG	Primary	Owais Gilani		Owais.Gilani@tufts.edu

<b>141477</b>	<b>Principles of Epidemiology and Inferential Statistics II</b>			
Subject:	Catalog Nbr:			
CMPH	0133			
2024 SPRG	Primary	Kenneth Chui		Kenneth.Chui@tufts.edu
2025 SPRG	Primary	Alice Tang		alice.tang@tufts.edu
2025 SPRG	Primary	Owais Gilani		Owais.Gilani@tufts.edu
<p>This course introduces the fundamentals of biostatistics with mindful integration of epidemiologic concepts. Using peer reviewed publications as a starting point, you will learn these concepts by deconstructing the results and exploring the underlying concepts, mechanisms, and techniques. And then, to further strengthen our understanding, together we will practice by replicating the analyses using the statistical software, Stata, and real-world data sets. Through a blend of theory and practical application, you will develop the essential skills needed to critically analyze health-related data, understand the design, interpretation, and reporting of epidemiological studies, and make evidence-based decisions in public health research.</p>				

<b>141596</b>	<b>Social Justice &amp; the Health of Populations: Racism and other systems of oppression in America</b>			
Subject:	Catalog Nbr:			
CBUN	MC775			

<b>141650</b>	<b>Infectious Disease Epidemiology</b>			
Subject:	Catalog Nbr:			
CBUN	EP755			

<b>141653</b>	<b>Social and Behavioural Sciences for Public Health</b>			
Subject:	Catalog Nbr:			
CBUN	SB721			

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<b>141664</b>	<b>Advanced Topics in Qualitative Research</b>
Subject: CBRN	Catalog Nbr: HS411B

<b>141748</b>	<b>Field Course: Introduction to a Health Care Governmental Agency</b>
Subject: PH	Catalog Nbr: 0287
<p>This half-credit 'field course' combines lectures and discussions led by Professor Hattis and staff of the Massachusetts Health Policy Commission (HPC) with on-site participation in HPC board and committee meetings. The course will cover recent Massachusetts health reform, the formation and structure of the HPC, and the HPC's primary responsibilities, including measuring statewide cost trends, monitoring the changing health care market, and supporting clinical transformation and payment reform. Students will be given the opportunity to formulate a policy position related to one of the HPC's key responsibilities, and present their proposal to the class and HPC staff.</p>	

<b>142317</b>	<b>Field Course: Introduction to Building Health Neighborhoods and Communities</b>
Subject: PH	Catalog Nbr: 0289
<p>This field course combines in-class discussions and hands-on activities with guest speakers and off-site visits at various community institutions in Chinatown to understand place-based public health. This course takes a strengths-based and asset-based approach to thinking about public health in Chinatown and highlights how residents and leaders think about health priorities and community wellness. Through field visits, discussion with leaders in the community, and attendance at community meetings, students will gain a deeper understanding of place-based public health strategies across the life course in an immigrant community and the role that community agencies play in health promotion. The course provides a theoretical basis for place-based public health, context-setting on the history of Boston Chinatown, an overview of current strategies used by community agencies to promote health, and an overview of three of the major populations in Boston Chinatown: children, the elderly and workers. This course also asks students to critical reflect on the role and responsibility that universities, like Tufts, have with their host communities. During class, students will learn and practice a variety of skills used in community-based settings, such as meeting facilitation, community engagement strategies, cultural humility, and asset mapping. Students will work in teams on a project with a community agency in Chinatown. Students are expected to demonstrate active engagement in class and in the field and with community partners.</p>	

<b>142690</b>	<b>Health Economics and Financial Management for Public Health</b>
Subject: CBUN	Catalog Nbr: 0857

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<b>143039</b>	<b>Directed Study</b>				
Subject:	Catalog Nbr:				
PH	0401				
2024 FALL	Primary	Alice Tang	alice.tang@tufts.edu		
2024 SPRG	Primary	Dominique Michaud	Dominique.Michaud@tufts.edu		
2024 SUMR	Primary	Kimberly Dong Breen	kimberly.dong@tufts.edu		
2025 SPRG	Primary	Karen Errichetti	Karen.Errichetti@tufts.edu		
Directed Study - Full Semester					

<b>143042</b>	<b>Directed Study</b>				
Subject:	Catalog Nbr:				
CMPH	0401				
2024 SPRG	Primary	Ylisabeth Bradshaw	libby.bradshaw@tufts.edu		
2024 SPRG	Primary	Richard Rohrer	richard.rohrer@tufts.edu		
Directed Study					

<b>143048</b>	<b>Global Health: Concepts, Conditions, and Careers</b>				
Subject:	Catalog Nbr:				
CMPH	0313				
<p>This global health survey course aims to provide medical students interested in public health with knowledge of key concepts, health conditions, and career possibilities. Key concepts that we will explore include global burden of disease metrics, the evolution of global health policy, global health ethics, and health and human rights. Key health conditions we will cover include HIV, TB, maternal and child health, chronic diseases (including global mental health), and WASH (water, sanitation, and hygiene)-related diseases. We will highlight critical barriers that contribute to global morbidity and mortality for each of these diseases while also using these conditions as windows into more general challenges in global health delivery. Finally, throughout the course, we will discuss various ways that global public health can be incorporated into students' future careers as physicians or public health specialists, especially by touching on the career pathways and life stories of guest speakers.</p>					

<b>143049</b>	<b>Maternal and Child Health: Policies and Programs Using a Life-Course Perspective</b>				
Subject:	Catalog Nbr:				
CMPH	0364				
<p>This course will review the key policy and programs for various life course stages. Specific topics will include: infancy, early childhood, school-age children, adolescents, women of reproductive age, families, and children with special needs. An introduction to the key issues facing clinicians, policy-makers and advocates for each of the topics will be presented. In addition, an overview and brief history of the maternal and child health system supported by Title V of the Social Security Act (1935) will be provided.</p>					

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<b>143077</b>	<b>Statistical Genetics II</b>		
	Subject:	Catalog Nbr:	
	CBUN	BS860	

<b>143168</b>	<b>Law and Health Care</b>		
	Subject:	Catalog Nbr:	
	PH	0230	
<p>This course explores health law from the perspective of those involved as healthcare clinicians, administrators and management. It surveys the broad landscape of the law as it pertains to the business of healthcare from the provider/patient relationship and informed consent of the clinician to administrative decision making such as contracts, corporations, fraud and abuse, licensure and tort reform – for those involved in the health services industry. It offers an overview of the ways in which laws influence the organization and operations of the public and private healthcare systems.</p>			

<b>143169</b>	<b>Public Health Law and Ethics</b>		
	Subject:	Catalog Nbr:	
	PH	0232	
<p>This course explores public health policy and ethical issues pertaining to federal, state and local law and regulation. It is intended to introduce public health students to legal analysis and some of the legal and ethical issues they might encounter as public health practitioners. It applies an ethical framework to issues in public health law and ethics from issues in patient decision making to population policy such as regulation of tobacco, vaccinations, safety measures and reporting of public health threats and emergencies. It offers an overview of the ways in which laws serve as a backdrop for ethical analysis of complex decision making to benefit the health of the public.</p>			

<b>143185</b>	<b>Policy Analysis</b>		
	Subject:	Catalog Nbr:	
	PH	0249	
	2025 SPRG	Primary	Wenhui Feng
			Wenhui.Feng@tufts.edu
<p>Policymaking happens at the local, state, federal, and even global level. Public health and health care policies impact our lives in a myriad of ways. Historically, government policies have redistributed or concentrated resources, alleviated or exacerbated disparities, and prevented or facilitated discrimination. In some cases, these impacts are known in advance; in other cases, detrimental impacts of policy are unintended consequences. Often—if not always—policy decisions are the result of political compromise, embedded with political bias and ideologies, and known to imperfectly address the stated policy problem. The job of policy analysts is to bring data, evidence, and an analytical lens to the discussion of policy problems and policy solutions.</p>			

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This class will introduce students to the field of policy analysis and the basic concepts and methods for conducting policy analysis in the fields of public health and health care. We will identify public health, health care, social service, political, think tank, and governmental organizations where policy analysis is conducted, and discuss the different and complementary roles of policy analysts across different contexts and sectors. We will draw on examples from a variety of public health and health care policy areas to learn about different analysis techniques. We will debate the value of evidence in influencing policymaking, and discuss the impact of values and bias in policy analysis and decision-making.

Students will be introduced to several quantitative and qualitative analysis techniques that can be embedded in policy analyses across an array of contexts. Moreover, students will be exposed to an array of tools, databases, and approaches that are useful for policy analysts. Throughout this course, students will complete real-world policy analyst tasks, ranging from rapid responses to a supervisor's request for analysis on a policy issue to in-depth research on a policy issue. By the end of this class, students should be able to envision the different roles of a policy analyst across an array of public health and health care organizations, and start to build their policy analysis toolkit for public health practice.

<b>143417</b>	<b>What is cancer and why should we care?</b>
Subject: BIED	Catalog Nbr: 0352
<p>Why should your students care about cancer? This course shows how we are all personally impacted by cancer. Throughout several lessons we will see how major questions in the cancer field have shifted over time, and how our current understanding impacts our ability to treat cancer successfully. We will begin to introduce the idea of DNA damage and see how substances that are potentially damaging can be tested. This course introduces important terms in cancer biology, medicine and epidemiology, including concepts of causation and correlation, risk and exposure.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p>	

<b>143418</b>	<b>What does it mean to be a "normal" cell?</b>
Subject: BIED	Catalog Nbr: 0356
<p>In order to learn how cancer cells act abnormally, we must first learn how a normal cell functions. In this course, we will explore the organization of cells in tissues and organs, and how cells "talk" to one another and are a part of a community. Throughout its lifetime a normal cell divides, performs its functions, communicates with other cells, and dies. We will see how each of these steps is regulated.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p>	

<b>143419</b>	<b>Is our genome unchanging?</b>
Subject: BIED	Catalog Nbr: 0361
<p>It was once thought that the genome that we inherit remains constant, and that evolution of the genome is a slow process. However, scientists have been learning more and more about how our genome responds to and is changed by our environment, sometimes rapidly. In this course we will see how these genomic changes may</p>	

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prevent or promote cancer.

This course is intended for high school science instructors as part of the Teaching the Great Diseases program.

<b>143420</b>	<b>What can go wrong in cancer cells?</b>
Subject: BIED	Catalog Nbr: 0366
<p>How does a cell become cancerous? Is it a slow process, or a quick switch? This course covers how mutations in our DNA are key in the development of cancer. DNA mutations may be the turning point when it comes to cancer development, but what causes DNA to mutate? What genes are critical to the development of cancer when mutated? How do inflammation and aging predispose cells to DNA damage? How do tumors evolve and adapt to their environments? All these questions are covered in this course.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p>	

<b>143421</b>	<b>How does cancer make us sick?</b>
Subject: BIED	Catalog Nbr: 0371
<p>Cancer is caused by unregulated growth of our own cells. What makes these proliferating cells more harmful than their normal counterparts? How are tumors characterized and why is this important for treatment? We learn how cancer cells exit their primary organ and through the process of metastasis find a secondary organ. We will take a look at the critical role that our immune system plays in fighting cancers, and how the rare percentage of cancers that evade the immune system find ways to do that. In this course we zoom out from looking at cancer as a disease of abnormal cells, to looking at how it causes system-wide disease in a human body.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p>	

<b>143422</b>	<b>How do we treat cancer?</b>
Subject: BIED	Catalog Nbr: 0377
<p>This course focuses on how cancer is diagnosed and treated, emphasizing the problems that arise when treating cancers as an organ-based, rather than cell-based disease. We will discuss the current diagnostic techniques and treatments and their strengths and limitations, and look forward to how breakthroughs in DNA sequencing technology can provide us with new information to design more specific cancer drugs for better treatments in the future. After seeing the more conventional ways to treat cancer, we will take a critical look at alternative cancer therapies, and spend some time discussing how, and why, cancer occupies such a prominent place in our society and how our understanding of cancer shapes public policy for the future.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p>	

<b>143467</b>	<b>Cases in Public Health Management</b>
Subject:	Catalog Nbr:

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CBUN	PH858
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<b>143533</b>	<b>Sexual &amp; Reproductive Health in Disaster Settings</b>
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Subject:	Catalog Nbr:
CBUN	GH766

<b>143534</b>	<b>Analysis of Emerging Infections Using One Health Approach</b>
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Subject:	Catalog Nbr:
CBUN	PH825

<b>143615</b>	<b>Food Policy and Food Systems</b>
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Subject:	Catalog Nbr:
CBUN	ML720

Food Policy and Food Systems
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<b>143670</b>	<b>Infectious Disease Epidemiology</b>
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Subject:	Catalog Nbr:
CMPH	0311

2024 SPRG	Primary	Jeffrey Griffiths	jeffrey.griffiths@tufts.edu
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This course focuses on the epidemiological aspects of infectious diseases, concentrating on the epidemiology of bacterial and viral infections. Emphasis is placed on concepts of transmission and prevention. In addition, epidemiological problems are presented to explore how epidemiology is used to understand "new" diseases such as Legionella, AIDS, and Lyme disease.

<b>143671</b>	<b>Global Health as Human Development and Human Experience: Case Studies</b>
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Subject:	Catalog Nbr:
CMPH	0315

2024 SPRG	Primary	Ramnath Subbaraman	Ramnath.Subbaraman@tufts.edu
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Global health is most commonly studied in classrooms, and implemented in practice, under paradigms of public health or clinical medicine. In this course, we will take a broader view of global health through careful reading of works by anthropologists, economists, and social epidemiologists. We will situate global health within larger questions of development and social change, while simultaneously reading intimate ethnographic and journalistic accounts that provide perspective on how health shapes the human experience, especially for marginalized populations globally.

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We will first explore how global health fits into larger discourses on poverty and development. The course will then focus on case studies drawn from a variety of academic disciplines. We will discuss ethnographic research on undocumented immigrants and injection drug users in the U.S., urban slum residents in India, doctors and pharmacists in Tajikistan, and medical students in Malawi to understand how health and healthcare are experienced and how social exclusion shapes the production of health in different contexts. We will also discuss the work of economists exploring issues such as the causes and consequences of inadequate sanitation and open defecation in India and of rising “deaths of despair” in the U.S. This course will complement the survey course that will be taught in alternate years for the MD/MPH program called “Global Health: Concepts, Conditions, and Careers”.

<b>143672</b>	<b>Minority Women’s Health</b>
Subject: CMPH	Catalog Nbr: 0334
<p>Minority Women’s Health is a graduate level public health course that will enable students to strengthen and apply theory and skills gained in medicine and public health courses towards the process of critically evaluating minority women’s health research and issues. The content of the course has been designed to address the social determinants of health and well-being of minority women. The course contextually addresses minority women’s health in the United States while exploring the contribution of race, ethnicity, gender, and socioeconomic status to minority women’s health outcomes.</p>	

<b>143796</b>	<b>Introduction to the Nervous System</b>
Subject: BIED	Catalog Nbr: 0301
<p>Right now complex patterns of photons of light are leaving this computer screen and hitting a thin piece of tissue at the back of your eye. Not only are you detecting those complex light patterns, but you are also interpreting their meaning. Based on that meaning, you will soon decide to move your hand to guide the computer cursor to click on the “enroll” button. How is all this possible? How does your body detect external stimuli, derive meaning from them, and let you make decisions and interact with the world? This course will begin to unravel this mystery. Here you will learn the fundamentals of the human nervous system and basics of how the nervous system responds to external stimuli.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites:</p> <p>Basic fundamentals of animal biology (cell theory, evolution, genetics) recommended.</p>	

<b>143797</b>	<b>Using Neural Signaling to Understand Pain</b>
Subject: BIED	Catalog Nbr: 0316
<p>This course investigates how neurons are able to communicate with each other, through both chemical and</p>	

## Course Bulletin

electrical signals. the course will focus on two main components of neuronal signaling: the action potential (electrical signals) and synaptic transmission (chemical signals). Neuronal signaling enables neurons to send signals from one part of the nervous system to another and ultimately controls all of our behaviors. This course uses the experience of pain (something we can all relate to) as the framework to investigate how action potentials and synaptic transmission works.

This course is intended for high school science instructors as part of the Teaching the Great Diseases program.

Pre-requisites: This course can be taken alone, or in conjunction with the mini-course: 'Cells of the Nervous System', which describes the structure and function of our neurons. Students should have a basic understanding of the structure and function of neurons and organization of the nervous system before taking this course. A background in basic biology concepts (such as cell theory, molecular biology, diffusion, and electrostatic potential) is strongly recommended.

<b>143798</b>	<b>The Neurobiology of Addiction</b>
Subject: BIED	Catalog Nbr: 0326
<p>In this course you'll get an evidenced-based look at the parts of the brain responsible for addiction, the changes in the brain that occur during addiction, the risk factors for addiction, and an overview of how different drugs effect the brain. We'll also explore the neurobiology and evidence for behavioral addictions such as food addiction and gambling addiction, and take a look at how addiction can be treated.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites: This course integrates several concepts explored in earlier courses. it can be taken on its own, but we recommend students have working knowledge of these concepts:</p> <ul style="list-style-type: none"> <li>-Basic structure of the brain (covered in 'Introduction to the nervous system')</li> <li>-Neuron structure and function (covered in 'Cells of the nervous system')</li> <li>-Neural signaling, especially synaptic transmission (covered in 'Using neural signaling to understand pain')</li> <li>-Neural circuits (covered in 'The neurobiology of sleep')</li> <li>-How rodents are used as models in neuroscience research (covered in 'How do we study the brain?').</li> </ul>	

<b>143867</b>	<b>What's in your food?</b>
Subject: BIED	Catalog Nbr: 0252
<p>In this course, we will take a look at the industrialized food system and learn about the steps in the journey food takes from the farm to your plate. Along the way, we will explore ways in which our food is altered—with additives, through genetic engineering, by antibiotics or by contamination—and the potential impacts of these alterations on personal and public health. Finally, we will learn about regulatory steps taken—and steps we can take at home—to keep our food safe.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p>	

# Course Bulletin

Pre-requisites: There are no prerequisites for this course.

This course aligns with Metabolic Disease Unit 1 (Lessons 1.1-1.3) of the Great Diseases high school curriculum.

143868	How does your body digest food?
Subject: BIED	Catalog Nbr: 0257
<p>In this course, we will explore the components of our diet that provide energy and form the structural building blocks of our cells and tissues—macro and micro nutrients. We will discover how these nutrients are broken down as they pass through the digestive system. We will investigate the relative nutritive value of various foods and learn why all calories are not created equal. Finally, we will discuss what happens when the digestive process goes awry leading to common digestive disorders.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites: There are no prerequisites for this course. This course aligns with Metabolic Disease Unit 1 (Lessons 1.4-1.5) and Unit 2 (Lesson 2.1) of the Great Diseases high school curriculum.</p>	

143869	How do cells use nutrients to make energy?
Subject: BIED	Catalog Nbr: 0261
<p>How do cells derive energy from the food we eat? How does the body continue to function after we have stopped eating or when we are hungry? In this course, we will explore the processes by which the nutrients from the food we eat are absorbed and utilized by the body. We will discover how and where nutrients are shuttled into and out of storage in different tissues to maintain adequate glucose levels and preserve the vital functions that keep us alive. Finally, we will look at the big picture: how our lifestyle choices affect the biochemical processes in our cells.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites: It is recommended (but not required) that students have a basic understanding of macronutrient structures.</p> <p>This course aligns with Metabolic Disease Unit 2 (Lessons 2.2-2.5) of the Great Diseases high school curriculum.</p>	

143870	How do we study the brain?
Subject: BIED	Catalog Nbr: 0306

# Course Bulletin

This course explores the various ways scientists have attempted to study the brain. We will cover the history of neuroscience research and explain how neuroscientists use patient case studies, animal models, and imaging techniques. This will enable us to understand how the brain works both generally and in the context of specific functions, such as how we experience learning and memory.

Pre-requisites: Having taken a college biology course is highly recommended. 'Introduction to the nervous system' is also recommended, but not required.

This course aligns with the Neurological Disorders Unit 1: Got Brains? What do our brains need to do? and lesson 3 ("Should animals be used in scientific research?") of Unit 5: How do our choices change our brains? of the Great Diseases high school curriculum.

143871	Cells of the nervous system and Alzheimer's Disease
Subject: BIED	Catalog Nbr: 0312
<p>This course explores the structure and role of neurons and glia—the cells that make up our nervous system—and how the function (or dysfunction) of these cells contribute to Alzheimer's disease. During this course, we'll discuss how neurons and glial cells are specialized for their roles, including how neurons are able to keep themselves healthy despite their unusual shapes, and how glial cells are able to insulate our neurons to increase their signaling speeds. Importantly, we'll also investigate what can go wrong when neurons and glial cells are compromised by injury or disease.</p> <p>Pre-requisites: Students should understand the basic fundamentals of animal biology (cell theory, genetics, molecular biology). 'Introduction to the nervous system' recommended but not required. This course can be taken alone, or in conjunction with the course 'Using neural signaling to understand pain,' which describes how neurons communicate with each other.</p> <p>This course aligns with the Neurological Disorders Unit 2: What are the building blocks of our brains? of the Great Diseases high school curriculum</p>	

143872	The Neurobiology of sleep
Subject: BIED	Catalog Nbr: 0322
<p>Neurons work together in neural circuits to control behaviors. The neural circuit that controls our sleep-wake cycles is well understood and vitally important to our daily lives. In this course, we will use the experience of sleep to explore the concept of neural circuits and expand our knowledge of neural communication.</p> <p>Pre-requisites: This course can be taken alone, or in conjunction with 'Cells of the Nervous System' and 'Using neural signaling to understand pain' which describe the cells of our system and how they communicate. 'Introduction to the nervous system' recommended.</p> <p>This course aligns with the Neurological Disorders Unit 4: How do our neurons work together to control behaviors? of the Great Diseases high school curriculum</p>	

# Course Bulletin

<b>143873</b>	<b>Why should we care about infectious diseases?</b>
Subject: BIED	Catalog Nbr: 0201
<p>This course explores the tools microbes use to break through our barriers and the perfect combination of factors that give them the opportunity to cause diseases. We discuss how even non-living agents like viruses exhibit the same biological impulse to replicate and spread. You'll also learn about how human history has been molded by major epidemics and a brief introduction to the defenses our bodies have used to save us from annihilation.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites: There are no pre-requisites for this course.</p> <p>This course aligns with the Infectious Disease Unit 1: Why should we care about infectious diseases? of the Great Diseases high school curriculum</p>	

<b>143874</b>	<b>How do pathogens make us sick?</b>
Subject: BIED	Catalog Nbr: 0216
<p>Not all pathogens affect us the same way. The lifecycle of the pathogen and the special tools it uses to infect the host has a great effect on how our bodies respond and the diseases they cause. In this course, we will talk about some of the more common pathogens (such as MRSA, E. coli, and Clostridium) and how they make us sick. You will learn about the evolutionary costs and benefits of various tools that help a pathogen become virulent. We'll also talk about the unique hurdles of viruses undergo to facilitate their spread, including an enzyme HIV uses that is shared by no living organism.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites: It is recommended that students have an understanding what an infectious disease is and what causes it (covered in BIED 201 – Why should we care about infectious diseases?)</p> <p>This course aligns with the Infectious Disease Unit 4: How do pathogens make us sick? of the Great Diseases high school curriculum</p>	

<b>143875</b>	<b>How do we get better?</b>
Subject: BIED	Catalog Nbr: 0222
<p>Given the incredible rate at which pathogens can change, how does our immune system keep up? In this course, we will look at the amazing network of tools the body deploys. You will learn about the barriers that attempt to keep pathogens from ever entering, the immediate response of the innate immune system, and the lifetime immunity granted by the adaptive immune response.</p>	

# Course Bulletin

This course is intended for high school science instructors as part of the Teaching the Great Diseases program.

Pre-requisites: It is recommended that students have a basic understanding of cell biology (how cells use receptors to sense their environment and communicate).

This course aligns with Infectious Disease Unit 5: How do we get better? of the Great Diseases high school curriculum

144012	Public Health Assessment: Data, Determinants, and Systems			
Subject:	Catalog Nbr:			
PH	0202			
2024 FALL	Primary	Lisa Arsenault	Lisa.Arsenault@tufts.edu	
2024 FALL	Primary	Virginia Chomitz	Virginia.Chomitz@tufts.edu	
<p>This foundational course in the Tufts MPH program provides an overview of essential frameworks, perspectives, and domains in public health. The course will introduce students to the social ecological model, social determinants of health, public health and health care systems, global health, and health equity. Critical public health challenges will be examined within historical, social, and political contexts across an array of public health domains, such as individual health behaviors, environmental health, occupational health, and health care services and systems. Students will be exposed to practice-based tools for conducting assessments and characterizing public health problems using a systems approach, examining multiple levels of the social ecological model, including individual, organizational, community, systems, and policy.</p>				

144095	Public Health Action: Programs, Policy, and Advocacy			
Subject:	Catalog Nbr:			
PH	0203			
2024 SUMR	Primary	Wenhui Feng	Wenhui.Feng@tufts.edu	
2025 SPRG	Primary	Virginia Chomitz	Virginia.Chomitz@tufts.edu	
<p>This course will introduce concepts, frameworks, and skills for how public health professionals intervene at multiple levels to address critical public health problems of our time, and to improve population health and health equity. This course will build on the foundational health equity content, public health frameworks, systems thinking, and evidence synthesis and assessment skills developed in PH 0202: Public Health Assessment. Students will leverage their knowledge of individual behavior, social determinants of health, health care systems, occupational health, and environmental health and apply this content to new situations and contexts. Specifically, students will engage in a variety of active learning scenarios, including case discussions, role plays, simulations, and project development and implementation.</p>				

144331	Applied QI Methods			
Subject:	Catalog Nbr:			
CMPH	0209			
2025 SPRG	Primary	Jeffrey Griffiths	jeffrey.griffiths@tufts.edu	
2025 SPRG	Primary	Paul Beninger	Paul.Beninger@tufts.edu	

# Course Bulletin

In this course, students will learn essential quality improvement (QI) skills and apply those skills to a QI project. As prework, students will complete the IHI Open School Basic Certificate in Quality and Safety, which covers the foundations of improvement capability, patient safety, leadership, person- and family-centered care, and the IHI Triple Aim framework. Working with preceptors at their CAP sites, students will complete a Plan-Do-Study-Act cycle to improve a clinical or administrative aspect of health care delivery. The course will meet at regular intervals as a group, primarily online, to reinforce key concepts, review assigned exercises (e.g., process maps), and discuss project progress and challenges. The Course Director will hold virtual 1:1 tutorials with students for further coaching. For second year MD/MPH students.

<b>144358</b>	<b>Introduction to R Software for Statistical Computing</b>			
	Subject:	Catalog Nbr:		
	CBUN	0730		
Introduction to R Software for Statistical Computing				

<b>144361</b>	<b>Obesity: Causes and Challenges</b>			
	Subject:	Catalog Nbr:		
	BIED	0266		
<p>In this course, we will answer the question “how does obesity develop?” We will begin by examining obesity in the context of public health—how and why the rate of development of obesity has changed over the past few decades both in the United States and around the world. We will define and investigate the metabolic parameters and physiological causes of obesity. We will discover how obesity relates (and can contribute) to the development of diseases like diabetes and atherosclerosis. This course will also highlight relatively new findings that impact our current understanding of obesity: the microbiome and epigenetics.</p> <p>The Great Diseases Alignment: This course aligns with Metabolic Disease Unit 3 of the Great Diseases high school curriculum.</p> <p>Pre-requisites: It is recommended that students have a basic understanding of the biochemical pathways that harness energy from the nutrients we eat and how those pathways are controlled. This information is covered in BIED 261, “How do cells use nutrients to make energy?”</p>				

<b>144376</b>	<b>Women and Health Policy: Gender, Evidence, and Politics</b>			
	Subject:	Catalog Nbr:		
	CBUN	MC840		

<b>144387</b>	<b>Directed Study</b>			
	Subject:	Catalog Nbr:		
	CMPH	0400		
	2024 FALL	Primary	Alice Tang	alice.tang@tufts.edu

# Course Bulletin

2024 SPRG	Primary	Tamara Vesel	Tamara.Vesel@tufts.edu
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<b>144388</b>	<b>Analysis of Emerging Infections</b>
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Subject:	Catalog Nbr:
CBUN	PH825

<b>144465</b>	<b>Program Planning for Public Health Interventions</b>
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Subject:	Catalog Nbr:
PH	0254

2024 SPRG	Primary	Jacob van den Berg	jacob.vandenberg@tufts.edu
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This course takes an ecological approach to health. The determinants of individual health can range from individual actions to broad social and environmental conditions. Although interventions can be directed at the individual (for example, helping patients adhere to a low-fat dietary regimen) or to the population as a whole (such as mandating seat belt use) an objective of public health practice is often to encourage people to adopt behaviors that will improve their health status. This course provides an overview of the scientific basis for understanding human health behavior and strategies available for trying to change it.

<b>144466</b>	<b>Health Economics</b>
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Subject:	Catalog Nbr:
PH	0255

2024 FALL	Primary	Wenhui Feng	Wenhui.Feng@tufts.edu
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We don't get to have everything we want. That basic truism applies to people and to firms - and it applies even more so to healthcare issues. We have some resources - time, materials, talent, factories, energy, land, etc. - and we have some things we'd like - health care services, public health infrastructure, medical research, etc. People differ in what sorts of goods and services they value most, and in their wealth and health. Some organizations are better than others at transforming inputs into things we'd like. Throughout most of the world today, markets play a key role in deciding what goods and services get produced, who produces them, and who consumes them. Few issues resonate in health policy debates as deeply as the question of how well markets serve these roles. PH 0255 investigates how markets serve these roles, the efficiency and social justice implications of market operations, and the primary rationales for health policy interventions.

<b>144600</b>	<b>PH-Workshop</b>
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Subject:	Catalog Nbr:
UCW	0050

<b>144652</b>	<b>Logistic Regression and Survival Analysis</b>
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# Course Bulletin

Subject:      Catalog Nbr: CBUN          BS820
Logistic Regression and Survival Analysis

<b>144824</b>	<b>Using Digital Technology to Reach Health Consumers</b>
Subject:      Catalog Nbr: PH              0269	
<p>The course reviews the digital technologies that health and public health organizations can use to reach, educate, and engage healthcare consumers; including websites, social media, apps, and devices. Students will learn how to plan, develop, and evaluate a health website, select and use social media platforms for health campaigns, design an app, and utilize digital health and voice devices. Technologies evolve, as do how people access and use them, but the strategies to select, use, and evaluate endure. Students will focus on enhancing and updating the online presence of a health or public health organization with an understanding of the needs of their target audiences.</p>	

<b>144878</b>	<b>Why should we care about infectious diseases?</b>
Subject:      Catalog Nbr: BIED          0202	
<p>This course explores the tools microbes use to break through our barriers and the perfect combination of factors that give them the opportunity to cause diseases. We discuss how even non-living agents like viruses exhibit the same biological impulse to replicate and spread. You'll also learn about how human history has been molded by major epidemics and a brief introduction to the defenses our bodies have used to save us from annihilation.</p> <p>This course is intended for high school science instructors as part of the Teaching the Great Diseases program.</p> <p>Pre-requisites: There are no pre-requisites for this course.</p> <p>This course aligns with the Infectious Disease Unit 1: Why should we care about infectious diseases? of the Great Diseases high school curriculum</p>	

<b>145057</b>	<b>Research Methods in Public Health</b>
Subject:      Catalog Nbr: CMPH          0289	
<p>Research Methods in Public Health is designed to acquaint veterinary public health students with the process of conducting public health research. The major objective of the course is to understand the nuts and bolts of conducting public health inquiry and research in an applied setting relevant to human and veterinary medicine, including your MPH Applied Learning Experience, emphasizing qualitative, community-engaged, and quantitative methods and use of a geographic information system (GIS) relevant to research. We will build on the concepts learned in the introductory courses of biostatistics, epidemiology, and other related courses to address biomedical and public health issues through rigorous research and evaluation methods.</p>	

# Course Bulletin

The course is intended to be a survey course of some of the major issues and tasks involved with conducting public health research. Although the course will cover some theory of why we conduct research, with discussion of socially just approaches, emphasis will be placed on the practical, real-world application of these concepts.

<b>145233</b>	<b>Health Care Activism, Community Health, and Patient-Centered Research</b>	
	Subject: PH	Catalog Nbr: 0282
<p>This introductory course focuses on principles and methods that can be used to support the involvement of stakeholders in research. The course will examine three approaches to stakeholder and community engagement that have addressed theory, principles, challenges, and potential benefits.</p> <p>The three approaches include patient-centered research in which researchers collaborate with the public to make research more useful, community-based health research in which researchers and communities work together to co-create research, and health care activism in which individuals come together to influence stewards of publicly-funded research.</p>		

<b>145308</b>	<b>Selected Topics in Global Health: Exotic Diseases and Far Away Places</b>	
	Subject: CMPH	Catalog Nbr: 0370
<p>Students anticipating a career in preventing and treating diseases and conditions throughout the world will find this course interesting. We will begin by sharing our backgrounds and interests, to guide future discussions. We will review basic epidemiological concepts that will appear in the scientific studies presented later in the course. We will then explore several diseases and conditions that commonly challenge global public health. Topics will include malaria, polio, parasites, tuberculosis, pandemic preparedness, and general health conditions. Geographic areas will include Haiti, Iraq, Kosovo, Nigeria, and the United States. I will share my real-life experiences seeing patients and studying these diseases scientifically. Guest speakers will participate as well, on such topics as corona virus and Ebola. Students will be expected to prepare a presentation on a selected infectious disease or health condition affecting a developing area of the world, based on prior experience or current interest. I hope this course inspires you to become involved in international public health and medicine.</p>		

<b>145422</b>	<b>Health Messaging in the Media</b>	
	Subject: PH	Catalog Nbr: 0274
<p>The news media, for decades, has played a pivotal role in providing health information that has strongly influenced the public's health choices and behaviors; it has served, in many ways, as the prism through which the general public views many important health issues. The widespread adoption of the Internet put the first cracks in the primacy of top news organizations in this regard, and the advent of social media led to a further fracturing of what we consider "health media" into a disparate collection of outlets, each with the freedom to establish their own sets of standards for accuracy and presentation.</p>		

# Course Bulletin

When the COVID-19 pandemic crisis arrived in the Spring of 2020, it tested this varied landscape of media sources in a way never seen before. We have seen numerous examples of responsible communication through traditional and social media that guided Americans to make choices that protected their health, as well as the health of their families and communities. And yet, there have also been countless instances of inaccuracies and missed opportunities that have likely had a real impact on public health.

Two entities, working together, have true potential to help the public navigate through this crisis – the health media and the medical and public health community. This course is all about bridging the divide between these two groups by helping medical and public health professionals develop a better understanding of how the media works. Using the tools offered by this course, these professionals will be able to better interact with and leverage the media with the goal of getting accurate health and medical information to the public that so desperately needs it.

Employing the COVID-19 pandemic crisis as an overarching case study, this course will introduce participants to the important principles of newsworthiness, using specific examples of health news coverage to detail how major news organizations make editorial decisions. Students will then delve into concepts such as journalistic storytelling and designing a pitch – critical elements for communicating effectively with reporters, producers, and editors. The course will also explore the way news organizations use social media to both gather and report health and medical information. Participants will examine some of today’s most pressing health issues from the perspective of responsible medical journalism, and each student will ultimately craft and pitch their own ideas for coverage on a current and important public health issue to a news media organization, social media influencer, health blog, or other approved outlet. Guest lecturers – both from media organizations and those who work with the media – will provide insights on their experiences.

<b>145426</b>	<b>Writing About Health and Communicating Data</b>			
Subject:	Catalog Nbr:			
PH	0275			
2024 SPRG	Primary	Sabrina Kurtz-Rossi	Sabrina.Kurtz_Rossi@tufts.edu	
<p>Clear communication is a critical skill to master, especially for professionals working to promote public health. It is especially important to be able to communicate data in ways people can understand and use. Whether you are communicating to policy makers, health professionals, or the public, plain language principles can help you craft messages that are clear, relevant, and actionable. This course will draw from the science communication, health literacy, and cultural competency fields of study and practice, offering evidence-based approaches to meet diverse health information needs. Students will develop skills to communicate clear, motivating, and accurate content for public and professional audiences. The course will include individual and small group work, writing and editing practice, oral presentation, and peer review assignments.</p>				

<b>145717</b>	<b>Pharmacoepidemiology and Regulation</b>			
Subject:	Catalog Nbr:			
CMPH	0371			
2024 SPRG	Primary	Paul Beninger	Paul.Beninger@tufts.edu	

# Course Bulletin

We are now in a post-COVID-19 world that has permanently changed how regulatory activities are carried out. This course will give you the tools to help navigate the shoals: the regulatory structures that provide access to US markets for the drugs, biologics, vaccines, medical devices, and test kits that diagnose, treat, and prevent diseases, including infectious diseases, that adversely affect our population, in the context of fundamental principles of pharmacoepidemiology. We will learn what these structures are, how they came into place, how they have changed over time, and what the drivers are that have led to change.

<b>145738</b>	<b>Statistical Perspectives of Clinical Trials</b>		
Subject: CMPH	Catalog Nbr: 0372		
<p>Randomized clinical trials (RTC) are considered the gold standard in clinical research to identify the causal effect of an intervention. RCTs are huge operations requiring collaborations across different functions: clinical sciences, clinical operations, pharmacovigilance, regulations, data management, biostatistics, statistical programming etc. In this short course, statistical aspect of clinical trials: the statistical design of the clinical trials, sample size and power consideration, regulatory agency guidelines, and data analysis methods will be introduced. Some common statistical theories, methodologies and their applications to clinical trial designs will be presented. A quick review of some basic statistical theories and how to use the statistical programming language R (available for download <a href="https://www.r-project.org">https://www.r-project.org</a>) will be given at the beginning of the course, and some real-world clinical trial designs will be introduced at the conclusion of the course.</p>			

<b>145741</b>	<b>Food Protection for the Veterinary Professional</b>		
Subject: CMPH	Catalog Nbr: 0329		
2024 SPRG	Primary	Meera Gatlin	Meera.Gatlin@tufts.edu
<p>The veterinary profession is the only one involved in all aspects of the food chain from 'farm to fork', as reported by the American Veterinary Medical Association (AVMA). Yet food safety and security is an arm of public health assurance many [veterinary] health practitioners are often unfamiliar with. Using a student-centered learning approach, this course walks down the food development chain to review the infrastructure and policy protecting our food supply. This course uses a flipped classroom model, with both asynchronous preparation and synchronous discussion time. Classroom sessions comprise of brief didactic instruction coupled with roundtable discussion and debate, focusing heavily on federal educational, legislative, and regulatory measures to promote food safety and security. These include the FDA Food Safety Modernization Act (FSMA) of 2017, Veterinary Feed Directives (VFDs), and HACCP (Hazard Analysis and Critical Control Point) protocols.</p>			

<b>145847</b>	<b>Implementation Science: Bridging the Gap Between Knowledge and Practice</b>		
Subject: PH	Catalog Nbr: 0276		
2024 FALL	Primary	Uchenna Ndulue	Uchenna.Ndulue@tufts.edu
<p>This course focuses on methodology to plan for the implementation and dissemination of evidence-based public interventions and policies. Students will learn frameworks and develop tools to implement effective</p>			

# Course Bulletin

interventions and clinical practices, monitor success, and engage in basic quality improvement activities.

<b>145848</b>	<b>U.S. Health Care</b>			
Subject:	Catalog Nbr:			
PH	0277			
2025 SPRG	Primary	Vanessa Nicholson-Robinson	Vanessa.Nicholson@tufts.edu	
<p>This course serves as an overview of the context, stakeholders, and function of healthcare systems. It covers a large amount of information about how healthcare in the U.S. functions so that, by the end of the course, students can apply what they know to evaluate options and contribute to conversations about policy solutions. Since policy information is constantly changing, students will also learn how to continue updating their knowledge on these topics throughout their careers. Students interested in careers in the health care system, government, or consulting will find this course invaluable.</p>				

<b>145849</b>	<b>Qualitative Methods and Data Analysis</b>			
Subject:	Catalog Nbr:			
PH	0290			
2025 SPRG	Primary	Saloni Dev	Saloni.Dev@tufts.edu	
<p>The course is an introductory course, to begin, but not develop full mastery in, various relevant qualitative methods relevant for public health. The course emphasizes practical skills of qualitative research design, data collection (i.e., interviewing, focus group facilitation, participant observations, photovella/photovoice, etc.) and analysis. The course introduces students to: 1) paradigms of qualitative research and inquiry; 2) selected data collection, management, and analysis methods for qualitative research in public health; and, 3) standards for reporting qualitative findings.</p> <p>The course will follow a remote studio format in which students will receive guidance on how to set up and implement qualitative methods, conduct qualitative data analysis as well as peer-feedback on their own qualitative data analysis efforts. Class meetings will involve short interactive lectures, qualitative methods and data analysis exercises, and collaborative remote studio work toward an ePortfolio. Students will learn about methods for analyzing qualitative data manually but will be exposed to the nVivo software platform.</p>				

<b>145850</b>	<b>Analysis of Multilevel and Longitudinal Data</b>			
Subject:	Catalog Nbr:			
PH	0291			
<p>Multilevel and longitudinal study designs have become commonplace in public health, biomedical sciences, and medicine. Ignoring the correlative structure of the responses in the analysis leads to invalid tests and erroneous conclusions. This course presents corrective statistical methods that include, linear and generalized linear mixed models, repeated measures analysis of variance, generalized estimating equations, and hazards regression models. Each method is discussed in a practical in-depth manner by emphasizing parallels with more familiar regression models and is illustrated by analyzing data using statistical software. The course not only provides guidelines for selecting an appropriate analytical approach but also provides a sound interpretation of the results.</p>				

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<b>145872</b>	<b>Current Topics in Public Health</b>			
Subject:	Catalog Nbr:			
PH	0278			
2024 SUMR	Primary	Susan Koch-Weser		Susan.Koch_Weser@tufts.edu
<p>This survey course examines a changing set of topics in public health. MPH faculty will share aspects of their active research, advocacy, or consulting. Faculty presenters will provide readings before class, which could include peer-reviewed literature, working documents and reports, or media coverage of their topic. In class, students will have the opportunity to learn more about the topic through lecture, discussions, and in-class activities such as exercises, debates, and workshopping of real-world documents.</p>				

<b>145938</b>	<b>Biblio-PHILES (Public Health in Literature and Excerpts from Scholars)</b>			
Subject:	Catalog Nbr:			
CMPH	0215			
2024 FALL	Primary	Meera Gatlin		Meera.Gatlin@tufts.edu
<p>This is a student-led book club that aims to facilitate a thoughtful community discussion on topics and real-world scenarios pertaining to veterinary public health, One Health, and global health. We aim to assure continued excellence in veterinary public health practice using an approved list of published scholarly books (or books published by scholars) with guidance and feedback from an academic librarian.</p>				

<b>145950</b>	<b>Exploring Evolution: From Darwin's Finches to Antibiotic Resistant Bacteria</b>			
Subject:	Catalog Nbr:			
BIED	0225			
<p>Why are honey bees disappearing? What is causing the decrease in biodiversity in the ocean? How did a virus that originated in bats evolve to cause a human pandemic? Join us on a journey of evolution that will take us from these questions to understanding the urgent threat posed by antibiotic resistant bacteria. We will explore solutions to these problems in the context of One Health - an approach that recognizes that the health of people is closely connected to the health of animals and our shared environment. Learn about NGSS-aligned evolutionary topics - including natural selection, adaptation, inheritance of traits - presented from the framework of K-12 aligned pedagogical approaches.</p> <p>There are no pre-requisites for this mini-course. This course is designed for educators from K-12, but open to all.</p>				

<b>145957</b>	<b>Applied Veterinary Public Health</b>			
Subject:	Catalog Nbr:			
CMPH	0415			
2025 SPRG	Primary	Meera Gatlin		Meera.Gatlin@tufts.edu
<p>Upon completion of two DVM core 3-week clinical rotations, VET405 Ambulatory Medicine and VET426 Tufts at Tech Community Veterinary Clinic, with demonstration and assessment of the DVM/MPH concentration</p>				

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competency listed below, students will be eligible for 1.5 MPH credits per rotation. Competency: Demonstrate clinical competency in health promotion, disease prevention/biosecurity, zoonoses, and food safety.

<b>146175</b>	<b>Qualitative Methods in Clinical Spaces</b>		
Subject: CMPH	Catalog Nbr: 0325		
<p>This course introduces MD-PhD students to qualitative theory and methods that can be used to support research, evaluation, and quality improvement work at the intersection of public health and clinical medicine. In addition to describing the theoretical basis for qualitative inquiry, this course helps students determine how to develop actionable qualitative research questions and select rigorous study designs to answer them in the field. Students will be exposed to a variety of qualitative data collection approaches including interviewing, focus groups, and ethnographic strategies such as photo elicitation. Special attention will be paid to implementation of qualitative methods to collect timely information for the evaluation of interventions in health care settings serving diverse communities.</p>			

<b>146302</b>	<b>Data Visualization for Public Health I</b>		
Subject: CMPH	Catalog Nbr: 0326		
2025 SPRG	Primary	Owais Gilani	Owais.Gilani@tufts.edu
<p>While rigorous statistical analysis is a crucial component of any quantitative scientific study, the analysis alone is of limited utility if the results cannot be effectively communicated to relevant audiences. The art of scientific storytelling is greatly enhanced by including exciting and appropriate visualizations that help us understand both the underlying data and the statistical analysis performed. However, misleading graphical displays also have the power to distort interpretation and undermine public understanding. In this course, students will be introduced to various traditional and modern forms of data visualizations and their uses and misuses. They will learn how to create these displays using the statistical software R, how to understand and correctly interpret them, and how to effectively discuss them with various audiences.</p>			

<b>146303</b>	<b>Data Visualization for Public Health II</b>		
Subject: CMPH	Catalog Nbr: 0327		
<p>Effectively disseminating results from scientific studies is an increasingly important skill. Various tools now allow researchers to showcase their analysis or research portfolio outside of the typical peer-review journal process e.g. blogs, podcasts, and personal websites. In this course, students will build upon the R and visualization skills learnt in Data Visualization for Public Health I. They will learn methods for creating dynamic and interactive graphical displays using RShiny, and build their own website and host it on GitHub. They will also work on a project where they will apply the skills learnt in the course to complete a data analysis project, and create a website showcasing that analysis using effective graphics and a compelling narrative. This online, asynchronous class will meet once a week for 1.5 hours via Zoom, and attendance during that session is mandatory.</p>			

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<b>146454</b>	<b>Skills and Tools for Engaged Practice I (STEP I)</b>			
Subject:	Catalog Nbr:			
PH	0311			
2024 FALL	Primary	Silas Pearman		Silas.Pearman@tufts.edu
2024 SPRG	Primary	Karen Errichetti		Karen.Errichetti@tufts.edu
<p>Skills and Tools for Engaged Practice (STEP) I is the first of a three-course sequence designed for students completing the MPH degree. This course enables students to plan their MPH training experience and future public health career, while acquiring knowledge, skills, and perspectives essential for addressing critical public health challenges. This course includes didactic sessions on foundational public health skills, such as literature reviews, citation management, and ethics. Students will work in small groups with the instructor to discuss public health interests, plan their MPH experience, and identify potential organizations for the Applied Practice Experience (APE). Additionally, students will explore topics, mentors, projects, and methods for the culminating Integrative Learning Experience (ILE).</p>				

<b>146512</b>	<b>Public Health Education</b>			
Subject:	Catalog Nbr:			
CMPH	0452			
2024 FALL	Primary	Emily Keller		Emily.Keller@tufts.edu
2025 SPRG	Primary	Ylisabeth Bradshaw		libby.bradshaw@tufts.edu
<p>This is a career development course for 4th year MD/MPH students interested in enhancing and expanding their public health educator skills to potentially become clinician/public health educators. Fourth year students participating in this course will be mentored by public health faculty to facilitate and plan sessions in the Public Health Integration Seminar that they participated in as 1st, 2nd, and 3rd year students. In addition, they will participate in course planning, skill development, student assessment, and session and course evaluation.</p>				

<b>146517</b>	<b>Trauma, Trauma-Informed Care, Recovery and Resilience</b>			
Subject:	Catalog Nbr:			
CBUN	SB832			

<b>146519</b>	<b>Skills and Tools for Engaged Practice II (STEP II)</b>			
Subject:	Catalog Nbr:			
PH	0312			
2024 FALL	Primary	Karen Errichetti		Karen.Errichetti@tufts.edu
2024 SPRG	Primary	Alice Tang		alice.tang@tufts.edu
2024 SPRG	Primary	Vanessa Nicholson-Robinson		Vanessa.Nicholson@tufts.edu
2025 SPRG	Primary	Silas Pearman		Silas.Pearman@tufts.edu
<p>Skills and Tools for Engaged Practice (STEP) II is the second of a three-course sequence designed for students completing the MPH degree. This course enables students to progress through their MPH training experience</p>				

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while acquiring knowledge, skills, and perspectives essential for addressing critical public health challenges. This course includes didactic sessions on budgeting, management, leadership, and working with professionals from other professions and sectors. Students will review resources from career services and work in small groups with the instructor to refine their course plan, complete their proposals for the Applied Practice Experience (APE) and the culminating Integrative Learning Experience (ILE), and update their Individualized Development Plans (IDP).

<b>146521</b>	<b>Skills and Tools for Engaged Practice III (STEP III)</b>			
Subject: PH	Catalog Nbr: 0313			
2025 SPRG	Primary	Alice Tang		alice.tang@tufts.edu
Skills and Tools for Engaged Practice (STEP) III is the final course of a three-course sequence designed for students completing the MPH degree. In this course, students will submit and present their Applied Practice Experience (APE) deliverables, obtain support for completing their Integrative Learning Experience (ILE), and continue to develop skills for their public health career. Students will have the opportunity to participate in a variety of workshops and modules to advance their knowledge, skills, and perspectives across an array of public health topics.				

<b>146570</b>	<b>Global One Health: How Intersections between Humans, Animals, &amp; the Environment Shape Public Health</b>			
Subject: PH	Catalog Nbr: 0218			
2025 SPRG	Primary	Jonathon Gass		Jonathon.Gass@tufts.edu
Worldwide, increasing, and significant public health challenges result from complex and inextricable interactions between humans, animals, and the environment, necessitating a One Health systems approach to addressing these challenges. This interdisciplinary course will introduce the concept of One Health as an increasingly important approach to a holistic understanding of the interrelationships between human, animal, and environmental health. Among the topics covered are bi-directional impacts of human and animal health (with particular emphasis on zoonotic diseases), the impact of earth's changing ecology on health of populations, anthropogenic drivers of emerging and re-emerging viruses in human populations, issues of food and water security, animals as sentinels of environmental hazards, emergency preparedness, and the benefits of comparative medicine among animals and humans.				

<b>146708</b>	<b>Minority Women's Reproductive Health</b>			
Subject: CMPH	Catalog Nbr: 0374			
2024 SPRG	Primary	Ndidiama Amutah-Onukagha		Ndidiama.Amutah_Onukagha@tufts.edu
This course focuses on the critical evaluation of key research and issues surrounding minority women's reproductive health. The course content is strategically designed to highlight and examine historical factors shaping the well-being of minority women. Students will engage with historical perspectives to better comprehend the roots of existing health disparities and their lasting impacts on minority women's				

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reproductive health. Emphasizing racial and ethnic disparities, the course delves into the intricate intersectionality of race, ethnicity, gender, and socioeconomic status, providing a comprehensive exploration of the factors influencing reproductive health outcomes for minority women in the United States.

<b>146859</b>	<b>MPH Continuation Course</b>			
Subject:	Catalog Nbr:			
PH	0399			
This is a non-credit continuation course for Master of Public Health students completing their Applied Practice Experience and/or Integrative Learning Experience.				

<b>146899</b>	<b>Directed Study - Applied Practice Experience</b>			
Subject:	Catalog Nbr:			
PH	0412			
	2024 SUMR	Primary	Kimberly Dong Breen	kimberly.dong@tufts.edu
Directed Study - Applied Practice Experience				

<b>146901</b>	<b>Directed Study - Integrative Learning Experience</b>			
Subject:	Catalog Nbr:			
PH	0413			
Directed Study - Integrative Learning Experience				

<b>146903</b>	<b>Introduction to Public Health Research</b>			
Subject:	Catalog Nbr:			
CMPH	0121			
	2024 FALL	Primary	Alice Tang	alice.tang@tufts.edu
	2024 FALL	Primary	Owais Gilani	Owais.Gilani@tufts.edu
This course is the first of a 3-course sequence on public health research methods for students enrolled in the MD/MPH or DVM/MPH dual degree. This course introduces students to the general principles and basic techniques underlying public health research. Emphasis is placed on the analysis of quantitative and qualitative data using computer-based programming and software and interpretation of results for public health research, policy, or practice. Students will also gain an understanding of research ethics, literature reviews, data collection tools, and conceptual frameworks.				

<b>146904</b>	<b>Program Planning, Implementation, and Evaluation</b>			
Subject:	Catalog Nbr:			
CMPH	0125			
	2024 FALL	Primary	Karen Errichetti	Karen.Errichetti@tufts.edu
This course provides students with comprehensive training in the principles and practices of public health program planning, implementation, and evaluation. Through a combination of asynchronous video lectures,				

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hands-on activities, and problem-based learning, students will develop the skills needed to design, manage, and evaluate health programs effectively. The course covers key topics, including needs assessment, program design, logic models, resource management, quality assurance, and communication strategies. Emphasis is placed on applying systems thinking, ethical considerations, and cultural responsiveness in all stages of program development.

<b>146921</b>	<b>Implementation Science: Global Perspectives</b>	
	Subject:	Catalog Nbr:
	PH	0250
<p>Implementation science aims to accelerate the adoption, scale-up, and impact of evidence-based public health interventions, as new evidence-based interventions take an average of 17 years to be incorporated into routine practice. In low- and middle-income countries (LMICs), challenges related to implementation are even more profound. Due to limitations in financial resources, skilled health personnel, and infrastructure, evidence-based interventions discovered decades ago - including many vaccines, diagnostic tests, treatment regimens, and mental health counseling strategies - are often not widely implemented in a manner that achieves public health impact for the world's most vulnerable populations.</p> <p>This course serves as an introduction to implementation science, through the lens of public health and healthcare delivery challenges faced by vulnerable populations in global settings. The curriculum will cover core implementation science theories, models, frameworks, and approaches for: (1) measuring and identifying gaps in care delivery (e.g., care cascades, delay studies, standardized patient studies); (2) assessing patient or client preferences (e.g., preference methods); (3) developing, adapting, and integrating interventions (e.g., human-centered design, ADAPT-ITT); (4) development of multicomponent implementation strategies (e.g., implementation mapping); (5) hybrid effectiveness-implementation randomized trials; and (6) measurement of implementation outcomes (e.g., the RE-AIM framework). These theories, models, frameworks, and approaches will be taught through their applications in studies in global settings, on issues like global mental health, HIV, tuberculosis, maternal and infant mortality, chronic diseases, parasitic disease elimination, and antimicrobial resistance. We will also have a special session examining strategies for assessing implementation of novel technologies in LMICs. Assignments will ask students to apply theories, models, frameworks, and approaches to major challenges in global public health and healthcare delivery.</p>		

<b>146922</b>	<b>Health Organization Leadership and Management Essentials</b>	
	Subject:	Catalog Nbr:
	PH	0283
<p>This course equips aspiring public health and health care leaders with the skills to navigate the complexities of leading organizations and initiatives in diverse and evolving environments. Through a focused curriculum that blends emotional intelligence, strategic planning, effective communication, and project management with a strong emphasis on ethical leadership and equity, students will learn to drive impactful changes in health care and public health. Emphasizing an equity approach in human resource management, the course prepares students to foster inclusive workplaces and champion diversity, ensuring health equity is at the forefront of public health efforts. Students will emerge ready to lead with vision, influence policy, and advocate for social responsibility in the global health landscape.</p>		

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<b>146924</b>	<b>Policymaking, Activism, and Analysis</b>
Subject: PH	Catalog Nbr: 0284
<p>The course explores the intricate processes of policy development, the role of activism in shaping public health policies, and the methods for analyzing policy impacts. This course equips students with the skills to critically evaluate policy initiatives, engage in effective advocacy, and utilize analytical frameworks to assess policy outcomes. Students will learn through a combination of theoretical foundations, case studies, and practical exercises designed to foster a comprehensive understanding of the policymaking landscape in public health.</p>	

<b>146928</b>	<b>Applied Practice Experience (MD/MPH)</b>
Subject: CMPH	Catalog Nbr: 0206
<p>For their core field experience, MD/MPH students complete a field placement (minimum of 200 hours) in a public, private, or volunteer public health practice organization during the summer following the first year of study. Students may choose from a prepared list of local, national, and international placements or arrange an alternative placement. Each student works with a public health practitioner/mentor on a project which is beneficial to the host agency. The summer field experience is designed to provide students with an opportunity to integrate their knowledge and develop their skills in a practitioner's environment. Students present their project to faculty and students upon completion of their eight-week experience.</p>	

<b>146932</b>	<b>Alcohol, Tobacco, and Other Drug Use</b>
Subject: CBUN	Catalog Nbr: SB785

<b>146934</b>	<b>From Data to Dashboards: Building Excel Skills to Support Health Program Decisions</b>
Subject: CBUN	Catalog Nbr: GH854

<b>146958</b>	<b>Systematic Review</b>
Subject: PH	Catalog Nbr: 0293
<p>This elective course introduces students to systematic review methodology, focusing on essential components for creating publishable manuscripts. It emphasizes the importance of rigorous systematic reviews in evaluating clinical and public health interventions, while also applying to other healthcare areas such as disease prevalence and diagnostic accuracy. Students will gain a comprehensive understanding of conducting high-quality systematic reviews, develop protocols, and learn meta-analysis techniques through practical</p>	

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experience. Open to MPH students, medical students, and graduate students with an interest in health research, the course can also serve as an Integrated Learning Experience project for those looking to publish their work.

<b>146960</b>	<b>Mental Health Around the World</b>			
	Subject: PH	Catalog Nbr: 0253		
<p>This course offers an in-depth exploration of mental health from a global perspective, focusing on the diverse ways mental health conditions are understood, treated, and experienced across different cultural and socioeconomic contexts. We will examine the global burden of mental health disorders, paying particular attention to disparities in access to care, treatment outcomes, and the cultural dimensions that influence mental health practices. Throughout the course, students will engage with key concepts and debates in the field of global mental health, including the ethical challenges of implementing mental health interventions in low-resource settings, the impact of social determinants on mental health, and the evolving landscape of global mental health policy. Our discussions will be grounded in a critical analysis of both classic and contemporary research, with a focus on the ways mental health services can be adapted to meet the needs of diverse populations. The course combines lectures, case studies, and interactive workshops to provide students with both theoretical knowledge and practical skills in global mental health. Students will be encouraged to think critically about the assumptions underlying mental health research and practice, and to consider the broader implications of mental health initiatives on global health and social justice. The overarching goal of this course is to prepare students to contribute thoughtfully and effectively to the global mental health field, whether in research, policy, or clinical practice.</p>				

<b>147061</b>	<b>Biology of Water and Health</b>			
	Subject: CMPH	Catalog Nbr: 0340		
	2025 SPRG	Primary	Jeffrey Griffiths	jeffrey.griffiths@tufts.edu
<p>This is an interdisciplinary course tying together human and ecosystem health and environmental sciences. Students will be exposed to: the epidemiology of waterborne and water-associated diseases both US and global; latest science on how water borne diseases and WASH affect nutrition and lifespan; treatment of drinking water and wastewater; legal, regulatory, and policy issues; drinking water contaminants, including lead, PFAS, disinfection byproducts, and others; climate change and water, including heat, floods, droughts, and resilience; and case studies of water quality in the US, including disparities.</p>				

<b>147062</b>	<b>Health Economics and Policy</b>			
	Subject: CMPH	Catalog Nbr: 0342		
	2025 SPRG	Primary	Wenhui Feng	Wenhui.Feng@tufts.edu
<p>This course provides a comprehensive exploration of health policy and health economics, designed to equip advanced medical and public health students with the knowledge and analytical skills necessary to navigate and influence the healthcare landscape. Over four weeks, students will delve into the evolution of health policy, the key components and challenges of the Affordable Care Act (ACA), and foundational economic</p>				

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concepts that drive healthcare decision-making.

<b>147063</b>	<b>Intersection of Public Health and Community Health Centers</b>			
Subject:	Catalog Nbr:			
CMPH	0344			
2025 SPRG	Primary	Tuhin Roy	Tuhin.Roy@tufts.edu	
2025 SPRG	Primary	Jonathan Lichkus	Jonathan.Lichkus@tufts.edu	
<p>This course will explore the application of public health policy and theory in clinical practice. We will review the current state of Medicaid in Massachusetts (MassHealth) and its initiatives to improve quality in primary care and learn practical tools to translate this to clinical practice. Students will learn how to collect and interpret data and then use data to inform changes in clinical structure and practice to improve population health outcomes. By exploring the application of population health from the drawing board to implementation in a hands-on approach, students will learn data management, quality improvement, change management, and project management tools. They will complete the course with a toolkit of skills that they can use as a clinical leader in the future. This course will be taught by current MD/MPH practicing clinicians, and will also aim to demonstrate the practical application of public health concepts as a physician leader.</p>				

<b>147088</b>	<b>Health Care Finance: How Policy-makers and Managers Can Use Money as a Tool to Improve Health Care</b>			
Subject:	Catalog Nbr:			
CBUN	PM735			