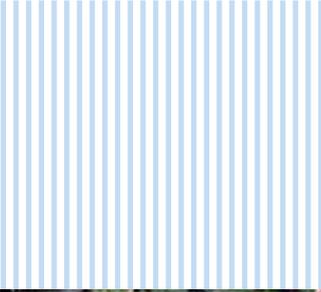


FACULTY OF HEALTH SCIENCES  
**MASTERS OF PUBLIC HEALTH**  
Student Handbook 2020–21



**FOR BETTER PUBLIC HEALTH**

# **MASTERS OF PUBLIC HEALTH**

Student Handbook 2020–21

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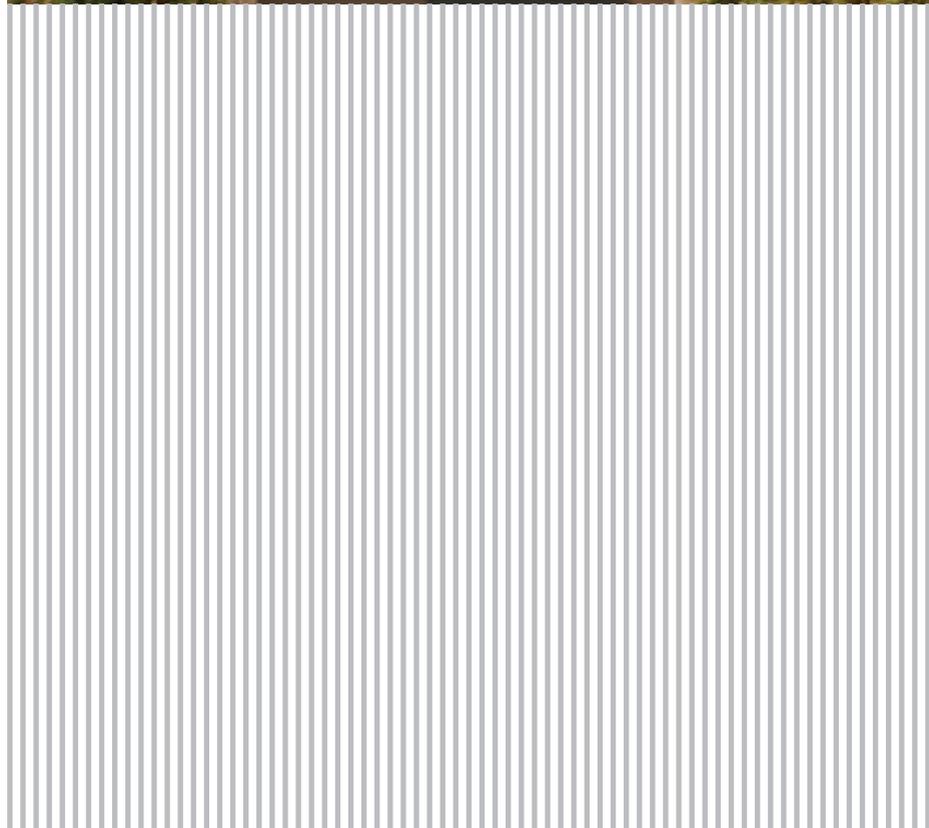
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# || ABOUT FHS

## A. Historical Background

The Faculty of Health Sciences (FHS) was established in 1954 as an independent School of Public Health, the first of its kind in the region. The name of the school was changed to the Faculty of Health Sciences in 1978 to accommodate programs in allied health.

FHS serves to educate and train professionals and competent leaders to help meet the health needs of Lebanon and the region. Currently, FHS hosts four departments which are Epidemiology and Population Health (EPH), Environmental Health (EH), Health Promotion and Community Health (HPCH), Health Management and Policy (HMP); and a Division of Health Professions. It also hosts programs in collaboration with the Faculty of Medicine, which includes programs in Medical Laboratory Sciences, Medical Audiology Sciences, and Medical Imaging Sciences.

FHS offers a BS degree in Environmental Health, Health Communication, Medical Laboratory Sciences, Medical Imaging Sciences; a BA degree in Health Communication; and Medical Audiology Sciences as well as a Graduate Public Health Program including an MS degree in Public Health (MPH) (concentrations in Epidemiology and Biostatistics, Health Promotion and Community Health, and Health Management and Policy); an MS in Epidemiology, and an MS in Population Health. FHS also offers an MS in Environmental Sciences, Major: Environmental Health (as part of an Interfaculty Graduate Environmental Sciences Program), and an Executive Master in Health Care Leadership and a Phd in Epidemiology. In addition, FHS provides courses in public health to students in the Faculty of Medicine.

## B. Vision

The leading academic voice and driver for equity, justice, and better health in the Arab region and beyond.



# || ABOUT GPHP

## A. Mission

To build the next generation of public health leaders to advance knowledge, and impact practice and policy.

## B. Value Statement

Our teaching, research, and service are guided by core values. These values derive from our context as a leading graduate program of public health in a middle-income regional setting that has suffered from intermittent political conflict and unrest and from our adherence to basic principles of professional conduct, human rights, and service to underprivileged communities.

- **Equality and Social Justice:** We believe in equality among people; our work is oriented to enhance health equity and social justice by focusing on underserved communities.
- **Civic Responsibility:** We believe that each of us has a role to play in advancing knowledge and improving health, and we work to instill a sense of civic responsibility among students and partners organizations with whom we collaborate.
- **Integrity and Professional Ethics:** We bring a commitment to integrity and professional ethics in all our efforts.
- **Diversity:** We believe that diversity in our faculty, students, and in our practice sites enhances our ability to understand the perspectives and the circumstances that influence health.
- **Excellence:** We are committed to excel in all that we do, and believe that our faculty and alumni provide leadership and vision to improve the health of people and communities.
- **Peace:** We research and mitigate the public health effects of conflicts on population and systems as a contribution to achieving peace and justice.

## C. Accreditation

In October 2006, the Public Health Program (PHP) of the Faculty of Health Sciences (FHS) became accredited by the Council on Education for Public Health (CEPH) and was reaccruited in 2012 for seven years term extending to 2019. In December 2019, the CEPH Board voted to renew the accreditation of the program for another seven-year term ending in 2026. The PHP includes the master of public health, master of science in epidemiology, master of science in environmental health, and the PhD in epidemiology, as well as the newly launched bachelor of arts in health communication. CEPH is an independent agency in the United States, which is recognized to accredit schools and programs of public health. The PHP at FHS was the first graduate public health program to be accredited by CEPH outside the Americas and remains the only program in the Arab region. Accreditation indicates that the PHP of the FHS meets standards for Public Health Education of leading schools of public health in the world.



# || ABOUT MPH

## A. Background

The Master of Public Health (MPH) is a professional degree that provides students with interdisciplinary educational experiences combining the biological, epidemiological, environmental, sociological, behavioral and managerial dimensions of public health. Students then choose specialized training in an area of concentration and engage in relevant community-based experiences in public health practice.

Our students come from all over the world from a variety of various disciplines and graduate from the program to work in leading organizations and diverse settings of public health.

## B. Mission

The mission of the MPH program is to prepare professionals who are able to investigate critical public health issues and who can develop and evaluate programs and policies aiming to promote and advocate for the health of populations in Lebanon and countries of the region. The central features of the MPH program are an interdisciplinary focus, academic excellence, and relevance to Lebanon and to the region.

## C. MPH 22 Foundational Competencies

### Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

### Public Health and Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

## **Planning and Management to**

### **Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

## **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

## **Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

## **Interprofessional Practice**

21. Perform effectively on interprofessional teams

## **Systems Thinking**

22. Apply systems thinking tools to a public health issue

## **D. Career Counseling Services**

FHS offers its graduate students career assistance at every step during and after completion of their studies. FHS also endeavors to help the students identify their potential strengths inside and outside the classroom to boost their competitiveness for positions on the job market.

The mission of career counseling services at FHS is to enhance opportunities and preparation of students for the job market in Lebanon and the region.

The career counseling services offered at FHS include:

- Career guidance workshops, which are offered every semester to graduate students. Topics include: CV/Resume and cover letter writing, interview skills, mock interviews, business etiquette, etc. These workshops aim to equip the students with the skills required to increase their chances of getting a job.
- One-to-one consultation meetings with career counselor: students are encouraged to take an appointment with FHS career counselor to identify their interests and abilities, discuss career options and identify internship and job opportunities and/or options for further education. The one-to-one appointments are impartial, confidential and focused on individual needs and interests.
- Career events with alumni: FHS organizes networking events to link the students with alumni who have had successful careers and who share their experiences with the students and assist them in identifying additional resources for career development.
- Events with potential employers: FHS also provides the opportunity for students to meet with potential employers to discuss available and future opportunities and give them insight into the industry and on employer values.
- Identification of opportunities for internships, jobs, scholarships and continuing education for students and alumni: FHS encourages students to build useful experience alongside their studies, and accordingly endeavors to identify internships and jobs to assist the students in providing evidence of their skills and knowledge in real life situations. Students are encouraged to register on the AUB career portal at: <https://careers.aub.edu.lb/Login> to receive notifications of posted internships and jobs. In parallel, students also receive weekly emails from the career counselor with opportunities for scholarships/continuing education, internships and jobs.

For further information please contact: Ms. Nida' Helou





# MPH CURRICULUM REQUIREMENTS

The MPH degree is a 42-credit hour program with 23-credit hours of core courses, 10 to 11 credit hours of concentration courses, 5 credit hours of public health practice, and 3 to 4 credit hours of electives.

All students enrolled in the MPH program must take the required core courses and concentration courses in their concentration area indicated in the table on the following pages.

In general, completion of the MPH curriculum requires 4 regular semesters of study for full-time students (starting in the fall and not including the summer). Part-time students must finish the program within 4 years. In order to accommodate the work schedule of the part-time students, at least one section of the core courses is usually offered in the late afternoon and at least half of the concentration courses are usually offered in the late afternoon on a rotating basis.

Students can register for the Practicum and Integrative Learning Experience II (ILE 2) courses with only one core and/ or one concentration course, as long as the course(s) not yet taken does/(do) not consist of material needed to effectively undertake activities of the Practicum or the ILE courses. Students can register for the PBHL 399B (ILE 2) upon completion of the PBHL 399A (ILE 1) and all concentration and core courses (except one core and/or one concentration). The student needs to seek approval to be allowed to register a concentration course along with the practicum.

All students concentrating in HMP must complete a prerequisite workshop in Microeconomics for Healthcare (HMPD 306-0 credits), which is usually taken during the first semester of enrollment in the MPH program.

## A. MPH Curriculum

Students are required to take the following core courses:

| Category     | Course Number             | Course Title                                     | Credits |
|--------------|---------------------------|--|---------|
| Core Courses | PBHL 312                  | Foundations of Public Health                     | 2       |
|              | ENHL 301                  | Environmental Health and Sustainable Development | 1       |
|              | PBHL 310                  | Research Methods in Public Health                | 3       |
|              | EPHD 300                  | Principle of Epidemiology                        | 2       |
|              | EPHD 310                  | Basic Biostatistics                              | 3       |
|              | HMPD 300                  | Health Systems Management                        | 3       |
|              | HPCH 301                  | Health Communication                             | 2       |
|              | IPEC 300                  | Inter-professional Education                     | 1       |
|              | PBHL 303                  | Design and Evaluation of Public Health Programs  | 3       |
|              | PBHL 304                  | Public Health Policy and Advocacy                | 3       |
|              | PBHL 305                  | Contemporary Issues in Public Health             | 0       |
|              | <b>Total Core Credits</b> |  |         |

| Category   | Course Number | Course Title  | Credits   |
|--|---------------|---|-----------|
| <b>Concentration Courses</b>                       |               |   |           |
| Health Management and Policy <sup>1</sup>          | HMPD 306      | A Workshop on Microeconomics for Healthcare                           | 0         |
|  | HMPD 315      | Performance Improvement   | 3         |
|  | HMPD 318      | Policy and Decision Making in Health Systems                          | 2         |
|  | HMPD 342      | Financial Management and Accounting in Health Care Organizations      | 3         |
|  | HMPD 351      | Health Economics  | 2         |
| <b>Total Concentration Credits</b>                 |               |   | <b>10</b> |
| Epidemiology and Biostatistics <sup>2</sup>        | EPHD 312      | Analysis of Continuous Data   | 2         |
|  | EPHD 313      | Analysis of Categorical Data  | 3         |
|  | EPHD 316      | Epidemiology, Prevention and Control of Communicable Diseases         | 2         |
|  | EPHD 317      | Epidemiology of Non Communicable Diseases and Mental Health Disorders | 2         |
|  | EPHD 320      | Epidemiology Beyond the Basics  | 2         |
| <b>Total Concentration Credits</b>                 |               |   | <b>11</b> |
| Health Promotion and Community Health <sup>3</sup> | HPCH 331      | Theory in Health Promotion  | 2         |
|  | HPCH 332      | Community Health Promotion, Mobilization and Advocacy                 | 3         |
|  | HPCH 333      | Social Marketing for Health Promotion                                 | 2         |
|  | HPCH 334      | Qualitative Research in Health Promotion                              | 2         |
|  | HPCH 335      | Implementation Research for Public Health                             | 2         |
| <b>Total Concentration Credits</b>                 |               |   | <b>11</b> |

<sup>1</sup> Students in this group must take at least 4 credits of electives to complete their credit requirements

<sup>2</sup> Students in this group must take at least 3 credits of electives to complete their credit requirements

<sup>3</sup> Students in this group must take at least 3 credits of electives to complete their credit requirements

All MPH students are required to complete 5 credit hours in the public health experience:

| Category                              | Course Number | Course Title                       | Credits  |
|---------------------------------------|---------------|------------------------------------|----------|
| <b>Public Health Experience</b>       |               |                                    |          |
| Health Management and Policy          | HMPD 365      | Practicum                          | 2        |
|                                       | PBHL 399A     | Integrative Learning Experience I  | 1        |
|                                       | PBHL 399B     | Integrative Learning Experience II | 2        |
| Epidemiology and Biostatistics        | EPHD 365      | Practicum                          | 2        |
|                                       | PBHL 399A     | Integrative Learning Experience I  | 1        |
|                                       | PBHL 399B     | Integrative Learning Experience II | 2        |
| Health Promotion and Community Health | HPCH 365      | Practicum                          | 2        |
|                                       | PBHL 399A     | Integrative Learning Experience I  | 1        |
|                                       | PBHL 399B     | Integrative Learning Experience II | 2        |
| <b>Total number of credits</b>        |               |                                    | <b>5</b> |

All MPH students are required to take the following workshop series:

| Category               | Course Title  | Credits |
|------------------------|---|---------|
| <b>Workshop Series</b> |   |         |
| PBHL 306A              | Library and Literature Search Skills  | 0       |
| PBHL 306B              | Proposal Writing and Literature Synthesis for Public Health Research and Practice | 0       |
| PBHL 306C              | Conflict Resolution, Mediation and Negotiation Skills                             | 0       |

## MPH curriculum plan for a regular FT MPH student distributed over two years:

| <b>Year 1</b>  |  |                |
|--|--|----------------|
| <b>Fall Semester</b>                                     |  | <b>Credits</b> |
| PBHL 306A  | Workshop Series: Library and Literature search skills  | 0              |
| PBHL 310   | Research Methods in Public Health  | 3              |
| PBHL 312   | Foundations of Public Health   | 2              |
| EPHD 300   | Principles of Epidemiology   | 2              |
| EPHD 310   | Basic Biostatistics  | 3              |
| HMPD 300   | Health Systems Management  | 3              |
| <b>Total number of credits</b>                           |  | <b>13</b>      |
| <b>Winter Session</b>                                    |  | <b>Credits</b> |
| PBHL 306B  | Workshop Series: Proposal Writing and Literature Synthesis for Public Health Research and Practice | 0              |
| <b>Spring Semester</b>                                   |  | <b>Credits</b> |
| PBHL 303   | Design and Evaluation of Public Health Programs  | 3              |
| PBHL 304   | Public Health Policy and Advocacy  | 3              |
| HPCH 301   | Health Communication   | 2              |
| <b>The first two-three selected concentration course</b> |  |                |
| <b>For HPCH concentration</b>                            |  | <b>Credits</b> |
| HPCH 331   | Theories in Health Promotion   | 2              |
| HPCH 334   | Quantitative Research in Health Promotion  | 2              |
| <b>For HMPD concentration</b>                            |  | <b>Credits</b> |
| HMPD 315   | Performance Improvement  | 3              |
| HMPD 351   | Health Economics   | 2              |
| <b>For EPHD concentration</b>                            |  | <b>Credits</b> |
| EPHD 313   | Analysis of Categorical Data   | 3              |
| EPHD 317   | Epidemiology of Non Communicable Diseases and Mental Health Disorders                              | 2              |
| EPHD 320   | Epidemiology Beyond the Basics   | 2              |
| <b>Total number of credits</b>                           |  | <b>12-15</b>   |

| Year 2                                |  |             |
|---------------------------------------|--|-------------|
| Fall Semester                         |  | Credits     |
| ENHL 301                              | Environmental Health and Sustainable Development                       | 1           |
| Electives                             |  | 3-4         |
| PBHL 399A                             | Integrative Learning Experience I                                      | 1           |
| Remaining concentration Courses       |  |             |
| For HPCH concentration                |  | Credits     |
| HPCH 332                              | Community Health Promotion, Mobilization and Advocacy                  | 3           |
| HPCH 333                              | Social Marketing for Health Promotion                                  | 2           |
| HPCH 335                              | Implementation Research for Public Health                              | 2           |
| For HMPD concentration                |  | Credits     |
| HMPD 318                              | Policy and Decision Making in Health Systems                           | 2           |
| HMPD 342                              | Financial Management and Accounting in Health Care Organizations       | 3           |
| For EPHD concentration                |  | Credits     |
| EPHD 312                              | Analysis of Continuous Data  | 2           |
| EPHD 316                              | Epidemiology, Prevention and Control of Communicable Diseases          | 2           |
| <b>Total number of credits</b>        |  | <b>9-12</b> |
| Winter Session                        |  | Credits     |
| PBHL 306C                             | Workshop Series: Conflict Resolution, Mediation and Negotiation Skills | 0           |
| Spring Semester                       |  | Credits     |
| IPEC 300                              | Inter-professional Education   | 1           |
| EPHD 365,<br>HPCH 365 &<br>HMPD 365 A | Practicum  | 2           |
| PBHL 305                              | Contemporary issues in Public Health                                   | 0           |
| PBHL 399B                             | Integrative Learning Experience II                                     | 2           |
| <b>Total number of credits</b>        |  | <b>5</b>    |
| <b>Grand Total</b>                    |  | <b>42</b>   |

## B. Elective Courses

In order to complete the minimum hours for graduation, MPH students should complete 3 to 4 credits of electives. The number of elective credits could vary if the student has been granted waiver from the practicum. Students may choose from a pre- approved list of electives. This list includes both courses offered by FHS and those offered by other faculties at AUB that are relevant to the program. The list is approved by departments, and subsequently by the Graduate Studies Committee (GSC).

For more information on the electives list, visit:

**FHS Home Page >> Students >> Current Students >> Academic Resources >> Academic Resources and Forms >> List of Approved Electives**

## C. Practicum Partial Waiver

### Policy

The practicum must be completed while a student is enrolled in the MPH program with no exceptions. However, a partial waiver of hours can be granted on a case-by-case basis. Students with the required level of experience prior to joining the program may request a partial waiver to complete 150 hours of practicum work (instead of 300 hours), if they offer enough evidence of fulfillment of the practicum waiver criteria.

### Criteria

Students who have a minimum of four years of full-time, relevant and documented public health work experience prior to joining the MPH program, are eligible to apply for a partial waiver of 150 practicum hours. This experience should match with a minimum of two core and one concentration competencies of the MPH program.

Students who are granted a practicum waiver should complete the 150 practicum hours during the official semester duration. The activities fulfilled during the 150 hours should match with competencies that are different from the ones based on which waiver was granted.

Students cannot complete the practicum at an organization where they are working or have worked.

### Process

- The student should first approach his/her academic advisor for advice and guidance regarding the eligibility for a partial waiver from the practicum. The student should then inform the Practicum Coordinator about his/her intent to apply for a practicum waiver.
- The student should submit a complete practicum waiver portfolio by the end of the second month of enrollment.
- Portfolios that are submitted after that deadline will not be considered.

- The portfolio should include the following documents:
  1. Practicum waiver form
  2. Copy of CV with relevant public health workplace references
  3. Two-page report mapping previous work experience (prior to enrollment) to a minimum of two core and one concentration competencies
  4. Documentation of relevant tasks and respective outputs during employment prior to enrolment in the MPH program
- The student should have his/her portfolio screened and approved by the Academic Advisor prior to its submission to the Practicum Coordinator
- After securing the approval of the Academic Advisor, the student submits the portfolio to the Practicum Coordinator.
- The Practicum Coordinator sends the portfolio to the GPHP-CC and Chair of GSC for discussion and recommendation, with a cc to the Chair of Department of the student. (Note: If Academic Advisor is a GPHP-CC member, s/he is excused from the discussion of the file)
- The GPHP-CC recommendation is then forwarded to the GSC for final approval.
- Decisions are communicated to the student via Practicum Coordinator with a copies to the Registration Advisor and the Chair of the department of the student.

The decision regarding the practicum waiver needs to be in the student file prior to the advising period of the student's third term of enrolment. Accordingly, students seeking a waiver must submit their portfolio not later than the second month of enrollment in the program.

Students granted partial waiver register for a 1-credit practicum course (HMPD/HPCH/EPBS 366). The waived practicum credit should be replaced with a one credit elective.

For more information on Practicum Policy, please go to:

**FHS home Page >> Students >> Current Students >> MPH Students >> Information for students admitted Post 2018–19 >> MPH Manuals and Evaluation Forms >> Practicum Manual**

## D. Integrative Learning Experience (ILE) Policy

- All MPH students are required to satisfactorily complete ILE I and II.
- All students are expected to meet all three competencies selected for the ILE. If according to the ILE advisor and second reader (as assessed through the final ILE product), the student did not meet all three competencies, then ILE II is graded as a fail.
- The pre-requisite courses for the ILE II are all core and concentration courses except one core and/or one concentration course if the material of that core and/or concentration course does not affect the ILE project.
- During the semester when the ILE II is registered, the student can register for up to 6 credits in total, including ILE II.
- The ILE project may be linked to the student's Practicum site if the student and their advisor decide that this is appropriate to the topics and competencies addressed. It is not required for the ILE to be linked to the student's Practicum site.
- The ILE may be linked to an organization (different than the practicum site) or a community or be independent of any site.
- The ILE cannot be completed at the student's current employment place.
- The student registering the ILE is assigned one ILE advisor from the student's concentration. ILE advisors will be assigned by the department chair.

- Students should have the same advisor for ILE I and ILE II. In a given semester, an advisor should have a maximum of 3 ILE students.
- To ensure that the student receives feedback on their ILE project from multiple faculty from different disciplines of public health, the student will also be assigned a second reader from a different concentration. The second reader should be assigned by department chairs, taking into account the faculty member's knowledge of the subject area and/or methods of students' projects.
- Students should have the same second reader for ILE I and ILE II. In a given semester, a second reader should have a maximum of 5 ILE students.
- ILE advisors should be assigned during the semester prior to that when the student is enrolled in ILE I. In the semester prior to students enrolling in ILE I, the chairs of concentration departments meet with the students due for ILE I to discuss their interests and potential projects, after which students are assigned to advisors. Students then meet with their assigned advisors to discuss the project topic and type. This process should be concurrent with the practicum site placement in order for the student to make a decision about whether or not to link the Practicum and the ILE.

For more information on Integrative Learning Experience (ILE) Policy, please go to:

**FHS home Page >> Students >> Current Students >> MPH Students >> Information for students admitted Post 2018–19 >> MPH Manuals and Evaluation Forms >> Integrative Learning Experience (ILE) Manual**

## E. Course Exemption

Exemption from a required FHS course may only be considered when the student has proof that s/he has satisfactorily completed a comparable course in a recognized university normally with a minimum grade of B+ (or 80) or the equivalent. The requirement of this particular course may be waived but not its credits (i.e., the candidate has to replace the exempted course credits with another course(s) having the same number of credits). The course instructor may require that the petitioning student take an exam in order to demonstrate proficiency in the subject prior to the official registration period for the required course. In cases where students want to take a course in another faculty and equate it for a required course in the MPH program, the course instructor (or relevant department chairperson) must approve the petition for equating courses prior to the student registering for the course. Request for course exemption for MPH students is only possible if the student completed the course in which exemption is sought within the previous 5 years of the exemption request date. MPH students are allowed to be exempted from a maximum of 6 graduate credits.

## F. Transfer of Credits

A transfer of credits may be considered when the student has satisfactorily completed a course with a minimum grade of B+ (or 80) or equivalent at a recognized university, faculty or program. The transferred credits are accepted in lieu of credits earned in a comparable course in FHS. Request for transfer of credits for MPH students is only possible if the student completed the course in which transfer is sought within the previous 5 years of the transfer request date. Normally, credits counted toward another graduate degree at

AUB or another institution cannot be transferred if they have already been used to satisfy requirements for another awarded graduate degree. The number of credits that can be transferred cannot exceed 12 credits of comparable courses at FHS. For courses taken within FHS, a transfer of credits may be considered for all courses the student has passed.



# GENERAL ACADEMIC INFORMATION

## A. Attendance

### Classes and Laboratories

- Students are expected to attend all classes, laboratories, or required fieldwork. All missed laboratory or fieldwork must be made up. A student is responsible for the work that is done, and for any announcements that are made during her/his absence.
- Students who miss more than one-fifth of the sessions of any course in the first ten weeks of a given semester (5 weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken.
- Students who withdraw or are forced to drop a course receive a grade of W.
- A student cannot withdraw or be withdrawn from a course after the announced deadline unless approved by the appropriate faculty committee.

### Examinations and Quizzes

Students who miss an announced examination or quiz must present an excuse considered valid by the instructor of the course. The course instructor should then require the student to take a make-up examination.

Medical reports and/or qualified professional opinions issued by an AUB employee, AUBMC doctor, or by the University Health Services are accepted. Should there be a question about the validity of any excuse presented by the student, the matter should be referred to the appropriate faculty committee.

## B. Leave of Absence

All graduate students are expected to make steady and satisfactory progress toward the completion of degrees.

Students who are not enrolled for a period of more than one academic year (two consecutive regular terms and one summer) will be considered to have withdrawn from the program unless they apply for a leave of absence and secure approval of the department, faculty/school Graduate Studies Committee, and Graduate Council.

The leave of absence application can be up to one academic year at a time. The maximum period of approved leave of absence is for two academic years. An approved leave of absence does not count towards maximum residency. Non-enrollment by the student for one

regular semester without securing leave of absence will count towards maximum residency.

Students who seek to return without having secured leave of absence approval after a non-enrollment period of more than one academic year must reapply and will be considered for readmission following regular AUB application/admission procedures. If re-admitted into the same graduate program, then their earlier status as graduate student will count towards maximum residency.

The approval of the leave of absence is determined by the nature of the excuse, the documentation/proof submitted, and the time of submission. Excuses submitted should consist of circumstances that prevent a student from carrying out his/her graduate studies. Students are strongly advised to consult with their advisors regarding the validity of their excuse.

Normally, students are expected to submit a leave of absence before the start of the semester in which the leave begins. However, on some occasions and with adequate justification, students may submit a leave of absence before the end of the drop/ add period. Leave of absence requests submitted after the drop/add period will be considered on an exceptional basis if the student's excuse consists of an unavoidable circumstance and the claim is supported with substantial evidence. Students must be willing and able to prove the claims of their excuse, which includes providing any documentation requested as proof.

## C. Credit Load

A full-time student must carry a minimum load of 12 credits per term. Students can register for up to 18 credits per term. Students who wish to register for more than 18 credits must petition the Graduate Studies Committee for approval. A part-time student must carry a minimum load of 5 credits per semester. Students who wish to register for less than 5 credits must petition the Graduate Studies Committee for approval.

## D. Residency Requirements

The duration of the MPH program varies between full and part-timers. Students who join the program as full-timers can complete requirements within a period of two years. A candidate who wishes to enroll as a part-time student may do so provided s/he completes the program requirements within a period of four years.

## E. Graduate Level Courses

- Graduate level courses are normally numbered 300 or above.
- The minimum passing grade for a graduate course is 70.

The same applies for pre-requisite courses.

## F. Performance Evaluation

Evaluation of student performance is conducted twice per semester, in the middle and at the end of the semester.

### Midterm Evaluation

The midterm assessment usually consists of at least 40% of the grade. Critical cases are reported to the registration and academic advisers.

### End of Term Evaluation

At the end of every regular semester, the averages and individual grades of courses are checked for potential removal of probation, placement on probation, or dismissal from the program.

To remain in satisfactory academic standing, a student working for an MPH degree must obtain

- a minimum grade of 70 (or 2.2) in each course, and
- a minimum cumulative average of 80 (or 3.2) in graduate courses.

Part-timers are first evaluated after completion of at least 10 credits. Their cumulative average is evaluated every semester thereafter.

A student will be placed on probation if he/she fails to meet these requirements. The decision to place students on probation is taken by the Graduate Studies Committee (GSC).



## G. Removal of Probation

If admitted on probation, a student will be removed from probation at the end of a semester or its equivalent for part-timers (10 credit hours) if he/ she has passed all courses and has attained an overall GPA of 3.2 (or 80). The decision to remove students from probation is taken by the Graduate Studies Committee (GSC).

If placed on probation because of a low average, a student can be removed from probation by the end of the following regular semester by attaining a cumulative average of at least 80% (or overall GPA of 3.2).

If placed on probation due to course failure, a student should retake the course the next time it is offered, pass the course, and attain a cumulative average of at least 80% (or overall GPA of 3.2).

## H. Dismissal from the Program

A student on probation may be dismissed upon the recommendation of the GSC if one of the following occurs

- s/he fails to be removed from probation after one semester or its equivalent for part-timers (10 credit hours).
- the GSC members regard the student as not having made satisfactory academic progress, not having shown sufficient professional promise, or as not having behaved in accordance to of the norms and values upheld by FHS and AUB.
- placement on probation more than once (not counting the probation at admission time).

## I. Responsible Code of Conduct (RCR) Requirements

All newly admitted graduate students are required to successfully complete an online course on Responsible Conduct of Research (RCR) from the Collaborative Institutional Training Initiative (CITI Program). The course “covers core norms, principles, regulations, and rules governing the practice of research.” It consists of the following modules: Research Misconduct, Data Management, Authorship, Peer Review, Mentoring, Using Animal Subjects in Research, Conflicts of Interest, Collaborative Research and Research Involving Human Subjects. FHS requires the completion of the following additional two modules, Social and Behavioral Responsible Conduct of Research Course, as well as Students - Class Projects.

## J. Graduation Requirements

To be eligible for graduation in the MPH program, a student must accomplish the following:

All recommendations for graduation are made by vote of the faculty on the recommendation of the Graduate Studies Committee.

- pass all required courses with a minimum grade of C+ (70)

- an earn average of at least 3.2 (or 80)
- and successfully complete a minimum of 42 credit hours.

## K. Graduate Awards

### Graduate Academic Achievement Award

It is a non-cash honorary award in recognition of excellence in academic performance that is awarded to a student in the MPH program and a student in the MS programs.

### The Dr. Musa Najib Nimah Endowed Award for Public Health Leadership

1000\$ awarded to a graduating student at the graduate level from the Faculty of Health Sciences who exhibits the “spirit” of public health and demonstrates excellent leadership skills and social involvement.

### Membership in the Delta Omega Chapter

The Delta Omega is the honorary society of public health. Founded in 1924, it aims to encourage and recognize excellence in practice, research, education and academic achievement in the field of public health.

The Faculty of Health Sciences chapter, named Gamma Delta, was established in October 2010. Each year, FHS inducts students into its honorary society chapter. Membership criteria include academic achievement and leadership, teamwork and public health spirit.

## L. Academic Dishonesty

Plagiarism, falsification of data, cheating and other forms of academic dishonesty are serious violations of academic integrity and may result in dismissal. Students are expected to be familiar with the various forms of academic dishonesty as explained in the Student Code of Conduct:

**[AUB Home](#) » [A-Z](#) » [Policies and Procedures](#) » [Student Life](#) » [Student Code of Conduct](#)**

And as explained in the University Policy and Procedures Concerning Research Misconduct:

**[AUB Home](#) » [A-Z](#) » [Policies and Procedures](#) » [A-Z Listing](#) » [University Policies and Procedures Concerning Research Misconduct](#)**

## M. Plagiarism

Students who fail to properly credit ideas or materials taken other students and/or outside sources commit plagiarism. Putting your name on a piece of work—any part of which is not yours—constitutes plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a violation of the University’s academic regulations and is subject to disciplinary action.

## N. Correct Use of Language

Facility in clear, correct, and responsible use of language is a basic requirement for graduation. Papers (term papers, essays, or examinations) that are ill-written, no matter what the course, may receive a lower grade for the quality of the writing alone.

The final grade in any course may be lowered for consistently substandard written or oral expression; in extreme cases a failing grade may be given for this reason alone.

The Faculty offers graduate students the opportunity to attend a “writing workshop” at the beginning of their enrollment that will introduce them to important concepts that will help them improve their writing skills. The attendance of this workshop is mandatory to all students.

## O. Advising

Advising at FHS is intended to help students recognize program requirements, select courses, understand and follow university rules and regulations, and set career goals. Each MPH student will have two advisers: a registration adviser and an academic adviser. The academic adviser will be from the department the student has chosen as a concentration. He/she will meet with students at least three times during the course of each semester: at the beginning, towards mid semester, and towards the end of the semester. The registration adviser will meet with students during the advising period of each semester.

### Key Activities of Registration Adviser

#### General Advising

- Inform students of university policies and procedures
- Verify that students have taken university placement/aptitude tests
- Explain to the students the academic and administrative processes of the University as well as the expected standards of achievement
- Discuss with students program requirements, policies and procedures

#### Registration

- Plan with the students their coursework in coordination with the academic adviser
- Follow up on the student registration

#### Monitoring Student Performance

- Maintain the students records
- Follow up on the student’s academic performance (petitions, probation, other issues)
- Coordinate and inform academic adviser of the academic standing of the student
- Check students’ graduation requirements

- Offer help and encouragement to the student
- Be protective of the students' privacy of information
- Be available for consultation, especially at beginning and end of semester

## Scheduling

Prepare program teaching schedule in coordination with the Students Services Office (SSO)

## Key Activities of the Academic Adviser

- Help students set educational goals
- Help students set career plans
- Advise students on academic matters such as electives, practicum, and Integrative Learning experience
- Guide students, in coordination with the Student Services Office (SSO), to available university educational resources, student employment, financial aid, and scholarships
- Follow up on students' academic performance and other issues in coordination with the registration advisor
- Update registration adviser on student-related issues as they arise
- Reinforce student's self-reliance and decision making skills
- Offer help and encouragement to the student
- Be protective of student's privacy of information
- Be available for consultation

## P. Graduate Fellowship and Assistantship Program

Graduate Fellowship and Assistantship Program (GFAP) at FHS are granted each term based on academic performance and not on financial need.

### Eligibility

To be eligible for a Graduate Fellowship and Assistantship, applicants must satisfy the following criteria:

- Be currently enrolled in the MPH program
- Have a minimum average of 80% or GPA of 3.2 in the last regular semester
- Be a full-time student (minimum credit load of 12 credits), with the exception of students completing their last credits
- Not be a student taking his/her practicum course
- Not be in violation of AUB's Student Code of Conduct

## Scope of Coverage

GFA applications are submitted to the SSO on a semester basis. The graduate fellowship and assistantship cover partial or full tuition. The percentages granted are 100, 75, and 50, for which a GFA is expected to work at FHS for a minimum of 8 hours per week.

Students who wish to work for more than 8 hours per week can request so in their GFA application. If the request is approved, students will be provided with a monthly stipend in return for the extra hours worked. The maximum load is subject to a total limit of 20 hours per week during the term.

The scope of coverage depends on grade point average, enrollment status in the previous semester (part-time vs. full-time), evaluation of the GFA supervisor, departmental need, and availability of funds.

## Departmental Allocation

GFAs are assigned to departments in light of the following:

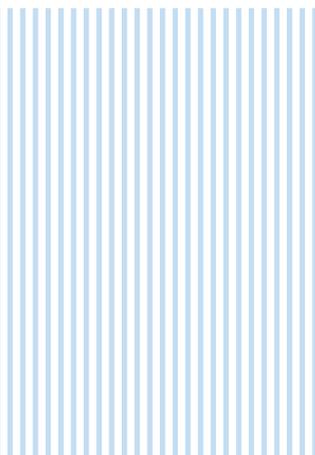
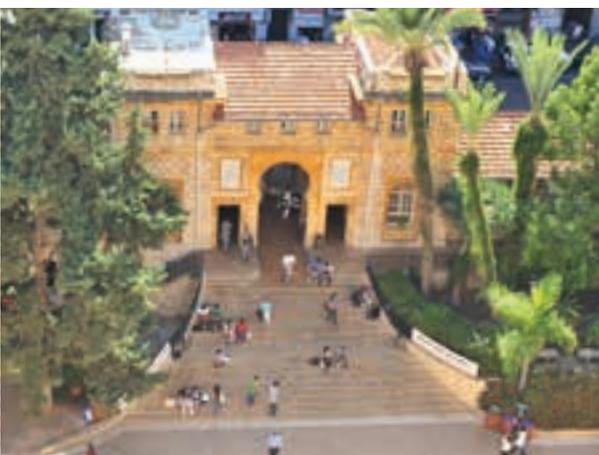
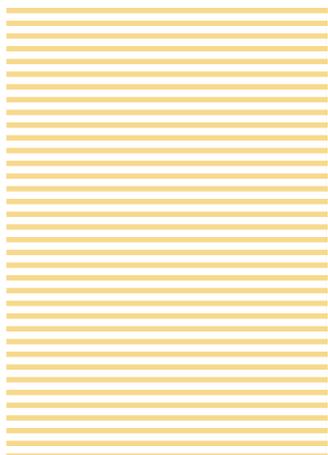
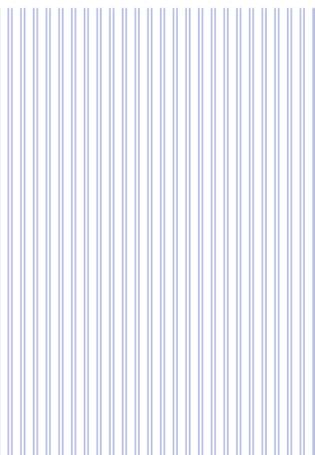
- The lines requested by departments
- The student's concentration
- The ranking/priority of departments as listed by the student on the GFA application form
- Prior GFA placement of the student (for continuity purposes)
- Evaluation and comments of the GFA supervisor
- Evaluation and comments of the student
- The undergraduate background of the student (mainly for allocation in the MLS and EH departments)

For more information on the FHS GFA policy, please go to:

**FHS Home Page >> Students >> Current Students >> Academic Resources >> MPH Policies and Procedures >> FHS Graduate Fellowship and Assistantship policy**

For more information on the general university GFA policy, please go to:

**AUB Home >> A-Z >> Graduate Council >> Funding Opportunities >> Master's Students >> Graduate Fellowship and Assistantship Program**





# GRADUATE CERTIFICATE

## FOR PUBLIC HEALTH IN CONFLICT AND PROTRACTED CRISES

### A. Description

The certificate is a 12-credit program embedded within degree programs offered by the Graduate Public Health Program (GPHP) –that focuses on the determinants of health in contexts of emergencies and volatile environments. The certificate aims at introducing the concepts of quality and timeliness for health-related humanitarian responses and to equip graduates with in depth knowledge on health needs and public health programs undermined by conflict and complex emergencies as well as developing interventions to address them. Through courses, the practicum in a relevant site as well as the completion of the Integrated Learning Experience (ILE) on a relevant topic, the certificate will provide an opportunity for students to develop and assess their competency in planning, implementing and evaluating public health in complex emergencies.

The certificate is tailored to meet the needs of applicants who are involved or interested in fields of public health in humanitarian crises and vulnerable environments such as refugee settings and/or are working in governmental and non-governmental humanitarian-relief organizations.

Students in the certificate will be exposed to the different roles and approaches taken by governmental, local and international agencies in the context of rapidly evolving humanitarian health situations. The central features of the proposed certificate are an interdisciplinary focus, a blend of theoretical knowledge and practical application and experience relevant to Lebanon and the region.

### B. Eligibility to Apply

Graduate students from any MPH concentration or MS program at FHS who may be working to improve public health in conflict settings and humanitarian emergencies are encouraged to pursue this certificate. Applicants to the certificate should have a minimum cumulative average of 85% at the time of application submission. A limited number (to be stipulated on an annual basis) of already enrolled students will be accepted each year for the certificate. Students supported by the TDR scholarship are not allowed to apply for the certificate due to the limited funds supporting their tuition. Students on other scholarships will be allowed to apply on a case by case basis.

## C. When to apply?

All interested students must inform their academic and registration advisors about their intention of pursuing the certificate upon enrollment in order to choose the electives and the practicum site accordingly. Students enrolled in the graduate program on a full-time basis must formally apply for the certificate by the first week of January of the first academic year. Decisions should be finalized by the last week of January of the same academic year and usually before the start of the Spring semester. Part-time students must formally apply by the first week of March of the second academic year.

Decisions should be finalized by the first week of April of the same academic year.

## D. Eligibility for admission

Applicants to the certificate should meet the following criteria:

1. Interest or experience in fields of public health in humanitarian crises and vulnerable environments (Assessed through: personal statement and letters of reference).
2. A minimum cumulative average of 85% at the time of application submission.
3. Expressed commitment to improve public health in conflict settings and humanitarian emergencies.

(Assessed through: Interview).

## E. Competencies

At the completion of the Public Health in Conflict and Protracted Crises Graduate Certificate Program, graduates will be able to:

1. Demonstrate an understanding of the multidisciplinary literature on conflict and forced migration from a critical public health perspective.
2. Apply public health tools and methods in research and evaluation in refugee and other humanitarian settings.
3. Demonstrate the capacity to plan, implement and evaluate a health intervention in a variety of humanitarian contexts.
4. Describe the ways in which conflict, forced migration and humanitarian crises shape public health program management and coordination.
5. Demonstrate ethical conduct in dealing with populations affected by war and forced migration

## F. Certificate Requirements

To obtain the graduate certificate, students must successfully complete a minimum 12 hours of academic credit distributed according to the graduate program s/he is enrolled in as shown in the table below. For MPH students, their practicum and ILE would both need to be focused on relevant conflict-related topics and the practicum would need to take

place in either a conflict-related site or another type of site that has conflict or refugee-related activities. For MS students, their thesis or project (for MS-EH students) would need to be focused on relevant conflict-related topics.

Students should complete the 1- credit required course “Research Methods in Humanitarian Settings” that will be offered as the core requirement of all students. In addition students on the certificate will need to complete two out of the three relevant 3-credit courses as part of the electives requirement for the certificate for a total of 6 credits:

- Public Health and Armed Conflict (3 credit)
- Forced Migration and the Humanitarian Relief System (3 credit)
- Humanitarian Engineering (3 credit)

Payment for additional credits of electives will depend on the enrollment term and on the total number of registered credits during that term. Please see the table below.

In addition, students on the certificate need to complete an online course from the list of relevant online courses. They must produce the certificate showing completion of that course; to secure the certificate there is a charge depending on which online course is chosen. Further information on the online courses will be sent to students accepted on the certificate.



| Requirement                         | GPHP Students' Accumulated Credits |                |  |
|-------------------------------------|------------------------------------|----------------|--|
|                                     | MPH                                | MS-EPI         | MS-EH  |
| Online course(s)                    | 0                                  | 0              | 0  |
| Required course on Research Methods | 1                                  | 1              | 1  |
| Practicum                           | 2                                  | --             | --   |
| Integrative Learning Experience I   | 1                                  |                |  |
| Integrative Learning Experience II  | 2                                  |                |  |
| Project                             | --                                 |                | Project (option 1): 3                                      |
| Thesis                              | --                                 | 6              | Thesis (option 2): 6                                       |
| Electives                           | 6 <sup>1</sup>                     | 5 <sup>2</sup> | Project (option 1): 8<br>Thesis (option 2): 5 <sup>3</sup> |
| <b>Total</b>                        | 12                                 | 12             | 12   |

Considering the currently offered electives (of 3 credits each elective course):

<sup>1</sup> Two extra credits of electives are to be taken on top of the four credits required for the HMP concentrators and three credits are to be taken on top of the three credits required for the EPBS and HPCH concentrators

<sup>2</sup> One extra credit of elective is to be taken on top of the five credits of electives required for the MS-EPID program.

<sup>3</sup> Two extra credits are to be taken on top of the 3 credits of free electives required for MS-EH students following the thesis track. Two extra credits are to be taken on top of the 6 credits of free electives required for MS-EH students following the project track.

For further information please contact: Ms. Lama El Kadi, FHS

# FHS CENTERS

## A. Center for Public Health Practice (CPHP)

The Center for Public Health Practice (CPHP) advances evidence-based public health practice in Lebanon and the region while enhancing the academic experience of students and faculty. It builds solid community partnerships and develops human capabilities to impact the health of populations. The Center nurtures the culture of collective responsibility, diversity and social justice.

Within the framework of its mission, CPHP has adopted the following strategic goals:

- Design and implement national and regional health development programs that respond to public health priorities
- Design and implement a relevant health workforce development program that responds to public health needs in the region
- Expand opportunities for student and faculty civic engagement, including through facilitating service learning courses
- Enrich FHS academic programs and mission by experiences from public health practice

CPHP collaborates closely with a variety of partners including national, regional and international entities such as academic institutions, ministries, UN agencies, NGOs, municipalities and local communities in Lebanon and throughout the Arab world.

**FHS Home >> Research, Practice, Policy >> Center for Public Health Practice**

## B. Knowledge to Policy Center (K2P)

Knowledge to Policy (K2P) Center draws on an unparalleled breadth of synthesized evidence and context-specific knowledge by producing briefs and conducting policy dialogues to impact policy agendas and action. K2P produces high quality policy products that use the best available evidence and written to help policymakers and stakeholders have the clearest understanding of the most important messages, options and recommendations to pressing health and social system problems.

K2P harnesses the best available evidence on pressing health and social systems priorities; convenes concerned policy makers, stakeholders, thinkers, researchers and doers; and prepares leaders to meet pressing health issues by building their capacity in public policymaking.

The K2P team comprises a program manager, communication officer, an advocacy lead and evidence lead specialists.

## K2P Functions and Activities:

- Inform the production, packaging and sharing of research data and evidence in an objective manner and based on current and emerging policymaking priorities
- Utilize a rapid response system to inform policymaking in an objective manner using the best available evidence that can be prepared and packaged within time and resource constraints
- Conduct evidence informed advocacy and support implementation in policy and practice
- Conduct policy tracing research and develop models for knowledge translation that are context-specific, culturally appropriate, relevant and effective for the region
- Support research networks, civil society, researchers, policy makers and the media
- Engage with citizens to enhance their involvement in the decision and policymaking process on high priority issues
- Build the capacity of researchers, policymakers and media in knowledge translation (KT) and evidence communication methods to influence policy, practice and action

K2P develops a diverse set of KT products including K2P Policy Briefs, K2P Briefing Notes, K2P Rapid Response, K2P Evidence Summaries, K2P Dialogue Summaries, K2P Advocacy Briefs, K2P Citizens Briefs, K2P Citizen Consultation Summary, and K2P Media.

**FHS Home >> Research, Practice, Policy >> Knowledge to Policy Center**

## C. Center for Research on Population and Health (CRPH)

The mission of the Center for Research on Population and Health is to support research on issues at the intersection of population and health in Lebanon, the region and internationally, and to disseminate findings to scientists, policymakers and the public.

The Center has led a multi-disciplinary research program on a variety of regional public health issues, including reproductive health, mental health, childbirth, youth, tobacco control, HIV and community interventions to improve nutrition. Members and affiliates of the Center are epidemiologists, physicians, social scientists and public health professionals, with concern for social determinants of health and how new evidence can contribute to policies and interventions to improve health, who combine expertise in particular public health issues.

The Center hosts a number of regional research networks. It conducts reviews of evidence and produces research syntheses on public health issues of importance in Arab countries. The Center promotes interdisciplinary research and innovative approaches to research, and fosters exchanges and collaborations among AUB faculty, graduate students and colleagues in the Arab region and beyond through conferences, workshops and seminars.

The Center hosts MPH practicum students, MS thesis projects and provides students and researchers at FHS with support in survey development and data management and analyses; access to regional data sets; and support for new areas of research. Pending

availability of funds, CRPH also hosts researchers who wish to visit the Faculty of Health Sciences with the goal of collaborating with FHS faculty or of pursuing innovative research or writing activities.

**FHS Home >> Research, Practice, Policy >> Center for Research on Population and Health**

## **D. The Center for Systematic Reviews on Health Policy and Systems Research (SPARK)**

The Center for Systematic Reviews on Health Policy and Systems Research (SPARK) at the American University of Beirut (AUB) is one of four Systematic Review Centers on Health Policy and Systems Research and the first of its kind in the Region. The Center is a joint collaboration between the Faculty of Health Sciences (FHS) and the Faculty of Medicine (FM). SPARK Center was appointed as the General Secretariat of the Global Evidence Synthesis Initiative (GESI).

SPARK specializes in the production of high-quality and timely systematic reviews and rapid reviews that respond to health policy and systems research priority issues at the national and regional level. SPARK also invests in developing individual and institutional capacity in the region in conducting systematic and rapid reviews of Health Policy and Systems Research.

### **SPARK Activities:**

- Conduct priority setting exercises with policymakers and other stakeholders, researchers, and civil society to prioritize review topics on health policy and systems research
- Produce timely systematic reviews and rapid reviews on prioritized topics and review questions
- Hold national and regional capacity-building workshops to develop individual and institutional capacities in conducting different types of research evidence syntheses
- Prepare SUPPORT summaries and hold deliberative dialogues to promote the uptake of evidence from systematic reviews and rapid reviews into policies
- Contribute to the methodology of research synthesis and knowledge production

SPARK develops a diverse set of products including systematic reviews, rapid reviews, scoping reviews, SUPPORT summaries, and evidence gap maps.

**FHS Home >> Research, Practice, Policy >> SPARK**

# APPENDIX

## Acronyms

|       |  |
|-------|--|
| CPHP  | Center for Public Health Practice            |
| CRPH  | Center for Research on Population and Health |
| EH    | Environmental Health                         |
| EMHCL | Executive Master in Healthcare Leadership    |
| EPBS  | Epidemiology and Biostatistics               |
| EPH   | Epidemiology and Population Health           |
| EPID  | Epidemiology                                 |
| FHS   | Faculty of Health Sciences                   |
| GFA   | Graduate Fellowship and Assistantship        |
| GPHP  | Graduate Public Health Program               |
| GSC   | Graduate Studies Committee                   |
| HMP   | Health Management and Policy                 |
| HPCH  | Health Promotion and Community Health        |
| ILE   | Integrative Learning Experience              |
| K2P   | Knowledge to Policy                          |
| MPH   | Master of Public Health                      |
| MS    | Master of Science                            |
| MSES  | Master of Science in Environmental Sciences  |
| PopH  | Population Health                            |
| SSO   | Student Services Office                      |

## MPH Coordinating Team

|                    |  |
|--------------------|--|
| Dr. Jocelyn DeJong | Associate Dean for Academic and Faculty Affairs<br><b>Ext: 4644, Email: jd16@aub.edu.lb</b>                    |
| Ms. Nida Helou     | Practicum Coordinator/Career Counselor<br>MPH Registration Adviser<br><b>Ext: 4627, Email: nh03@aub.edu.lb</b> |
| Ms. Lama El Kadi   | GPHP Administrative Coordinator<br><b>Ext: 4687, Email: le19@aub.edu.lb</b>                                    |

## Students Services Office (SSO)

|                 |  |
|-----------------|--|
| Ms. Amal Kassis | Student Services Officer<br><b>Ext: 4607, Email: ae00@aub.edu.lb</b>                     |
| Ms. Hiba Moussa | Administrative & Student Services Assistant<br><b>Ext: 4608, Email: hm125@aub.edu.lb</b> |

## Faculty List By Discipline: Fall Semester 2019/20\*

### Environmental Health Department

|                   |   |
|-------------------|---|
| Dr. Iman Nuwayhid | Professor   |
| Dr. Rima Habib    | Professor and Chair<br>Occupational Epidemiology                                      |
| Dr. Mey Jurdi     | Professor<br>Environmental Health   |
| Dr. May Massoud   | Associate Professor<br>Environmental Sciences   |
| Dr. Hassan Dhaini | Assistant Professor<br>Toxicology   |
| Dr. Joumana Nasr  | Lecturer<br>Natural Sciences  |
| Ms. Nida Helou    | Instructor, Practicum Coordinator /Career Counselor<br>Environment and Sustainability |

\*The faculty list is applicable in July 2019 and may be subject to change.

## **Epidemiology and Population Health Department**

|                             |   |
|-----------------------------|---|
| Dr. Monique Chaaya          | Professor and Chair<br>Epidemiology/Survey Research/Dementia                    |
| Dr. Abla Sibai              | Professor<br>Epidemiology/Non Communicable/Aging                                |
| Dr. Jocelyn DeJong          | Professor and Associate Dean<br>Policy and Development/Women's Health           |
| Dr. Salim Adib              | Professor of Public Health Practice<br>Epidemiology and Public Health           |
| Dr. Lilian Ghandour         | Associate Professor<br>Mental Health Epidemiology/Applied Biostatistics         |
| Dr. Miran Jaffa             | Associate Professor<br>Biostatistics  |
| Dr. Hala Ghattas            | Associate Research Professor/Interim Director, CRPH<br>Public Health Nutrition  |
| Dr. Rana Hajjeh             | Adjunct Professor   |
| Dr. Carla Makhoul-Obermeyer | Adjunct Professor   |
| Dr. Fouad Fouad             | Assistant Professor of Public Health Practice<br>Tobacco Control/Refugee Health |
| Dr. Ghina Mumtaz            | Assistant Research Professor<br>Infectious Disease Epidemiology                 |
| Dr. Khalil El Asmar         | Assistant professor   |
| Dr. McCall, Stephan         | Assistant Professor of Public Health Practice                                   |

## **Health Promotion and Community Health Department**

|                       |   |
|-----------------------|---|
| Dr. Sawsan Abdulrahim | Associate Professor<br>Health Promotion/Marginalized Population |
| Dr. Judy Makhoul      | Professor/Chairperson<br>Public Health/Development/Ethics       |
| Dr. Tamar Kabakian    | Associate Professor<br>Public Health/Maternal Health            |
| Dr. Rima Nakkash      | Associate Professor<br>Health Policy/Tobacco Control            |
| Dr. Marco Bardus      | Assistant Professor<br>Health Communication                     |
| Dr. Esteban Hadjez    | Assistant professor Health Promotion                            |

|                     |  |
|---------------------|--|
| Dr. Maia Sieverding | Assistant Professor of Public Health Practice<br>Social Demography |
| Ms. Mayada Kanj     | Instructor<br>Health Behavior and Education                        |
| Ms. Joumana Kalot   | Affiliates   |
| Ms. Martine Najem   | Affiliates   |
| Dr. Faysal El Kak   | Senior Lecturer<br>Obstetrics/Gynecology/Women's Health            |

### **Health Management and Policy Department**

|                                |   |
|--------------------------------|---|
| Dr. Fadi El Jardali            | Professor and Chair/Director, K2P<br>Public Policy/Knowledge Translation      |
| Dr. Shadi Saleh                | Professor<br>Health Policy and Financing                                      |
| Dr. Mohamad Alameddine         | Associate Professor<br>Health Administration & Policy                         |
| Dr. Samer Jabbour              | Professor of Public Health Practice<br>Public Health/NCD/Health in Conflict   |
| Dr. Kassem Kassak              | Associate Professor of Public Health Practice<br>Health Management and Policy |
| Dr. Nasser Yassin              | Associate Professor   |
| Ms. Aline Germani              | Instructor/Director, CPHP<br>Health Management and Policy                     |
| Ms. Diana Jamal                | Instructor of Public Health Practice<br>Health Management and Policy          |
| Dr. Vito Tanzi                 | Assistant Professor<br>Health Finance and Economics                           |
| Ms. Clara Abou Samra           | Instructor of Public Health Practice  |
| Ms. Lama Bou Karroum           | Instructor of Public Health Practice  |
| Ms. Racha Fadallah             | Instructor of Public Health Practice  |
| Dr. Walid Ammar<br>(part-time) | Senior Lecturer   |

### **Medical Laboratory Sciences Program**

|                  |   |
|------------------|---|
| Dr. Nada Melhem  | Associate Professor and Coordinator<br>Infectious Diseases (Virology, Immunology) |
| Dr. Soha Yazbek  | Assistant Professor<br>Genetics/ Molecular Biology                                |
| Ms. Rolla Khatib | Instructor<br>Hematology  |

## Medical Audiology Sciences Program

|                      |   |
|----------------------|---|
| Dr. Malek Abu Safieh | Assistant Profesor of Public Health Practice<br>Hearing Disorders and Balance Assessment and Management |
| Ms. Maya Lababidi    | Assistant Instructor Medical Audiology  |

## Medical Imaging Sciences Program

|                        |                       |
|------------------------|-----------------------|
| Dr. Salem Hannoun      | Assistant Professor   |
| Ms. Marlene Salbashian | Coordinator           |
| Ms. Hanane Merhi       | Assistant Coordinator |
| Ms. Saly Abbas         | Educator              |

## Dean's Office

|                  |  |
|------------------|--|
| Ms. Ruba Ismail  | Instructor<br>Program and Grants Administrator |
| Ms. Lama El Kadi | Instructor<br>GPHP Administrative Coordinator  |

## Important Contacts

### Office of Admissions

2890/3505

### Office of the Comptroller

Nizar Younis, Senior Accountant/2477

### Counseling Center

Chant Kazandjian, Head of the Counseling  
Center/3178

Ruby Sawaya, Psychologist/3158

Ola Ataya, Psychologist/3152

### Graduate Council

Dr. Zaher Dawy, Associate Provost/ 3538

Hana Anouti, Graduate Admissions,  
Recruitment and Agreements

Coordinator/4193

Kamal Abou Mikhael, Graduate Academic  
and Student Experience Coordinator/4194

Sahar Al Khalidy Wehbe, Administrative  
Officer/4386

### Office of International Programs

Hala Dimechkie, Director/3176

Basma Zeidan, Associate Director/3146

Olga Safa, Data and Special Projects  
Coordinator/3092

### Office of the Registrar

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This booklet does not replace the university undergraduate catalogue, accessible online on the AUB Registrar website.