STUDENT HANDBOOK
2017-2018
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Overview

Clark’s M.H.S. in Community and Global Health takes an innovative approach to solving complex health problems. Students are trained to work and communicate across disciplines and settings, and to think about health from a variety of perspectives. Students learn appropriate research methodologies; create innovative solutions to health problems; and monitor and evaluate programs and the ethical implications of health research, practice and governance. The M.H.S. curriculum offers flexibility in sequencing of courses and areas of concentration. Faculty will work with individual students to address their specific needs including, if necessary, coordination with other programs.

M.H.S. faculty have diverse strengths in both research and teaching on key environmental, social, political, and economic drivers that form the underlying determinants of health, both locally and around the world.

Faculty and students in the MHS program seek answers to provocative, far-reaching questions like: What makes a city, community or region healthy? What are the social and environmental causes of disease? What accounts for disparities in the distribution of disease? Why do some people have access to health-enabling resources while others do not? How can public-academic partnerships improve health locally and globally?

The M.H.S. curriculum will prepare you for a career as a community or global health professional in the public, private or non-profit sector. Specific skills you will learn include:

- An understanding of health issues facing diverse communities
- A multi-dimensional perspective of health, including social, economic, cultural, political and environmental factors.
- Familiarity with relevant research methodologies.
- Appreciation of the ethical implications of health research, practice and governance.
- An understanding of how social disparities affect health.

Our program’s small size and intimate environment creates valuable professional networking opportunities with fellow students, alumni and external organizations.
Community and Global Health Course of Study

Specialization

The MHS curriculum at IDCE is multi-disciplinary. Faculty and students approach health from many perspectives to understand the underlying causes of health inequities and disparities, become familiar with relevant research methodologies, create innovative solutions to health problems, monitor and evaluate programs, and consider ethical implications of health research, practice and governance. Students will also learn how to integrate knowledge, stakeholders, and multiple perspectives, and how to collaborate with communities to identify needs, priorities, and research agendas.

Within the MHS, students will concentrate either on community health or global health.

Concentrations

- **Community Health**: Community Health focuses on key community concerns in the U.S. with a specific focus on health policies, social determinants of health, and health inequities. It looks at the ways in which national policies affect individuals’ and communities’ health and well-being. Faculty at Clark work on a variety of community health concerns, including mental health, diversion programs to steer youths away from gangs and sexual exploitation, research and intervention with hard-to-reach populations, and factors that impede people’s ability to live healthy lives. Students who concentrate in community health will gain a solid understanding of the barriers and facilitators to accessing care, the ways in which local and national communities and governments set health priorities and evaluate needs, and the role of policies in mitigating the effects of inequities and ensuring healthy communities.

- **Global Health**: Global health calls for improving health and achieving health equity for all people worldwide. It explores the global and local determinants of disease in high-income and low-income countries, and calls for transnational collaboration in research, practice, and action. Faculty at Clark work on a variety of global health issues, including reproductive health, non-communicable diseases, environmental health, HIV/AIDS, malaria, and many more. Students who concentrate on global health will gain a solid understanding of the global burden of disease, the major actors and institutions that influence the global health policy agenda, how health systems are organized around the world, and how they might contribute to achieving health equity as a global health professional.
The 12-credit M.H.S. curriculum offers flexibility in sequencing of courses and areas of concentration. Faculty will work with individual students to address their specific interests including, if necessary, coordination with other programs.

### Curriculum for Community and Global Health

**Foundation Courses (3 credits):**
1. IDCE 377 – Approaches to Global Health (Ellen Foley, W 9-11:50)
2. IDCE 30330 - Approaches to Community Health (Alexis Travis, Th 6-9)
3. IDCE 308 - Health (in)equity: social determinants and policy solutions (Marianne Sarkis, M 6-9)

**Electives (7 credits):**
- Methods (2)
- Focal areas (5)

**Practicum or Field Training (1 credit):**
- Supervised group-based
- Unsupervised internship

**Integrative Project (1 credit):**
- Group
- Individual

In this 12-credit Masters degree, students will spend the first year of their degree learning about theories of community and/or global health, epidemiology and biostatistics, and an area of specialization. In the second year, students will apply what they learned in their first year to real-world situations in community-based experiences. The culminating experience of the curriculum will take place in an integrative project which will provide students with a capstone experience (individual or team-based), where they learn to translate knowledge into action with local and international partners or with a faculty member on their research.

**NOTE:** 1 credit is made up of either one full course OR two 0.5 courses called “modules”, which typically run for 7 weeks in the first half or second half of the semester.

### Foundation Courses (3 credits):

1. IDCE 377 – Approaches to Global Health (Ellen Foley, W 9-11:50)
2. IDCE 30330 - Approaches to Community Health (Alexis Travis, Th 6-9)
3. IDCE 308 - Health (in)equity: social determinants and policy solutions (Marianne Sarkis, M 6-9)
Required Non-credit training (online – Instructions on page 7)

- Ethical Research with Human Subjects – General
- Ethical Research with Human Subjects – Community-Based Research

Electives (7 credits: 2 methods or skills and 5 focal areas):

Methods or Skills (2 credits) (NOTE: This is not an exhaustive list of methods/skills courses offered. Always refer to the Course Schedule for the most up-to-date listing)

- IDCE 30229 – Monitoring and evaluation
- IDCE 333 – Project Management
- IDCE XXX – Spatial Analysis and Health
- IDCE 30282 – Community-Based Health Research
- IDCE 30103 – Networks and Analytics of Development
- IDCE 30225 – Grant writing
- IDCE 30281 – Community Needs and Resource Analysis
- IDCE 30218 – Community Development Decision Making & Negotiations
- IDCE 335 – Strategies for Community Organizing
- MSIT 3440 – Special Topics: Health Informatics

Focal areas (5 credits):

In consultation with their advisor, students will identify which of these focal areas best meets their interests, and can select from these broad sets of courses to complete their curriculum. Currently, these areas are:

- Environment and Development
- Refugees, Forced Migration, and Belonging
- Economic Development
- Youth Development

Practicum or Field Training (1 credit)

- Supervised Group-based (could be part of the Community-Health Research Group)
- Internship

Integrative Project (1 credit)

- Individual-based
- Group-based

Please view Clark’s official Academic Catalog (www.clarku.edu/academiccatalog) for a complete listing of current course offerings.
Directed Study

As part of your elective credits, you have the option of doing an internship or a directed study with any Community and Global Health core or affiliate faculty member. Directed studies are an opportunity for students to engage in advanced level work (beyond what they learn in seminars) on issues of special interest to them. Directed studies take different form (e.g. literature review, annotated bibliography, research paper, thesis preparation, grant proposal development, etc.) depending on the interest and abilities of each student, and the degree of involvement from the faculty.

To undertake a directed study, you must first develop a preliminary reading list and a draft proposal describing the topic you wish to explore in depth, the rationale for it, the shape of the final product (e.g. literature review, annotated bibliography, a brief research paper, etc.), and a timeline for it. Once you have those issues outlined, share the draft proposal with the faculty member you wish to work with. The faculty member will let you know if s/he feels your topic matches with his or her area of interest and can direct your study. If the faculty member agrees to work with you, you must finalize your course of study and get the faculty’s permission to register for the necessarily credits.

Given the complexity and level of thought that goes into a directed study, you must begin to prepare for this well in advance of (minimally, at least one month prior to) course registration. Typically, a directed study is not undertaken until your second year of the program, when you have a clear idea of the focus for your final project.

Practicum or Field Training

In the Spring semester of your first year, you will decide, in conversation with your advisor, whether a group-based or individual-based practicum or field opportunity is appropriate for you. This will be the culminating experience of your first year of the curriculum, where you learn how to translate knowledge into action. Students are encouraged to take advantage of the extensive network of public and private partners locally or internationally to secure field-based experiences for this requirement. Students can also work with a faculty on a research project as their culminating experience.

Integrative Project

In the Fall semester of your second year, you will decide, in conversation with your advisor, whether a group-based or individual-based integrative project is appropriate for you. Students will choose projects that allow them to apply integrative individual or group project that is substantially defined and carried forward by the student under the guidance of a faculty mentor and that demonstrates accomplishment of Clark’s MHS objectives and goals, especially a capacity to practice within an academic or professional health-related field effectively.
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<th>Fall Semester</th>
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<tr>
<td><strong>First Year</strong></td>
<td><strong>Foundation Courses</strong></td>
<td><strong>Foundation Courses</strong></td>
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<tr>
<td></td>
<td>• IDCE 377 – Approaches to Global Health OR</td>
<td>• Intro to Epidemiology and Biostatistics</td>
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<td>• IDCE 30330 - Approaches to Community Health</td>
<td><strong>Methods</strong></td>
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<td>• IDCE308 - Health (in)equity: social determinants and policy solutions</td>
<td>• 1 methods credit or 2 x 0.5 credits</td>
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<td><strong>Focal Area</strong></td>
<td>• 1 elective credit</td>
<td><strong>Focal Area</strong></td>
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<td><strong>Required Non-credit training (online)</strong></td>
<td>• Ethical Research with Human Subjects – General</td>
<td>• 1 elective credit</td>
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<td>• Ethical Research with Human Subjects – Community-Based Research</td>
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<td><strong>Second Year</strong></td>
<td><strong>Methods</strong></td>
<td><strong>Focal Area</strong></td>
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<td>• 1 methods credit</td>
<td>• 2 elective credits</td>
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<td><strong>Focal Area</strong></td>
<td>• 1 elective credit</td>
<td><strong>Integrative Project</strong></td>
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<td><strong>Practicum or Field Training</strong></td>
<td>• Supervised group-based OR</td>
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<td>• Unsupervised internship</td>
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Every student is required to become certified in conducting ethical research with human subjects in the first semester. The training is free to Clark students, and could be accessed at this URL:

The following are the step-by-step instructions to obtaining the certifications.

1. Go to [http://www.citiprogram.org](http://www.citiprogram.org)

2. Click on “Create an Account” if you don’t already have an account:

3. On the first screen after you click on Register, type **Clark University**. Make sure it comes up in the list of options.

4. Continue to Step 2

5. You can register with whatever email you like, but later on you will need to provide your institutional email, i.e., Clark University email.

6. Continue to Step 3-5

7. On page 6, enter in “International Development” for Department (without the “”), and Role in research = “Student Researcher-Undergraduate”. (If they have “Graduate”, choose that instead of Undergraduate)

8. On page 7 (the last page), for Question 1, choose “**RCR Basic Curriculum + Human Subjects**” AND “**Community Engaged Research (CEnR)**”
9. When you complete your registration, you will be taken to a confirmation page that says “Your Registration has been completed successfully”

10. Click on “Clark University Courses” dropdown to confirm that you are registered for “RCR Basic Curriculum + Human Subjects”

11. Click on “RCR Basic Curriculum + Human Subjects” to start the module. Once you complete that, take the “Community Engaged Research (CEnR)”

You can take the quizzes when you are finished with each section. The system will give you an opportunity to retake the quiz if you get below 80% of the score.

Once you complete all quizzes and pass them, you will have the opportunity to print your certificate in PDF. Save that to your computer as evidence of completion of the training. Email it to the program coordinator msarkis@clarku.edu AND upload to Moodle in the IRB Certification module.

Once you obtain the certificate of completion, it will be valid for 3 years from the date you took it.
Community and Global Health Faculty

Marianne Sarkis, Ph.D.
Assistant Professor and Program Coordinator
Areas of Specialization: Health disparities & social determinants of health, health and hard-to-reach populations, refugee and immigrant health, urban health problems (sexual exploitation, opioids).

Ellen Foley, Ph.D.
Associate Professor
Areas of Specialization: gender and health disparities, reproductive health, HIV/AIDS, access to health-enabling resources, urban health, youth violence.

Tim Downs, D.Env.
Associate Professor
Areas of Specialization: Social and technical health-system innovation (community-centered), participatory local/regional sustainable development & capacity building, environmental & social justice, risk & vulnerability assessment.

Yelena Ogneva-Himmelberger, Ph.D.
Associate Professor
Areas of Specialization: Geographic Information Science, human-environment geography, and public health

Laurie Ross, Ph.D.
Associate Professor
Areas of Specialization: Social justice youth development, community based participatory research, youth violence.

Faculty in other departments:
- Nicole Overstreet (Psychology)
- Esther Jones (Humanities and English)
- Patrick Derr (Philosophy)
- Daniel Lambert (Psychology)
- Esteban Cardemil (Psychology)
- Rosalie Torres-Stone (Sociology)
- Kathleen Jordan (Public Administration)
- John Chetro-Szivos (School of Professional Studies)
- Alexis Travis (IDCE /Division of Public Health)
- Tsitsi Masvawure (IDCE)
- Margaret Post (Mosakowski Institute)
NOTE: 1 credit is made up of either one full course OR two 0.5 courses called “modules”, which typically run for 7 weeks.

### Foundation Courses (3 credits)

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<td>• IDCE 30330 - Approaches to Community Health</td>
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<td>• IDCE308/ID208 - Health (in)equity: social determinants and policy solutions</td>
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<td>• Intro to Epidemiology and Biostatistics</td>
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**Required Non-credit training (online)**

- Ethical Research with Human Subjects – General
- Ethical Research with Human Subjects – Community-Based Research

### Focal Area Courses (5 credits) (AREA: ________________)

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Methods or Skills Courses (2 credits)

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Practicum or Field Training (1 credit)

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Integrative Project (1 credit)

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