



Photo: Pink tulips outside Carruthers Hall, home of Public Health Sciences

Student Handbook

**Master of Public Health Program
Department of Public Health Sciences**

2022-2023 Academic Year



Master of Public Health Program
Queen's University, Carruthers Hall
62 Fifth Field Company Lane
Kingston, Ontario
K7L 3N6

Dear Master of Public Health Student,

Welcome to the Master of Public Health (MPH) program at Queen's University.

Our goal is to educate, equip and inspire students to take Evidence-Informed Action for Public Health.

The dynamic field of public health needs graduates with expertise to integrate a variety of factors and sources of evidence to inform action to keep people healthy. By completing your MPH with us, you will be joining a community of public health professionals working together on complex, multisector problems and solutions to achieve these important goals.

This student handbook includes important information on our program, faculty, and university services, including current degree requirements. Please review it carefully because it will likely answer many of your questions. This handbook is prepared specifically for MPH students. For formal policies and procedures, please consult the Queen's University School of Graduate Studies and Postdoctoral Affairs at <https://www.queensu.ca/grad-postdoc/>.

I hope that your time with us will be enjoyable, productive and rewarding. I encourage you to take advantage of the many opportunities to expand your knowledge and build your professional skills, competencies and networks.

If you have any questions or require further information, please do not hesitate to contact me.

Regards and best wishes,

A handwritten signature in black ink, appearing to read "D Hunter", with a long horizontal line extending to the right.

Duncan Hunter, PhD
Professor, MPH Program Director

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Student Handbook

Master of Public Health Program, 2022-2023

Purpose of this handbook

The purpose of this student handbook is to outline important information about the Master of Public Health (MPH) program for the 2022-23 Academic Year. The handbook includes information on degree requirements, courses and the practicum. It also contains information on graduate student policies, supports and opportunities in the Department of Public Health Sciences and the University. Our MPH program mission is to educate, equip and inspire you to take evidence-informed action on public health. We look forward to pursuing that mission together with you this year!

Indigenous land acknowledgement

To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe (Ah-nish-in-ah-bay) and Haudenosaunee (Ho-den-o-show-nee) territory. We are grateful to be able to live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

Our understanding is that this territory is included in the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great Lakes. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community as well as First people from other Nations across Turtle Island present here today.

Implications of COVID-19 for 2022-2023

Since the beginning of the COVID-19 pandemic, the Queen's community has shown remarkable drive, flexibility, resilience, and unity in the face of an unprecedented and unpredictable set of challenges. The path so far has been long but the university is committed to facilitating a safe experience for students, faculty, and staff.

Queen's is planning for in-person academic activities and a safe and vibrant on-campus experience for students, faculty, and staff for the coming academic year. In keeping with this plan, all courses in the Department of Public Health Sciences will be held in person, on campus. The University's plans are ultimately subject to the authority of the provincial government and public health officials. Should there be any change in plans for the 2022-23 academic year, students will be notified immediately.

Please consult the Queen's University Safe Return to Campus website for the most up to date information on operations: <https://www.queensu.ca/safereturn/>.

Department of Public Health Sciences

Department vision, mission and values

Established in 1968 (originally named the Department of Community Health and Epidemiology), the vision of the Department of Public Health Sciences is to improve population health, health outcomes and health equity at local, national and global levels. The mission is to advance the health of communities through rigorous research, exceptional education, and collaborative partnerships. The Department's guiding values are: rigour, impact, collaboration, student-focus and equity.

The Department offers a thesis-based Master of Science degree in Public Health Sciences (Specialization Epidemiology), a non-thesis based Master of Science degree in Public Health Sciences (Specialization Biostatistics, Collaborative with Department of Mathematics and Statistics), a professional Master of Public Health degree, a Ph.D. in Public Health Sciences, a PhD in Public Health Sciences (Specialization Epidemiology) and a PhD in Public Health Sciences (Specialization Biostatistics). It also contributes to education in the undergraduate medical curriculum as well as the undergraduate Life Sciences curriculum.

Department faculty and staff

Below is a list of Department of Public Health Sciences primary faculty and staff. The Master of Public Health Program falls under the School of Medicine in the Faculty of Health Sciences. A complete list of adjunct and cross-appointed faculty is on the Public Health Sciences website here:

<https://phs.queensu.ca/people>.

| Name | Title | Course(s) of instruction | Contact information |
|---------------------|--|---|---|
| Dr. Kristan Aronson | Professor | On sabbatical, Jul 1 – Dec 31, 2022. EPID 831: Chronic Disease Epidemiology | aronson@queensu.ca 613-533-6000 ext.78522 |
| Ms. Lisa Brancaccio | Professional Development Officer | EPID 887: Practicum Placement | brancaccio.lisa@queensu.ca 613-533-6000 ext. 77984 |
| Ms. Laura Brooks | Graduate Assistant, MPH Program | | brooks.laura@queensu.ca 613-533-2234 |
| Dr. Bingshu Chen | Professor | On sabbatical, Jan 1 – Dec 31, 2022 EPID 822: Applied Regression Analysis | bechen@ctg.queensu.ca 613-533-6430 ext 77703 |
| Dr. Colleen Davison | Associate Professor and Associate Dean, Equity and Social Accountability | EPID 829: Foundations of Global Health EPID 836: Qualitative Health Research Methods | davisonc@queensu.ca |
| Dr. Keyue Ding | Associate Professor | EPID 823: Advanced Methods in Biostatistics | kding@ctg.queensu.ca 613-533-6430 ext. 77705 |
| Dr. Duncan Hunter | Professor and Program Director, MPH | EPID 301: Principles of Epidemiology EPID 802: Foundations in Public Health | hunter@queensu.ca 613-533-6000 ext. 74616 |

| | | | |
|---------------------------|--|--|---|
| Dr. Ian Janssen | Professor and Program Director, PhD | | ian.janssen@queensu.ca 613-533-6000 x78631 |
| Dr. Ana Johnson | Professor | EPID 499: Research Projects in Epidemiology EPID 806: Applied Research Methods for Program Planning and Evaluation | ana.johnson@queensu.ca 613-533-6000 ext. 78055 |
| Dr. Will King | Associate Professor and Coordinator, Education Committee | EPID 804: Intermediate Epidemiology EPID 901: Advanced Epidemiology | kingw@queensu.ca 613-533-6000 ext. 74735 |
| Dr. Zihang Lu | Assistant Professor | EPID 821: Essentials of Biostatistics EPID 822: Applied Regression Analysis EPID 824: Applied Statistical Learning for Health Data | zihang.lu@queensu.ca |
| Ms. Bren Melles | Senior Program Officer, MPH Adjunct Faculty Lecturer | EPID 886: Public Health Professional Development | bren.melles@queensu.ca 613-533-6000 ext. 77807 |
| Dr. Sahar Saeed | Assistant Professor | EPID 837: Health Services Research | sahar.saeed@queensu.ca |
| Dr. Heather Stuart | Professor and Program Director, MSc | EPID 832: Mental Health/Critical Inquiry | heather.stuart@queensu.ca 613-533-6000 ext. 78449 |
| Dr. Maria Ospina | Associate Professor | EPID 801: Introduction to Epidemiology | jmb40@queensu.ca |
| Dr. Helene Ouellete-Kuntz | Professor | EPID 902: Advanced Public Health Research | helene.kuntz@queensu.ca 613-548-4417 ext. 1198 |
| Dr. Paul Peng | Professor and Program Director, MSc Biostatistics | EPID 401: Biostatistical Data Analysis for Life Sciences Students | pengp@queensu.ca 613-533-6000 ext. 78525 |
| Ms. Sue Preston | Graduate Assistant, MSc, PhD Programs | | epid@queensu.ca 613-533-2901 |
| Ms. Nikki Remillard | Department Manager | | nikki.remillard@queensu.ca 613-533-6000 ext. 77095 |
| Dr. Harriet Richardson | Associate Professor | On sabbatical Jul 1 2022 – June 30 2023 | hrichardson@ctg.queensu.ca 613-533-6000 ext. 78958 |
| Dr. Bradley Stoner | Professor and Department Head | EPID 805: Evidence Informed Action for Public Health EPID 836: Qualitative Health Research Methods | bradley.stoner@queensu.ca |

| | | | |
|------------------|---|---|--|
| Dr. Dongsheng Tu | Professor | EPID 823: Advanced Methods in Biostatistics | dtu@ctg.queensu.ca 613-533-6430 |
| Dr. Wei Tu | Assistant Professor | EPID 822: Applied Regression Analysis EPID 824: Applied Statistical Learning for Health Data | wei.tu@queensu.ca |
| Dr. Erica Weir | Public Health Physician, Assistant Professor and IPAC Track Director, MPH | | erica.weir@queensu.ca |

Master of Public Health program overview

The Master of Public Health is a professional, course-based degree that educates, equips and inspires students to take Evidence-Informed Action for Public Health.

The degree is 16 consecutive months in duration, attracting applicants from a range of disciplines. A 12-month Accelerated MPH program is available for candidates with at least two years of eligible cumulative full-time paid work experience in public health, health care or a related field.

By the completion of the program, the program aims to educate, equip and inspire graduates to:

1. **Define** public health issues using a population health approach
2. **Search** for evidence to address public health issues
3. **Appraise** and interpret public health evidence
4. **Synthesize** evidence to develop recommendations for public health action
5. **Adapt** public health communication and evidence-based interventions to specific contexts and populations
6. Plan to **implement** public health programs, services and policies
7. **Evaluate** the process and outcomes of public health actions
8. **Demonstrate** the development of core attitudes and values of a public health professional.

Each of these eight program outcomes is critical to enable Evidence-Informed Action for Public Health.

MPH Program Committee

The MPH Program Committee meets monthly to ensure the effective delivery and administration of the program. Current members are listed below. Committee Terms of Reference and a description of the student representative role is found in the MPH policies and procedures section of the website here: <https://phs.queensu.ca/graduate-programs/master-public-health/policies>. The MPH Student Representative for 2022-2023 will be elected in October 2022.

| | | |
|---------------------|----------------------------------|---|
| Ms. Lisa Brancaccio | Professional Development Officer | brancaccio.lisa@queensu.ca 613-533-6000 ext. 77984 |
| Ms. Laura Brooks | Graduate Assistant | brooks.laura@queensu.ca 613-533-2234 |

| | | |
|-------------------|--|---|
| Dr. Megan Carter | Research Associate KFL&A Public Health and PHS Adjunct Assistant Professor | megan.carter@kflaph.ca |
| Ms. Minha Haque | MPH Student Representative (until Dec 2022) | 15mkh3@queensu.ca |
| Dr. Duncan Hunter | Professor and MPH Program Director | hunter@queensu.ca |
| Ms. Bren Melles | Senior Program Officer and Adjunct Faculty Lecturer | bren.melles@queensu.ca 613-533-6000 ext. 77099 |
| Dr. Erica Weir | Public Health Physician, Assistant Professor | erica.weir@queensu.ca |

Degree requirements

To complete the requirements for the **16-month MPH degree**, students must:

- **Complete six mandatory core courses and three elective courses.** Five of the core courses (EPID 801, EPID 802, EPID 803, EPID 806 and EPID 821) must be taken during the fall and winter terms of the first year and be successfully completed before EPID 887: Practicum Placement. The remaining mandatory core course, EPID 805, is taken in the fall term of the second year.
- **Complete EPID 886: Public Health Professional Development.** This course must be completed before EPID 887: Practicum Placement.
- **Complete EPID 887: Practicum Placement.** This 400-hour practicum, offered in the Spring/Summer of year 1, provides students with an opportunity to apply the knowledge and skills acquired from their coursework with a host organization.

All courses must be completed with a mark of 70% or higher. Requirements are summarized in the chart below. A part-time study plan is also available. The MPH Graduate Assistant registers MPH students for all courses, so MPH students do not need to register for courses independently.

| Summary of Degree Requirements for MPH (16-month) | | | |
|--|---|--|--|
| Fall Term – Year 1 | Winter Term – Year 1 | Summer Term – Year 1 | Fall Term – Year 2 |
| EPID 801: Introduction to Epidemiology EPID 802: Foundations in Public Health EPID 821: Essentials of Biostatistics EPID 886: Public Health Professional Development No elective courses | EPID 803: Public Health System in Canada EPID 806: Applied Research Methods for Program Planning and Evaluation EPID 886: Public Health Professional Development Typically, one elective course | EPID 887: Practicum Placement Typically, no elective courses | EPID 805: Leading Evidence-Informed Action Typically, two elective courses |

The School of Graduate Studies and Postdoctoral Affairs allows part-time study in some circumstances. Continuous enrollment is required throughout the degree, regardless of part-time or full-time status.

Accelerated Master of Public Health for Experienced Professionals

To complete the requirements for the Accelerated MPH degree, students must:

- **Complete six mandatory core courses and two elective courses.** All core and elective courses must be taken during the fall and winter terms of the first year and be successfully completed prior to EPID 887: Practicum Placement.
- **Complete EPID 887: Practicum Placement.** This 400-hour practicum, offered in the spring/summer of year 1, provides students with an opportunity to apply the knowledge and skills acquired from their coursework with a host organization

All course work must be completed with a mark of 70% or higher. Requirements are summarized below.

The MPH Graduate registers MPH students for all courses, so MPH students do not need to register for courses independently.

| Summary of Degree Requirements for Accelerated MPH | | |
|---|--|--------------------------------------|
| Fall Term – Year 1 | Winter Term – Year 1 | Summer Term – Year 1 |
| EPID 801: Introduction to Epidemiology EPID 802: Foundations in Public Health EPID 821: Essentials of Biostatistics EPID 805: Leading Evidence-Informed Action | EPID 803: Public Health System in Canada EPID 806: Applied Research Methods for Program Planning and Evaluation Two elective courses | EPID 887: Practicum Placement |

The School of Graduate Studies and Postdoctoral Affairs allows part-time study in some circumstances. Continuous enrollment is required throughout the degree, regardless of part-time or full-time status.

Infection Prevention and Control (IPAC) Track

- The Infection Prevention and Control (IPAC) Track is an embedded specialized training opportunity within the MPH program that combines foundational training in public health competencies with technical training and experiential learning in infection prevention and control. To complete the IPAC Track, MPH students must successfully complete three IPAC-specific elective courses (EPID 851, EPID 852 and EPID 853), and complete their 400-hour practicum placement with an IPAC-specific focus.

Student who complete all components of the IPAC Track receive a “Special Designation in Infection Prevention and Control” statement on their final MPH academic transcript.

MPH students who are interested in pursuing the IPAC should inform both the MPH Program Director and the IPAC Track Director (Dr. Erica Weir, weire@queensu.ca) by email within the first month of their degree.

Further information on the IPAC Track, including a list of Frequently Asked Questions is here: <https://phs.queensu.ca/graduate-programs/master-public-health/new-infection-prevention-and-control-track>

Courses

A list of courses for the Master of Public Health is below. You may also find this information in the Graduate Calendar here: [Public Health Sciences Courses < Queen's University \(queensu.ca\)](https://www.queensu.ca/graduate-calendar/courses/public-health-sciences)

Mandatory core courses

Students in the Master of Public Health program are required to take six core courses. Details for 2022-2023 are below. **Please note that the term in which courses are offered may change from year to year.**

EPID 801 Introduction to Epidemiology

This course provides foundational knowledge on how human evidence relevant to public health is created, assessed, and used, with a focus on epidemiologic methods. Topics include measures of health status; risk factors and associations with health outcomes; study design including descriptive, analytical, and intervention approaches; validity issues; critical appraisal; assessment of causation; ethics; and application of epidemiologic evidence in public health decisions. Three term-hours. Fall. M. Ospina.

EPID 802 Foundations in Public Health

This course provides an overview of theoretical and conceptual foundations of public health. It examines the social determinants of health and population health approaches to promote and protect health. It instills in students an understanding of the historical achievements, core values and ethical frameworks that guide public health action. Three term-hours. Fall. D. Hunter.

EPID 803 The Canadian Health System

The aim of this introductory course is to describe how health services are organized and delivered in Canada. Students who take the course will: 1) understand the inputs, delivery and outputs of the Canadian health system; 2) recognize and explain the factors that influence change in this system; and 3) consider current health policy issues in Canada. Three term-hours. Winter. S. Buttemer

EPID 805 Leading Evidence Informed Action

This course applies health promotion theories to the analysis and development of evidence based public health actions. Approaches to leading change are applied at the levels of individuals, organizations, community, society. Examples are drawn from programmatic and functional areas of public health practice to exemplify development of a multilevel and "health in all policies" approach to complex problems. Three term hours. Fall. B. Stoner

EPID 806 Applied Research Methods for Program Planning and Evaluation

This course provides an overview of social research methods and tools to assist students to complete the "evidence to action" program planning and evaluation cycle. Topics covered include defining the issue, using surveillance data, engaging the community, conducting a stakeholder analysis, survey methods, handling qualitative data, building logic models, choosing indicators, communicating the results, taking action. Three term hours. Winter. A. Johnson

EPID 821 Essentials of Biostatistics

This course provides an overview of basic statistical concepts, principles, and techniques essential for public health and epidemiologic research. This course covers both descriptive and inferential statistics. Topics covered include measures of association, t-tests, regression, chi-square tests, analysis of variance, and

some nonparametric methods. Emphasis is on understanding and interpreting fundamental statistical analyses from health research. Three term hours. Fall. Z. Lu (SAS Lab: A. Day/P. Norman).

Elective Courses offered by the Department

In addition to the six mandatory core courses, Master of Public Health students are also required to complete elective courses (3 elective courses for 16-month MPH students; 2 elective courses for Accelerated MPH students).

MPH students may enroll in any course from within the Department of Public Health Sciences as an elective if the student meets the course pre-requisites or with the permission of the instructor. In addition, students may also pursue **approved** electives in other Queen's Departments or Schools (find more information the section below).

Please note that not all elective courses are offered each year, and the term in which courses are offered may change from year to year. Course descriptions are below.

EPID 804 Intermediate Epidemiology

This course deals with advanced methods and issues in the design, conduct, analysis and interpretation of epidemiologic studies. The content focuses on observational study design and analysis and builds on epidemiologic principles presented in EPID 801. Data analysis will emphasize the application and interpretation of statistical concepts in epidemiologic research. Three term-hours, Winter. W. King. PREREQUISITE: EPID 801.

EPID 807 Economic Evaluation of Healthcare Programs

This course is designed to allow students to become familiar with different types of economic evaluations in healthcare and when to employ particular types of economic evaluation. Topics covered will include; cost-effectiveness, cost-utility, cost-benefit, budget impact analyses, and policy decision-making. No prior economics background is required. Three term hours. Fall. **Not offered 2022-23.**

EPID 810 Controlled Clinical Trials

This course will cover material relevant to the design and conduct of controlled clinical trials. Design topics will include methods used to achieve unbiased results with improved precision, such as adequate sample size, randomization, blinding, pre- and post-stratification, cross-over designs, placebos and the counting of relevant events. Attention will be given to the problems of conducting multi-centre clinical trials. Topics covered will include drafting of protocols, design of data forms, logistics of data flow, methods of follow-up, data management and quality control, periodic reporting, final data analysis and the production of final reports. Ethical issues and the role of randomized trials in clinical investigation will be discussed. Three term hours. Fall. TBD

EPID 815 Independent Study

EPID 817 Foundations of Cancer Control

This course is intended for graduate students, clinical fellows and postdoctoral fellows who are engaged or interested in cancer research. The course will focus on concepts and methodological issues central to the conduct of epidemiologic studies of cancer etiology and control. Topics will include: an introduction to basic epidemiologic concepts; biologic and clinical concepts central to the investigation of cancer; study design; clinical epidemiology; molecular epidemiology; and cancer control and prevention. Three term hours. **Not offered 2022-23.**

EPID 819 Introduction to Clinical Epidemiology

This course will demonstrate the way in which epidemiological principles guide the practice of medicine and the design of clinical research. Topics include how to select and apply the correct design for a study addressing a clinical question, how to evaluate the quality of clinical publications and research proposals, how to prepare a clinical research proposal and how to synthesize clinical evidence. Three term hours. **Not offered 2022-23.**

PREREQUISITE: EPID 801 and EPID 821 or permission of instructor

EPID 822 Applied Regression Analysis

This course deals with the commonly used regression methods proven useful in health services research and the epidemiologic analysis of the relationship between traits, exposures or treatments, and diseases or other medical outcomes. The course emphasizes the statistical modeling approach with topics including multiple regression, analysis of variance and covariance, reliability of measurements, analysis of categorical data, logistic regression, Poisson regression and survival analysis. This course includes a compulsory SAS Programming component. Three term hours. Winter. B. Chen, Z. Lu, W. Tu (SAS Lab: A. Day/P. Norman)
PREREQUISITE: EPID 821 (or permission of instructor for Biostatistics students).

EPID 823 Advanced Methods in Biostatistics

An advanced course in the theoretical issues and analytical practices in epidemiology, and biostatistics. Topics may vary but major topics include analysis of longitudinal and survival data using various regression models; Techniques and strategies for regression modeling; Novel analytic approaches in epidemiology; multivariate analysis methods including discriminant analysis, principal components and factor analysis. Three term hours. Winter. D. Tu, K. Ding.

PREREQUISITE: EPID 821 + knowledge of basic statistical modeling techniques deemed adequate by the Instructors.

EPID 824 Applied Statistical Learning for Health Data

This course is for students who are interested in learning about applied statistical learning methods and obtaining practical experience in the application of these method to real-world data. This course does not intend to discuss in-depth theoretical and mathematical materials. (3.0 credit units)

PREREQUISITE: EPID 821 and EPID 822 or equivalent with permission of the instructors.

EPID 828 Infectious Disease Epidemiology

This course provides a foundation in infectious disease epidemiology. Principles and methods related to infectious disease biology, outbreak detection and investigation, and the methodological, analytical, and diagnostic tools are covered. Specific infectious diseases that pose contemporary challenges in public health and/or have national or global public health impact are discussed. Three term hours. Winter.

S. Brogly

PREREQUISITE: EPID 801 or permission of the instructor.

EPID 829 Foundations of Global Health

Students will be exposed to various global health concepts and be trained to work through potential solutions in a public health context. The course will be taught through formal lecture, seminar and small group learning, and online modules. Topics may include health, public health, and development; Indigenous health; health systems and policies; Canada's role in global health and social justice; and special populations. Three term hours. Fall. C. Davison

EPID 831 Chronic Disease Epidemiology

This course will provide an overview of the epidemiology of some of the leading non-infectious causes of morbidity and mortality in Canada and will highlight the key methodological considerations for the study of each disease or health problem. Three term hours. Winter. K. Aronson

PREREQUISITES: EPID 801 & EPID 821 or equivalents with permission of course coordinator

EPID 832 Mental Health/Critical Inquiry

This course will provide students with in-depth substantive knowledge about the evolution of health issues that have shaped policy and mental health services. Three term hours. Fall. H. Stuart

PREREQUISITES: EPID 801 or permission of course instructor

EPID 835 Environmental Public Health

This course provides students with a foundation for understanding, assessing and mediating environmental exposures. Methods for assessing and communicating about exposures, risks and standards in air, water, soil and food are introduced. Case studies of managing hazardous exposures are reviewed. Environmental health policy implications of global climate, energy use and disaster planning are explored. Three term hours. Fall. **Not offered 2022-23.**

PREREQUISITE: EPID 801, EPID 821 or equivalent, or permission of instructor.

EPID 836 Qualitative Health Research Methods

This course provides foundational instruction in qualitative research methodology for students in the public health sciences, including theoretical basis, study design, research ethics, sampling and recruitment, data collection, data analysis, and disseminating research findings. Topical areas may include ethnography, grounded theory, phenomenology, participatory research, and other areas. Three term hours. Winter. C. Davison, B. Stoner

EPID 837 Health Services Research

This course introduces health services research methods as they are applied to routinely collected health data. It covers methodologic approaches for assessing healthcare effectiveness, quality, and access. The course also provides an introduction to the Ontario ICES data holdings and the conduct of health services research using those data. Three term hours. Fall. S. Saeed.

EPID 851 Medically Relevant Microbiology in Infection Prevention and Control

This course provides foundational and applied information to support learners' development of infection prevention and control (IPAC) practices within various healthcare and public health settings. Students will gain an understanding of the basics of medical microbiology and how they relate to core competencies for IPAC. Three term hours. Winter. TBD

EPID 852 Fundamentals of Infection Prevention and Control and Environments of Care

This course provides foundational and applied information to support learners' development of infection prevention and control (IPAC) practices within various healthcare and public health settings. Students will gain an understanding of the core competencies for IPAC. Diverse principles and practices associated with routine practices, additional precautions, program evaluation, surveillance and outbreak management, occupational health, emergency management, disinfection concepts, preprocessing, construction/renovation and principles of adult learning will be explored as the foundational concepts of an IPAC program. Students will be able to apply these IPAC skills and concepts to a broad environment of care and its overall impact on public health. Three term hours. Winter. TBD

EPID 853 Healthcare Quality, Safety and Risk

This course provides foundational and applied information and activities to support learners' development of quality, risk and safety principles and practices within Public Health settings. Learners will gain an understanding of the integration of improvement science within the public health setting with a particular focus on the area of infection prevention and control (IPAC). Principles and practices associated with policy, change management, leadership, communication, collaboration, and safety culture will be examined to explore ways to provide optimal health outcomes for individuals and communities while adhering to the principals of IPAC. Three term hours. Summer (on-line). TBD

Queen's University elective courses outside of the Department

Students may pursue **approved** elective courses in other Queen's Departments or Schools. Decisions on approvals for MPH students to enroll in an elective course outside of the Department are guided by School of Graduate Studies policy and made on a course by course, student by student basis. Program-specific procedures for enrollment in an elective course outside of the Department, including at another Ontario university, may be found on the MPH program website here: [MPH Student Guide for Electives](#)

In previous years, MPH students have enrolled in electives in a number of other graduate Departments and Schools at Queen's including the School of Kinesiology and Health Studies, the School of Urban and Regional Planning, the School of Policy Studies, the Department of Geography and Planning, the Faculty of Law and more. Check the graduate calendar for programs of study and course descriptions here: <https://www.queensu.ca/academic-calendar/graduate-studies/>

Practicum and Professional Development

Practicum requirements

All students must complete EPID 887: Practicum Placement. The practicum experience has a minimum of 400 hours and is usually undertaken within the 16 weeks between May and August of year one with a host organization.

MPH students in the 16-month program must complete the EPID 886: Public Health Professional Development before the practicum.

EPID 886 Public Health Professional Development

This course assists students to lay the foundation for continuing professional development in public health practice. Students are introduced to the personal learning portfolio and coached to chart their progress in developing skills and competencies through a combination of workshops, seminars, and online learning modules. 1.5 term hours per week. Fall and Winter terms. B. Melles

EPID 887 Practicum Placement

The 400 – hour practicum placement provides MPH students with an opportunity to work in the public health field and contribute to evidence-informed public health practice. Through the practicum students demonstrate and enhance the knowledge, skills and attitudes they have learned from course work as well as reflect on and advance their career development. Placement activities and roles will vary according to the needs and interests of both host organization and the student. This course is graded on a PASS/FALL basis. Spring /Summer term. Coordinator: L. Brancaccio

PREREQUISITES: EPID 801, EPID 802, EPID 803, EPID 806, EPID 821, and EPID 886 (16-month students only), or approval from the Practicum Coordinator

Potential impact of COVID-19 on spring/summer 2023 practicum

At this time, we do not know whether the practicum experience in spring/summer 2023 will be remote, or in person. We will be taking instruction from government, public health officials and university guidelines. All MPH practicums in spring/summer 2020, and many in spring/summer 2021 and 2022 were completed remotely. So, if practicums are remote for spring/summer 2023, we will be well prepared.

Practicum process

The Queen’s MPH program aims to support all students in securing a practicum that will enhance development of professional competencies. **All practicums must be reviewed and approved by the Professional Development Officer.**

Detailed information on the process, procedures and requirements for the practicum is included in the onQ EPID 887 site and will be communicated with students through dedicated briefing sessions with the Professional Development Officer.

Examples of practicum sites

In previous years, Queen’s MPH students have completed their practicums with a range of local, provincial, regional, national or international organizations including *but not limited to*:

| Type | Agencies |
|---------------------------------------|--|
| Local - Kingston and Area | <ul style="list-style-type: none"> • KFL&A Public Health • Hastings Prince Edward Public Health • Kingston Community Health Centres • Public Health Ontario – Laboratory Services • Centre for Studies in Aging and Health • Canadian National Institute for the Blind |
| Provincial, Regional, and Territorial | <ul style="list-style-type: none"> • Provincial and Regional Health Authorities • Public Health Ontario • Other Public Health Units • Community Health Centres • The Sandbox Project |
| National | <ul style="list-style-type: none"> • Department of National Defence • Public Health Agency of Canada • Canadian Public Health Association • Health Canada |
| International | <ul style="list-style-type: none"> • World Health Organization, Switzerland • Burma Children Medical Fund, Thailand |

Academic Advisors

Academic Advisors will be randomly assigned to MPH students for their first year of study only (12 months). In the student's second year of study, any continued contact with the Advisor is optional, and at the student's initiative. The overall role of the MPH Academic Advisor is to provide academic advice, guidance and mentorship in order to promote student success and help students meet their academic objectives. A description of the roles and responsibilities of Academic Advisors is on the MPH website here: <https://phs.queensu.ca/graduate-programs/master-public-health/policies>

Funding and financial assistance

According to Queen's University School of Graduate Studies and Postdoctoral Affairs policy, students enrolled in professional Master's programs (including the Master of Public Health) are not eligible for department or program funding. Therefore, MPH students are not eligible for funding packages from the Department of Public Health Sciences. **It is the responsibility of MPH students to ensure they will be able to support themselves financially over the course of the program.**

Information on tuition and fees, including instructions on how to pay, may be found on the Registrar's website here: <http://www.queensu.ca/registrar/financials/tuition-fees>

Should they meet the requirements and prerequisites, MPH students are eligible to apply for teaching assistantships (TA) within the department as they enter their second year. A call for applications will be sent to all students in the department in the summer. TA Opportunities in the Department are limited. Some MPH students have found opportunities to be a TA for undergraduate courses elsewhere in the Faculty of Health Sciences, including in the Bachelor of Health Sciences, and the Department of Biomedical and Molecular Sciences.

Tuition during the practicum

Students are required to pay tuition during their practicum. Students are generally "off-site" of Queen's campus for the field portion of the practicum. However, students are registered in EPID 887 and must maintain their official enrolment at Queen's to complete this degree requirement. Thus, students must pay tuition during this summer term.

Financial compensation during the practicum

Practicum host organizations are not required to provide financial compensation for practicum students. A limited number of practicums offer stipends (for example, \$1500 for the summer) or pay (for example, \$500/week or \$20/hour full-time). While it differs from year to year, in general, less than half of MPH practicums are paid.

Access to equipment and facilities at Carruthers Hall

Carruthers Hall, at 62 Fifth Field Company Lane, is the home building for the Department of Public Health Sciences and the MPH Program, where many (though not all) staff and faculty have their offices.

Public Health Sciences students have access to a small kitchen with microwave and sink, desks in a shared study space, a photocopier, and a student lounge in Carruthers Hall. Students may ask the MPH Graduate Assistant for a personalized PIN number to use the photocopier.

For access to Carruthers Hall after regular business hours, MPH students may purchase a key fob from the Campus Bookstore. This fob can be programmed by the PHS Department Manager.

Important note about caring for the space at Carruthers Hall

Students are encouraged to take care of themselves, take care of each other, and take care of their physical space at Carruthers Hall. **Other than vacuuming floors and emptying garbage cans, maintaining cleanliness of the student common room, shared student kitchen, and student study carrels is the responsibility of students who use this space.**

Queen's Physical Plant Services does clean the building, but their responsibility is only to regularly clean bathrooms, clean floors, and empty garbage. All other care of the physical space is the responsibility of students, staff and faculty who share Carruthers Hall.

Equity, diversity, and inclusion

Equity, diversity and inclusion are core values of public health and of the MPH program. We are committed to providing, promoting and sustaining a safe, equitable and inclusive environment for all students, faculty and staff.

Queen's and the MPH program are fortunate to welcome students from diverse backgrounds. The university offers a variety of tailored services, programs, and resources to support and engage individuals from a range of cultures, ethnicities, spiritual affiliations, socioeconomic backgrounds, gender identities, and sexual orientations.

MPH students are encouraged to let their individual instructors know their preferred names and pronouns. Here is a document that lists gender neutral washrooms on campus, including two in Carruthers Hall: <https://myams.org/wp-content/uploads/2018/05/GENDER-NEUTRAL-WASHROOMS-MASTER-LIST.pdf>

The [Inclusive Queen's website](#) compiles information on resources, programs, and new initiatives that are helping us to build a campus that embraces diversity and empowers all members of our community to thrive at Queen's. This site compiles information from across the university in one place and is very helpful for students to get connected with supports, groups, and individuals working toward inclusion.

The University offers many training opportunities and resources for students on the issues of equity, diversity, inclusion and indigenization including:

- Online training modules from the Queen’s Human Rights and Equity Office: <https://www.queensu.ca/hreo/education>
- Five-part workshop series on Intercultural Awareness from Queen’s University International Centre’s (QUIC) and Four Directions Indigenous Student Centre: <https://quic.queensu.ca/get-involved/intercultural-training/>
- Lists of human rights related learning resources: <https://www.queensu.ca/hreo/resources>
- Resources on racism in Canada <https://www.queensu.ca/hreo/node/217>

Declaration of Commitment to Address Systemic Racism

Queen’s University released a [Declaration of Commitment to Address Systemic Racism](#) in August 2020, signed by the Principal, Provost, Vice Principals and Deans across the university.

The statement notes that “Persistent racism, systemic as well as individual, has brought our society to a crisis point. Queen’s University is not immune to this pervasive and destructive force which, at its most pernicious, silently influences the shape and functioning of our culture and institutions, entrenching longstanding abuses of power that have diminished the humanity of Black, Indigenous and racialized people. Right now it is imperative that all parts of the Queen’s community understand, confront, and do what is necessary to alter the deeply entrenched behaviours and structures that perpetuate such inequities.” The statement goes on to list a number of immediate actions.

The Master of Public Health program stands with this statement and its identified actions and is committed to working to create an anti-racism culture within the MPH program, and at Queen’s.

Truth and Reconciliation Commission Task Force

The final report of the Truth and Reconciliation Commission (TRC) includes three calls to action that are addressed directly to post-secondary educational institutions in Canada. In common with many universities, Queen’s has initiatives in place that reflect aspects of these recommendations. This notwithstanding, Queen’s created a Task Force to ensure that our response is appropriately comprehensive, and cohesive across the University, building wherever possible on what is already in place. The Task Force’s final report, which includes a number of Queen’s specific recommendations, can be found here: [Yakwanastahentéha Aankenjigemi Extending the Rafters](#). Progress on recommendations is being tracked through implementation updates.

Academic policy

All graduate programs are administered under the rules and regulations of the School of Graduate Studies and Postdoctoral Affairs. Regulations are outlined more fully here: <https://www.queensu.ca/academic-calendar/graduate-studies/general-regulations/> Additional information may be found on the Admission and Registration page here: <https://www.queensu.ca/grad-postdoc/faculty-staff/admission-registration>

These pages include information and procedures on many academic issues, including appealing an assigned grade, withdrawal on academic grounds and so on.

Student academic progress is monitored by the Director of the Master of Public Health program. Difficulties requiring departmental action will be brought to the attention of the Department’s Education Coordinator.

Academic integrity

Queen's students, faculty, and staff have responsibilities to support and uphold the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. The complete policy on academic integrity is here: [Academic Integrity Policy < Queen's University \(queensu.ca\)](https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating)

Students are encouraged to consult their course instructors regarding appropriate use of materials if in doubt about how their use may relate to academic dishonesty. This helpful website outlines practical strategies to ensure you are able to avoid plagiarism and cheating, and are able to write things in your own words: <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>

Copyright of course materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodation of graduate students with disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/policies/senate/academic-accommodations-students-disabilities-policy>).

If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic consideration for students with extenuating circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available here: [Academic Consideration for Students in Extenuating Circumstances Policy | University Secretariat and Legal Counsel \(queensu.ca\)](https://www.queensu.ca/secretariat/policies/senate/academic-consideration-students-extenuating-circumstances-policy)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Graduate students can find the Academic consideration information at <https://www.queensu.ca/grad-postdoc/wellness/accommodations-academic-considerations>

Sessional dates and grade release dates

Important sessional dates for the School of Graduate Studies and Postdoctoral Affairs (SGSPA), including course drop dates, holidays, and examination periods may be found here: <https://www.queensu.ca/academic-calendar/graduate-studies/sessional-dates/>

Grade release dates may be found on the Office of the University Registrar website here: <http://www.queensu.ca/registrar/grades.>

Convocation and applying to graduate

MPH students in the 16-month program usually complete their degree requirements in December, and convocate the following spring (usually June). Accelerated MPH students usually complete their degree requirements in September, and convocate the following November.

Once students have met their degree requirements, students must formally apply to graduate through the SOLUS Student Centre. Detailed instructions on how to apply to graduate are on the Queen's Registrar site here: <http://www.queensu.ca/registrar/graduation/apply>

Specific deadline dates for applying to graduate vary from year to year but are usually around mid-April for 16-month MPH students, and mid-September for Accelerated MPH students.

Opportunities for student involvement in the Department

Students play an important role in the administrative life of the Department and are represented on key Departmental Committees. Opportunities for student involvement include:

- MPH Program Committee
This Committee ensures the effective administration of the MPH program. An MPH student representative, elected by members of their class, communicates program-related issues to the MPH Program Committee on behalf of their class. Information on the student representative role is on the MPH website on the program policies and procedures page here: <https://phs.queensu.ca/graduate-programs/master-public-health/policies> The student representative also attends the Departmental and Education Committee meetings.
- Departmental Committee
This Committee provides a broad forum for communication and discussion for all members of the department. The student representative from each cohort is elected by their peers to bring forward questions, comments, concerns and suggestions of the class at monthly departmental meetings.
- Education Committee
The Education Committee advises the Education Coordinator on matters pertaining to the

administration of programs, ranging from participation in admissions, assessment of scholarship and funding applications, review of student progress, strategic planning, participation in internal and external program reviews, and development of program policies and procedures. Elected student representatives participate in all discussions, except those on individual student progress.

- Sub-Committees, Special Committees and Taskforces
From time to time students will be asked to sit on sub-committees, special committees and task forces struck in response to specific policy or procedural issues.
- Student Business Meetings
Student representatives will arrange regular meetings of the student body to provide a forum for general communication and discuss matters of departmental business. All full-time and part-time students are encouraged to attend.
- Public Health Sciences Student Association (PHSSA)
The PHSSA fosters experiences that support students on their path to becoming successful researchers and practitioners. PHSSA members organize activities that build student community and connect students to alumni and professional associations. Visit the PHSSA website for further details on events and how to become involved here: <https://thephssa.wixsite.com/phssa>. The PHSSA Facebook page is here: <https://www.facebook.com/queensphssa/>

Professional skills development for graduate students

Conference Support Funds for MPH Students

The Department of Public Health Sciences has a small fund available to provide financial support to MPH students who would like to attend a public health related conference. A “conference” is defined as a convention, seminar, symposium or other formal gathering where participants are informed about issues related to public health. Conferences offered both in-person and virtually are considered. Business meetings and training seminars or courses are not considered conferences. While enrolled in the MPH degree, each MPH student (full-time or part-time) may request a maximum of \$150 total in support of costs for attending a conference. Funds may be used to cover expenses for conference attendance including conference registration fees or travel costs (e.g. train, bus or plane fare, car mileage, or hotel accommodation). This fund is limited, and is available on a first come, first served basis. Detailed instructions and eligibility requirements, including an application form, may be found in the MPH policies section of the website here: <https://phs.queensu.ca/graduate-programs/master-public-health/policies>

Professional Development Workshops and Opportunities

The School of Graduate Studies and Postdoctoral Affairs is committed to providing a suite of workshops, events and resources that support our graduate students’ and postdoctoral fellows’ academic, professional, and personal success. Professional development opportunities are available in a variety of spheres including career development, community engagement, communication, project management, self-care, equity and more. Search and register for opportunities at this website: [Workshops & Opportunities | School of Graduate Studies and Postdoctoral Affairs \(queensu.ca\)](#)

Career Services

Career Services is the central provider of career education and employment support services at Queen's University for undergraduate, graduate students and recent alumni from all disciplines. They offer a comprehensive range of accessible services to support and empower students in making informed decisions about their career, further education and employment goals including events, workshops, job listings, career counselling, drop-in career advising, and resources. See the Career Services website for a full description of services here: <http://careers.queensu.ca/>

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) promotes and supports quality teaching and builds teaching and educational leadership capacity in direct support of Queen's students' learning experiences. CTL supports evidence-based, innovative and sustainable strategic program enhancement initiatives, and encourages and supports emerging, grassroots investigations of novel approaches to teaching and learning. For a full description of programs, services and supports is available on the CTL website here: <https://www.queensu.ca/ctl/>

Staying Well in Graduate School

Student Wellness Services

Student Wellness Services (SWS) supports the personal, academic, and social health development of students at Queen's University by providing a range of programs and services. Student Wellness aims to offer a welcoming, confidential, and integrated service that is responsive to students' health and wellness needs. For a full listing of services, including urgent help, medical and mental health appointments, information on COVID-19 tests and vaccines and more, visit the Student Wellness website here: <https://www.queensu.ca/studentwellness/>

Medical services

Student Wellness offers booked appointments and same-day care in the clinic, which functions on a first come, first served basis for students with a sudden illness or injury. A full list of provided medical services, including referrals, is here: <https://www.queensu.ca/studentwellness/medical/provided-services>
All personal health information is confidential and not shared within Queen's University or elsewhere without the student's written consent, other than in event of an emergency.

Mental health services

While life at university is exciting and filled with new experiences, it can also be overwhelming. It is common for students to experience feelings of stress, anxiety, low mood and depression; all of which may have an impact on day-to-day activities and basic decision making. Student Wellness offers one-on-one appointments with our mental health professionals, groups, events and trainings, plus an online self-directed tool called Therapy Assistance Online (TAO). More details on mental health services are available here: <https://www.queensu.ca/studentwellness/mental-health>

Health promotion

Professional staff at Student Wellness offer healthy lifestyle appointments to any student interested in changing a health behaviour. They also provide meaningful volunteer experiences to 80 students through the Peer Health Educator and Campus Observation Room programs. Health Promotion work is also supported through student practicum placements and several part-time, paid student opportunities each year. More details on health promotion services are available here:

<https://www.queensu.ca/studentwellness/health-promotion>

Accessibility services

Queen's Student Accessibility Services (QSAS), as well as the entire Queen's University is committed to supporting students experiencing barriers related to functional impacts as they pursue their academic goals. QSAS supports students to level the playing field by implementing academic accommodations that remove barriers to a student's academics. More information on accessibility services, including how to register as a new student, is here: <https://www.queensu.ca/studentwellness/accessibility-services>

Other counselling and wellness supports for graduate students

Graduate students also have access to a number of other wellness services and supports, including an embedded counsellor dedicated to graduate students, specialized advisors (for example, for women, for indigenous students, for survivors of sexual violence etc.). See this site for further information: [Counselling and Advising services for graduate students](#)

A group of [Graduate Inclusivity Fellows](#) have been identified to help create a culture of inclusivity and belonging.

[Peer Academic Advising](#) is available through the Society for Graduate and Professional Students (SGPS)

Athletics and recreation

The Athletic and Recreation Centre – also known as “The ARC” - is a hub of activity on campus. The facility offers a number of opportunities for students to contribute to and enhance or maintain their health. There are a selection of eating establishments, a student run café, a small market stocked with fresh produce and meat and a prescription dispensing, fully supplied pharmacy. All of these amenities are situated alongside the 24,500 square feet of cardiovascular and strength-training space, pool, racquet courts, gymnasiums, exercise, dance and spin studios and combative rooms. More information is on the ARC website here:

<https://rec.gogaelsgo.com/>