Epidemiology

MPH Degree Program

Division of Epidemiology and Community Health

2018-2019
STUDENT GUIDEBOOK

SCHOOL OF
PUBLIC HEALTH

UNIVERSITY OF MINNESOTA

Welcome to the University of Minnesota School of Public Health!

All students are responsible for knowing the rules and policies that govern their academic program. To this end, we are providing you with this guidebook which covers your specific academic program requirements. Please refer to it often.

Many Graduate School processes are in transition. Please stay in touch with your Program Coordinator as some paper processes will convert to electronic processes.

In addition, you are responsible for knowing University of Minnesota and School of Public Health policies and procedures that pertain to all students. Links to these policies and procedures can be found by clicking on the "Current Students" link at http://www.sph.umn.edu/current/resources/.

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612-626-3500 or 800-774-8636.

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Guide to Curriculum Notes
Some courses have specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

① Epidemiology MPH students must take these courses on an A-F grade basis.

② Epi MPH students must earn a minimum grade of B- in the following courses: 6341, 6342, 6343, 6350, 6450 and 6451. Students who earn less than a B- in these courses are required to **repeat the course and cannot graduate until they earn at least a B-**. The Program Director of Epidemiology may override this rule based on evidence of exceptional circumstances, such as illness or family emergencies.

Epidemiology Courses [17 credits]				
Course	**Notes**	**Title**	**Offered**	**Credits**
PubH 6325 **or**		Data Processing with PC-SAS	Fall/Spring	1
PubH 6420		Intro to SAS Programming	Fall/Summer	1
PubH 6341	① ②	Epidemiologic Methods I	Fall	3
PubH 6342	① ②	Epidemiologic Methods II	Spring	3
PubH 6343	① ②	Epidemiologic Methods III	Fall	4
PubH 6350	① ②	Epidemiologic Methods III Lab	Fall	1
PubH 7394 OR		Integrated Learning Experience (see section 1.7) OR	Any Term	2
PubH 6344		Completing the Integrated Learning Experience	Spring	2
PubH 7396		Applied Practice Experience: Epidemiology (see section 1.6)	Any Term	1-2
Choose one of the following:				
PubH 6381	①	Genetics in Public Health in the Age of Precision Medicine	Fall	2
PubH 6385	①	Epidemiology and Control of Infectious Diseases	Spring	2
PubH 6386	①	Public Health Aspects of Cardiovascular Disease	Spring	2
PubH 6387	①	Cancer Epidemiology	Spring	2
PubH 6389	①	Nutritional Epidemiology	Fall	2
PubH 6605	①	Reproductive and Perinatal Health	Spring (odd years)	2
Biostatistics Courses [8 credits]				
PubH 6450	① ②	Biostatistics I	Fall	4
PubH 6451	① ②	Biostatistics II	Spring	4
Public Health Core [9 credits]				
☞**Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F)**☜				
PubH 6020	①	Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	2
PubH 6101 **or**	①	Environmental Health(not offered after Fall 2018)	Spring	2
PubH 6102	①	Issues in Environmental and Occupational Health	Fall/Spring/Summer	2
PubH 6250	①	Foundations of Public Health (online)	Fall/Spring	2
PubH 6741	①	Ethics in Public Health: Professional Practice and Policy	Fall/Spring/Summer	1
PubH 6751	①	Principles of Management in Health Services Organizations	Fall/Spring/Summer	2
Basic Science Course [4 credits]				
Not required for students with a prior-earned doctorate in a health-related discipline. Nurses or other health professionals may be exempt; see *section 1.5*.				
PubH 6355		Pathophysiology of Human Disease	Fall	4
Electives: take enough elective credits to get you to the minimum required credits for your program				

1.2   FALL 2018 INFECTIOUS DISEASE CONCENTRATION CURRICULUM

- Standard Program [48 credit minimum]
- Accelerated Program [42 credit minimum] for students who have a prior earned doctoral level degree

Guide to Curriculum Notes
Some courses have specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

① Epidemiology MPH students must take these courses on an A-F grade basis.

② Epi MPH students must earn a minimum grade of B- in the following courses: 6341, 6342, 6343, 6350, 6450 and 6451. Students who earn less than a B- in these courses are required to **repeat the course and cannot graduate until they earn at least a B-**. The Program Director of Epidemiology may override this rule based on evidence of exceptional circumstances, such as illness or family emergencies.

Epidemiology Courses [15-16 credits]				
Course	**Notes**	**Title**	**Offered**	**Credits**
PubH 6325 **or**		Data Processing with PC-SAS	Fall/Spring	1
PubH 6420		Intro to SAS Programming	Fall/Summer	1
PubH 6341	① ②	Epidemiologic Methods I	Fall	3
PubH 6342	① ②	Epidemiologic Methods II	Spring	3
PubH 6343	① ②	Epidemiologic Methods III	Fall	4
PubH 6350	① ②	Epidemiologic Methods III Lab	Fall	1
PubH 7394 OR		Integrated Learning Experience (see section 1.7) OR	Any Term	2
PubH 6344		Completing the Integrated Learning Experience	Spring	2
PubH 7396		Applied Practice Experience: Epidemiology (see section 1.6)	Any Term	1-2
Infectious Disease Core [6 credits]				
PubH 6365	①	Global Challenges in Infectious Disease Epi	Fall	2
PubH 6383	①	Vaccines	Spring	2
PubH 6385	①	Epidemiology and Control of Infectious Diseases	Spring	2
Infectious Disease Electives: select one course from the following list [2-3 credits]				
PubH 6010	①	Public Health Approaches to HIV/AIDS	Fall	3
PubH 6182	①	Emerging Infectious Disease: Current Issues, Policies, Controversies	Spring	3
PubH 6183	①	Theory and Practice in Foodborne Disease Outbreak Detection, Investigation and Control	Spring	2
VMed 5180	①	Ecology of Infectious Disease	Fall	3
VMed 5181	①	Spacial Analysis in Infectious Disease Epidemiology	Spring	3
Biostatistics Courses [8 credits]				
PubH 6450	① ②	Biostatistics I	Fall	4
PubH 6451	① ②	Biostatistics II	Spring	4
Public Health Core [9 credits]				
☞Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F)☜				
PubH 6020	①	Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	2
PubH 6101 **or**	①	Environmental Health	Spring	2
PubH 6102	①	Issues in Environmental and Occupational Health	Fall/Spring/Summer	2

PubH 6250	①	Foundations of Public Health (online)	Fall/Spring	2
PubH 6741	①	Ethics in Public Health: Professional Practice and Policy	Fall/Spring/Summer	1
PubH 6751	①	Principles of Management in Health Services Organizations	Fall/Spring/Summer	2
Basic Science Course [4 credits]				
Not required for students with a prior-earned doctorate in a health-related discipline. Nurses or other health professionals may be exempt; see *section 1.5*.				
PubH 6355		Pathophysiology of Human Disease	Fall	4
Electives: take enough elective credits to get you to the minimum required credits for your program				

5000-level or greater in courses related to health science or statistics; courses at the 4000-level may be allowed as electives but there are specific guidelines related to their approval. Contact a Student Advising Manager **prior** to registering for a 4000-level elective.

The following courses are offered by the Epidemiology MPH program and are recommended as elective courses:

PubH 6363   Trials in Epidemiology
PubH 6370   Social Epidemiology
PubH 6381   Genetics in Public Health in the Age of Precision Medicine
PubH 6385   Epidemiology and Control of Infectious Diseases
PubH 6386   Public Health Aspects of Cardiovascular Disease
PubH 6387   Cancer Epidemiology
PubH 6389   Nutritional Epidemiology

The list below is a compilation of courses other Epidemiology MPH degree-seeking students have taken in the past five years as electives. Elective courses can be taken from other departments such as, but not limited to, Veterinary Medicine (VMed), Health Informatics (HInf), Educational Psychology (EPsy), Statistics (Stat), Biochemistry (BioC), Writing Studies (WRIT), Molecular, Cellular, Dev. Biology and Genetics (MCDG), Genetics, Cellular and Developmental Biology (GCD), Microbiology (MicB),Microbiology, Immunology and Cancer Biology (MICa). See *section 1.3* for more information.

PubH 6081   Sex, Sexuality and Sexual Health
PubH 6000   Urban Health and Social Policy
PubH 6034   Evaluation
PubH 6045   Skills for Policy Development
PubH 6049   Legislative Advocacy Skills for Public Health
PubH 6055   Social Inequalities in Health
PubH 6078   Public Health Policy as a Prevention Strategy
PubH 6131   Working in Global Health
PubH 6133   Global Health Seminar
PubH 6182   Emerging Inf Dis: Current Issues, Pol. & Controversies
PubH 6365   Global Challenges in Infectious Disease Epidemiology
PubH 6375   Screening for Disease: A Double-Edged Sword?
PubH 6383   Vaccines
PubH 6562   Info Technology in Healthcare
PubH 6589   Medical Technology Evaluation
PubH 6605   Reproductive and Perinatal Health
PubH 6606   Children's Health: Issues, Programs, and Policies
PubH 6607   Adolescent Health: Issues, Programs, and Policies
PubH 6617   Practical Methods for Secondary Data Analysis
PubH 6627   Sexuality Ed: Criteria, Curricula, & Controversy
PubH 6634   Advocacy and Children's Rights
PubH 6673   Grant Writing for Public Health
PubH 6702   Integrative Leadership Seminar
PubH 6724   The Health Care System and Public Health

PubH 6730	International Comparative Health Systems
PubH 6732	Topics and Methods in Global Health Assessment
PubH 6765	Continuous Quality Improvement
PubH 6801	Health and Human Rights
PubH 6803	Conducting a Systematic Literature Review
PubH 6807	Global Health, Relief, and NGO's
PubH 6809	Advanced Methods in Health Decision Science
PubH 6832	Economics Health Care System
PubH 6876	PubH Systems Analysis and Development
PubH 6877	PubH Systems Analysis and Development Practicum
PubH 6880	Introduction to Public Health Informatics
PubH 6906	Global Nutrition (2 cr)
PubH 6933	Nutrition and Chronic Diseases (2 cr)
PubH 7252	Qualitative Research Methods (1 cr)
PubH 7253	Introduction to GIS (1 cr)
PubH 7415	Introduction to Clinical Trials (3 cr)
PubH 7420	Clinical Trials: Design, Implementation, and Analysis (3 cr)
PubH 7430	Statistical Methods for Correlated Data (3 cr)
PubH 7440	Intro to Bayesian Analysis (3 cr)
PubH 7461	Explore/Visualizing Data in R (2 cr)
PA 5271	Geographic Information Systems: Appl in Planning and Policy Analysis (3 cr)
GEOG 5561	Principles of Geographic Information Systems (3 cr)
GEOG 5511	Principles of Cartography (3 cr)
GERO 5105	Perspectives on Aging (3 cr)
GERO 5110	Biology of Aging (3 cr)
GERO 5115	Introduction to Geriatrics (2 cr)
GCD 8073	Advanced Human Genetics
KIN 5720	Physical Activity Epidemiology (3 cr)
HINF 5430	Health Informatics I
MICA 8004	Cell and Cancer Biology
Nurs 5040H	Seeking Solutions to Global Health Issues
VMed 5180	Ecology of Infectious Diseases
VMed 5181	Spatial Analysis in Infectious Disease Epidemiology (3 cr)
VMed 8090	Epi of Zoonoses & Dis Common to Animals and Humans (3 cr)

Note: Due to content overlap, Division of Epidemiology and Community Health students taking both 6325 and 6420 may only use one of the courses for degree credit.
Note: Due to the content overlap, Epi MPH students cannot use PubH 6320 as an elective if they are taking PubH 6341.

1.3   OTHER MPH DEGREE REQUIREMENTS

Public Health Core Area Requirements

Students working towards an MPH degree must satisfy competency requirements in the seven core areas of public health – administration, behavioral science, biostatistics, environmental health, epidemiology, foundations of public health and ethics – by completing one of the following in each core area:

- Satisfactorily pass one of the pre-approved courses in the core area (see pre-approved course list below); OR
- Pass an equivalency exam in the core area; OR
- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee; OR
- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by the Council on Education for Public Health (CEPH). The

School of Public Health Educational Policy Committee, upon petition of the student, will determine acceptance of a course for transfer.

Pre-approved Courses Meeting Public Health Core Area Requirements

Administration
PubH 6751   Principles of Management in Health Services Organizations – 2 cr.

Behavioral Science
PubH 6020   Fundamentals of Social and Behavioral Science – 2 cr.

Biostatistics
PubH 6414   Biostatistical Literacy – 3 cr.
PubH 6450   Biostatistics I – 4 cr.
PubH 6451   Biostatistics II – 4 cr.

Environmental Health
PubH 6101   Environmental Health – 2 cr.
PubH 6102   Issues in Environmental and Occupational Health – 2 cr.

Epidemiology
PubH 6320   Fundamentals of Epidemiology – 3 cr. [note: this is not part of the Epidemiology MPH required sequence]
PubH 6341   Epidemiologic Methods I – 3 cr.

Ethics
PubH 6741   Ethics in Public Health: Professional Practice and Policy – 1 cr.
NOTE: All MPH students are required by the School of Public Health to take PubH 6741 (Ethics in Public Health: Professional Practice) as part of their MPH public health core classes. In addition, all students enrolled in the MPH Epidemiology program are required to complete an online Collaborative Institutional Training Initiative (CITI) course. Most practicing epidemiologists are engaged in research activities involving human subjects. The CITI courses provide additional training on ethical conduct of research, including protection of human subjects, and collection and management of sensitive data.

The CITI training is a no-credit, no-fee online training module, offered through the University of Minnesota IRB (not a separate class that needs to be registered for). To fulfill this requirement, students may choose one of two options:

- Social/Behavioral or Humanist Research Investigators and Key Personnel—Basic Course" OR
- Good Clinical Practice and Human Research Protections for Biomedical Study Teams—Basic Course

These courses can be accessed at: https://research.umn.edu/units/irb/education-training/required-training. Upon completion of these courses, students receive a Completion Report. Print a copy of this for your records, and send a duplicate copy to the EpiCH Student Services staff at epichstu@umn.edu.

Foundations in Public Health
PubH 6250   Foundations in Public Health – 2 cr.

Registration Requirement
Students are required to register for at least 2 semesters and 20 credits in the School of Public Health.

Course Numbers and Graduate Credit
5xxx-, 6xxx-, 7xxx- and 8xxx-level courses are considered graduate-level. 1xxx- and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances –

with approval of the student's Program Director – 4xxx-level courses may be applied towards an MPH degree as long as they are taught by a member of the graduate faculty.

SPH Grading Policies

Grade Point Average
Students must achieve a cumulative grade point average of no less than 3.0 (B) across their entire program to receive an MPH degree.

S-N Grade Option
MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and Applied Practice Experience (APEx) courses offered only on an S-N basis.

Public Health Core Courses
Courses designated as part of the public health core must be taken for a letter grade (A-F). Students will be required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses at their own expense until they achieve a grade of B- or better. However, a retaken course may be counted only once toward degree requirements in the student's study plan.

Each public health major may require higher levels of achievement for its own students in public health core courses that are also core to the major. This may include restrictions on retaking public health core courses that are also core to the major, or requiring more than a B- performance level. Students should consult their Student Advising Manager for documentation of these requirements.

Applied Practice Experience (APEx)
All students matriculating in an MPH program must complete a formal, supervised Applied Practice Experience; see *section 1.7*.

MPH Study Plan
Students are required to submit a completed MPH Study Plan to the EpiCH Student Services staff at least one semester prior to their anticipated completion of coursework. Earlier submission (e.g., in the second to last semester) is suggested to allow the EPICHSASS staff to review the study plan and notify students if they are missing any requirements prior to their last term of course enrollment.

Integrated Learning Experience (ILE)
MPH students must complete an Integrated Learning Experience, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively; see *section 1.8*.

Comprehensive Examination
MPH students must complete an oral examination as specified by the Epidemiology major; see *section 1.8*.

Time Frame
The maximum time allowed by the School of Public Health for completion of an MPH degree is five years. The five-year period begins with the first term of enrollment after admission to a degree program within the SPH.

Course Transfer Credits
Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Associate Dean for Academic Affairs for Learning Systems and Student Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. **A grade of "B-" or better is required for each course requested for transfer credit.**

SPH students who have completed graduate-level coursework at the University of Minnesota or another college or university may petition to transfer those courses toward their SPH degree. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution.

Higher standards of achievement and stricter policies may be enforced by individual programs.

Students must:

1. Meet with their academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the Academic Policy Petition form, and attach an official transcript on which the final grade has been posted.
2. Submit the Academic Policy Petition form to the EpiCH Student Services staff for processing. The Academic Policy Petition form can be found at www.sph.umn.edu/current/resources/.
3. The EpiCH Student Services Staff will forward the petition to the Program Director for approval and signature and then to the Student Services Center for the Associate Dean for Learning Systems and Student Affairs for final evaluation and/or approval.

The Academic Policy Petition forms may be used for other academic reasons. Students are encouraged to discuss petition issues with their academic advisor or EpiCH Student Services staff to determine the appropriate process and procedure.

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form. The *Petition* form can be found at
http://policy.umn.edu/forms/otr/otr172.pdf.

Students should note that the process for approving a course substitution or waiver could take up to one month, so plan accordingly.

Course Substitution Procedures:
The process outlined below should be followed when requesting that a course substitute for a required course in the degree program.

1. Obtain the course syllabi of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).

2. Complete the *Petition* form with the following information in each section:

   ▪ Briefly state the exception or approval to be considered: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.

   ▪ Provide an explanation or reason to grant your request below: Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).

3. Compile the above materials and submit these materials to the EpiCH Student Services staff who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.

4. If the substitute course is to replace a School of Public Health Core course (administration—PubH 6751, behavioral/social science—PubH 6020, biostatistics—PubH 6414/6450, environmental health—PubH 6101/6102, epidemiology—PubH 6320/6341, ethics—PubH 6741, Foundations Public Health PubH 6250, there is an additional step to get School-level approval. To complete this next step, provide the materials to your EpiCH Student Services staff. Upon receipt of those materials, the staff will review the request with the Program Director and then if approved by the Program Director, the request will be forwarded to the SPH Student Services Center to be presented to the appropriate

SPH Educational Policy committee members. The student will be notified via e-mail of the committee's decision. If the Program Director does not approve of the request, the EpiCH Student Services staff will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

Application for Degree

MPH students are required to submit an *Application for Degree* form online. There are strict deadline dates before a student can be cleared for graduation. You must submit the form by the end of the first business day of the month in which you want your degree conferred. You must apply on-line by going to www.myu.umn.edu: ACADEMICS: DEGREE PROGRESS: APPLY TO GRADUATE

1.4   STANDARD SAMPLE SCHEDULES

The EpiCH Student Services staff are responsible for making sure you are taking the appropriate courses so if you would like to meet with the EpiCH Student Services staff at any time to ensure you are on track for graduating, please don't hesitate to make an appointment. Doing so will ensure that you are on track for graduation and will ensure that any complications are resolved in a timely manner.

Note: Part-time schedules are available upon request from your EpiCH Student Services staff. Careful planning must be considered when attending part-time to make sure courses that are sequential in nature are taken in the appropriate order. Contact EpiCH Student Services staff at epichstu@umn.edu for assistance with your schedule.

Please keep in mind that these are just **sample schedules** and you can deviate from them. If you are uncertain about how any deviation from the proposed sample below may affect your schedule over the next two years please contact your EpiCH Student Services staff at epichstu@umn.edu.

Full-Time Standard Program Option [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6325	Data Processing with PC-SAS	1
PubH 6341	Epidemiologic Methods I	3
PubH 6355	Pathophysiology of Human Disease	4
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Services Organizations (2nd half semester)	2

Spring Semester I

Course	Title	Credits
PubH 6101	Environmental Health	2
PubH 6250	Foundations of Public Health (online)	2
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
	1 Elective Course	2

May or Summer Session I

Course	Title	Credits
PubH 7396	Applied Practice Experience (APEx)	1
	1-2 Elective Courses	2

Fall Semester II

Course	Title	Credits
PubH 6020	Fundamentals of Social and Behavioral Science	2
PubH 6343	Epidemiologic Methods III	4
PubH 6350	Epidemiologic Methods III Lab	1
PubH 6741	Ethics in Public Health: Practice & Policy	1
PubH 6381	Genetics for Public Health	2

Spring Semester II

PubH 7394	Integrate Learning Experience	2
Or	OR	
PubH 6344	Completing the Integrated Learning Experience	2
	3 Elective Courses	6

    * This course is an example of one of six course options

Full-Time Accelerated Program Option [42 credits]

Fall Semester I

Course	Title	Credits
PubH 6102	Issues in Environmental Health (1st half semester)	2
PubH 6341	Epidemiologic Methods I	3
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Services Organizations (2nd half semester)	2
PubH 6250	Foundations in Public Health (online)	2

Spring Semester I

Course	Title	Credits
PubH 6101	Environmental Health	2
PubH 6325	Data Processing with PC-SAS	1
PubH 6342	Epidemiologic Methods II	3
PubH 6387	Cancer Epidemiology*	2
PubH 6451	Biostatistics II	4
PubH 6741	Ethics in Public Health: Practice & Policy	1
	1 Elective Course	2

May or Summer Session I

PubH 6020	Fundamentals of Social and Behavioral Science	2
PubH 7396	Applied Practice Experience (APEx)	1

Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6350	Epidemiologic Methods III Lab	1
PubH 7394	Integrated Learning Experience: Epidemiology	2
	1-2 Elective Courses	4

    * This course is an example of one of six course options

Full-Time Infectious Disease Concentration Program Option [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6325	Data Processing with PC-SAS	1
PubH 6341	Epidemiologic Methods I	3
PubH 6355	Pathophysiology of Human Disease	4
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Services Organizations (2nd half semester)	2

Spring Semester I

PubH 6250	Foundations of Public Health (online)	2
PubH 6342	Epidemiologic Methods II	3
PubH 6383	Vaccines	2
PubH 6385	Epidemiology and Control of Infectious Disease	2

PubH 6451	Biostatistics II	4

May or Summer Session I

PubH 7396	Applied Practice Experience (APEx)	1

Fall Semester II

PubH 6020	Fundamentals of Social and Behavioral Science	2
PubH 6343	Epidemiologic Methods III	4
PubH 6350	Epidemiologic Methods III Lab	1
PubH 6365	Global Challenges in Infectious Disease Epidemiology	2
PubH 6741	Ethics in Public Health: Practice & Policy	1

Spring Semester II

PubH 6101	Environmental Health	2
PubH 7394 Or	Integrate Learning Experience OR	2
PubH 6344	Completing the Integrated Learning Experience	2
PubH 6182*	Emerging Infectious Disease: Current Issues, Policies, & Controversies	3
	Electives	2-4

* This course is an example of one of five course options

1.5 WAIVER REQUEST FOR PATHOPHYSIOLOGY OF HUMAN DISEASE

Students with a prior earned doctorate in a health discipline are not required to take PubH 6355, Pathophysiology of Human Disease, and do not need to request an exemption. The following procedures apply for students wishing an exemption from the course. It is the student's responsibility to:

1. Request the waiver at least two weeks prior to the start of the term the course is taught; and

2. Provide the EpiCH Student Services staff with a copy of the syllabus (syllabi) of the course(s) already taken with equivalent content. The student also must supply a copy of their transcript(s). EpiCH Student Services staff will forward the syllabus (syllabi) and transcript(s) to the course instructor(s) for approval.

The instructor(s) will then review the course packet to verify that previous course work fulfills the learning objectives for Pathophysiology of Human Disease. If, upon inspection, the instructor affirms the course content is similar, he/she will grant the waiver and provide the EpiCH Student Services staff with documentation for the student's file either approving or denying the request for exemption.

The granting of an exemption from 6355 does not reduce the total number of credits required in the student's program. However, it allows the student to take other elective credits.

Note: PubH 6355, Pathophysiology of Human Disease, is taught during the Fall semester. The deadline to provide materials to EpiCH Student Services staff is Friday, August 3, 2018.

1.6 APPLIED PRACTICE EXPERIENCE (APEX)

Goals

The Applied Practice Experience (APEx) is a hands-on opportunity to implement public health knowledge and skills in a public health practice setting. The goal of the APEx is to demonstrate the application or practice of at least five public health competencies, as established by the Council on Education for Public Health (CEPH). At least three of the competencies must be foundational; the remainder may be foundational or program specific. CEPH foundational competencies and MPH Epidemiology foundational

competencies are listed below.

Timing

The APEx should complement the epidemiology training and therefore is recommended after completion of Epidemiologic Methods I and II and Pathophysiology . Most students will elect to do their APEx during the Summer semester between their first and second years, although there may be flexibility for individual situations which may require an academic petition; these should be discussed with the APEx Faculty Advisor (see below).

Selection of APEx placement(s)

Although most students will select one site to fulfill their APEx requirements, some students may select more than one site to fulfill their total requirements. The responsibility of arranging for the APEx rests with the student although there are a number of resources available to help students select an appropriate placement and activity. Potential resources for APEx placement sites include the student's academic advisor or other faculty members with content expertise in a certain area. Other students and staff can also serve as a potential resource. The School of Public Health also has a number of resources, including listings of past applied practice experiences.

In selecting a potential site, students should consider the following questions:

- Is this a public health practice setting? Examples of acceptable placements include the Minnesota Department of Health or other governmental agencies, non-profit or community organizations or health care organizations. Some students may elect to do their APEx internationally. University-affiliated settings may be acceptable if there is a community engagement or community health promotion component.
- Can the student tie this activity to foundational or program-specific competencies?

Students may conduct their APEx on a paid or volunteer basis. Students who want to complete an international APEx must complete the University of Minnesota university purpose travel registration process. Students must discuss self-identified travel plans (international experiences that are not promoted by the University) with an appropriate Education Abroad Office, University faculty and/or staff member prior to confirming travel plans. To familiarize yourself with student expectations and definitions while abroad, visit the Student Travel and Education Abroad: Health and Safety Policy.

The Applied Practice Experience and product cannot duplicate (be exactly the same as) the Integrated Learning Experience (ILE). However, the ILE product can result from the student's APEx. For example, students who prepare a protocol or survey for their APEx can analyze results of their survey for the ILE. Students may work on a certain activity at a site (such as MDH) for their APEx and different activity at the same site for their ILE.

APEX Registration

Students must enroll for at least one credit to fulfill SPH MPH program requirements. Students may elect to enroll for an additional 1 credit, which can be applied to the total credit requirement for the MPH degree, resulting in a net reduction of elective credits needed to complete the degree. Although there are no specific SPH requirements for number of hours at the APEx site, we estimate that most students will need to devote a minimum of 90 hours at the APEx site to meet the minimum APEX requirements. Students interested in completing a more significant experience should anticipate spending an additional 45 hours of work for every additional APEx credit for which they enroll. This course is graded on an S-N basis only. Students must have a final approved APEx Learning Agreement and be registered for the credit(s) before they begin working at their APEx site.

Registration and Completion

Once a potential placement is identified, the student should make contact with the organization to define a proposed specific project or area, time commitment, and site preceptor. The site preceptor will supervise the student during their APEx. The student, after consulting with their proposed site preceptor, should propose competencies that will be met and the products that the student will take the lead in developing.

Preliminary Learning Agreement

A Preliminary Learning Agreement that outlines the APEx activities, products, competencies, and other details should then be completed (request from epichstu@umn.edu) and approved by the site preceptor and APEx advisor. The Competency Assessment Tool will help identify which competencies students plan to address through the APEx. The faculty member designated to serve as the Epidemiology APEx advisor is Dr. DeAnn Lazovich. In the Preliminary Learning Agreement, students will document the five competencies, products, and how the products fulfill the competencies and submit the agreement to EpiCh Student Services. The Preliminary Learning Agreement will then be forwarded by EpiCH Student Services to the APEx advisor for approval. Upon review of your Preliminary Learning Agreement, the Epidemiology APEx advisor may agree with your plan by email, or want to meet with you to further discuss your proposal, including the competencies and products. Once the Preliminary Learning Agreement has been approved by the APEx Advisor, students should then complete and register their Learning Agreements online through the SPH website. The grading option is S/N.

The Learning Agreement

In the APEx learning agreement, you will provide the demographic data: where, when, who, etc. and identify the competencies that will be fulfilled through the experience. At the completion of your APEx experience, you will upload your APEx product(s) for your APEx adviser to review. You should discuss with your site preceptor and APEx advisor what products may be uploaded. For example, if you are working on a confidential data set that cannot be shared outside the agency, you may wish to submit a summary report or other acceptable alternatives.

Step by step instructions for starting the APEx:

1. Meet with your advisor to identify a site and site preceptor. Work with the site preceptor to identify the five competencies you will address through the APEx and the two products that will result from the experience with your preceptor prior to starting the preliminary learning agreement.
2. Document the five competencies, products, and how the products will meet the selected competencies in the Preliminary Learning Agreement and submit the agreement to EpiCh Student Services. The Preliminary Learning Agreement will then be forwarded to the APEx advisor for approval. You may need to meet with the APEx advisor to review and finalize the competencies and products you agreed on with your preceptor. It is important that you and your preceptor agree on the expectations for the APEx.
3. Once the project has been approved by the APEx advisor, initiate and submit the online Learning Agreement prior to beginning the experience.
4. Your Preceptor will approve the APEx learning agreement, followed by your APEx Advisor, and finally the EpiCH Student Services staff.
5. Once the agreement is signed, register for 1 credit. Your registration will be set up by the EpiCH Student Services staff and you will be notified when you are eligible to register.
a. Note: You are required to enroll for the Applied Practice Experience credit and submit the agreement before beginning the APEx. You may only commence the APEx after you are registered for the credit and the transcript shows registration for the APEx credit. Ideally, you will complete the APEx during the term for which you are registered, but if necessary, a portion of your APEx can be done in another term.
b. Note: Some facilities require a background criminal background check. If students need a background check they can contact the Student Service Center at sph-ask@umn.edu.
6. Start the applied practice experience.

Products

Students must complete and submit a minimum of two products for the APEx, and demonstrate that the student has applied the specific competencies during the APEx. Each product may fulfill only certain competencies, but the products in total must fulfill at least five competencies, as indicated above. Competencies and products may differ from student to student.

Examples of products may include written assignments, data files/spreadsheets, site-specific reports that result from data analysis, training manuals or curriculum, policy briefs, grant proposals, health promotion materials, program evaluation reports, surveys or other data collection materials, posters or draft manuscripts for scientific conferences or journals. As a general guideline, products that are created as part of the APEx should be seen as benefiting the practice site in some capacity.

The student, site preceptor, and APEx Advisor should agree on what products will be produced before the APEx begins. The intended products and proposed competencies may change over the course of the APEx, as long as there is mutual agreement (student, site preceptor, and APEx Faculty Advisor), and the new products can still be demonstrated to address at least five competencies, as indicated above.

Assigning a Grade

At the conclusion of the APEx, the student and site preceptor will submit electronic evaluations and the student should submit a final copy of the products to the site preceptor and APEx Faculty Advisor, Dr. DeAnn Lazovich. The APEx Faculty Advisor is ultimately responsible for determining if the products have met necessary competencies and assigning a final grade. Prior to assigning a grade, it is expected that the APEx Faculty Advisor will communicate with the site preceptor about the student's performance and the specific products, to get the preceptor's opinion on whether the student has met APEx requirements.

Students receive a "Satisfactory/not-satisfactory" grade for their APEx. If the site preceptor and APEx Faculty Advisor are satisfied, a final grade of "Satisfactory" will be assigned. If the site preceptor and APEx Faculty Advisor are not satisfied, the situation will be handled on a case-by-case basis; in such circumstances, the student's situation should be discussed with the EpiCH Student Services staff and MPH Program Director.

CEPH 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 & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems cross 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 & 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

Epidemiology MPH List of Competencies

A student who completes the University of Minnesota Epidemiology MPH Program should be able to:

1. Demonstrate a basic understanding of the distribution, by person, place and time, and the risk factors for the major public health problems now facing humans.

2. Conduct a literature search and critically evaluate the published epidemiologic research with regard to internal and external validity as well as public health importance.

3. Use the information derived from the literature search to develop a research question, formulate testable hypotheses and perform sample size calculations.

4. Design a valid epidemiologic study that reflects an understanding of:
    (a) the best temporal design for the data,
    (b) the pathophysiology of the disease, and
    (c) principles of good ethical and legal practice as they relate to study design and data collection, dissemination, and use.

5. Collect and/or manage data from screening, surveillance and public databases and from epidemiologic investigations including outbreak investigations.

6. Use statistical software to analyze epidemiologic data using appropriate statistical techniques.

7. (a) Summarize and present the results of an epidemiologic study in both tabular and figure formats.
   (b) Identify potential sources of confounding and bias.
   (c) Describe effect modification if applicable and draw appropriate conclusions.

8. Communicate the study findings in oral and written reports appropriate for both lay and professional audiences.

Relationship Between Applied Practice Experience (APEx) and Integrated Learning Experience (ILE)

The Integrated Learning Experience (ILE) and Applied Practice Experience (APEx) should represent separate activities, although they may be related. The ILE should involve more independent work than the Applied Practice Experience (APEx). An Integrated Learning experience could evolve from an Applied Practice Experience (APEx) with an organization, but should be defined separately; the same work cannot be counted for both the APEx and the ILE. If they are related, careful consideration must be given in wording the contract to differentiate the requirements of the Applied Practice Experience (APEx) from the Integrated Learning Experience.

We suggest that students do an APEx at one organization, and their ILE with a different organization. While it is not required, doing them with different organizations has several advantages. It gives the student an insight into two organizations, expands the number of people the student can use for future references for jobs, and increases the number of places they may turn to for job opportunities. If students do choose to conduct their APEx and ILE with the same organization, they should discuss this decision with their faculty advisor to help ensure these represent distinct activities. Students with questions can also discuss their decision with the Epidemiology Program Director.

1.7   INTEGRATED LEARNING EXPERIENCE (ILE)

Purpose

ILE must be a high-quality product that demonstrates the student's proficiency with written and oral communication, and that the student can write and present a logical, thoughtful document that communicates clearly. The ILE allows students to demonstrate familiarity with the tools of research and scholarship in the field of Public Health epidemiology. This product should address multiple epidemiology program competencies, as well as foundational competencies (listed above). Examples of program competencies the ILE should address include:

- Use statistical software to analyze epidemiologic data using appropriate statistical techniques (#6)
- Summarize and present the results of an epidemiologic study in both tabular and figure formats, identify potential sources of confounding and bias (#7)
- Communicate the study findings in oral and written reports (#8)

Project Options

The ILE for students in the Epidemiology MPH program may take one of two forms:

- A written report, often in the form of a manuscript suitable for publication in a peer-reviewed journal that demonstrates the student's ability to do quantitative analyses, utilizing data collected by the student or obtained from another source. <u>This option is chosen by the vast majority of students.</u> Examples of quantitative analysis projects might include the collection, analysis, and interpretation of data collected by the student, or secondary analysis and interpretation of data collected by a research project within the Division or data from a public access source such as NHANES.

- A grant proposal to the National Institutes of Health that includes a literature review and/or quantitative analyses. The grant proposal option follows the specific format required by NIH.

For students who choose to do a data analysis/written report for their ILE, there are 2 options that affect the choice of advisor:

1) The first option, detailed below, is to identify an Epidemiology MPH project advisor and topic based on shared interests. The project advisor works with the student to develop and complete the project. The project is completed based on a timeline that is agreed upon by the project advisor and student.

2) The second option is for the student to sign up for PubH 6344, "Completing the Integrated Learning Experience: Secondary Data Analysis" and use the datasets available in the course to complete the ILE. The course instructor will provide guidance during the course for completing the ILE by the end of the semester. A committee will be formed for the student as part of this course. Students who register for this option will present their project paper during Finals Week at the end of Spring Semester.

Choosing a Topic

When choosing a topic, students should seek a balance between the following:

- Interest in the topic: The project requires independent effort and self-motivation. Students who have a strong interest in the topic they choose will be more likely to complete the project in a timely fashion.
- Feasibility (availability of data, timeline): It is reasonable to expect that the project will require at least a full semester to finish, but there is substantial variability. Projects that require primary data collection may take longer to complete. Before embarking on the project, students and advisors should be aware of any potential factors that may slow or delay the project.
- Skills required or to be gained: The ILE is both a learning opportunity and an opportunity to demonstrate mastery of core competencies in epidemiology. It may provide a chance to develop new skills useful in a career as an epidemiologist and public health professional.

Finding an Advisor/Project

All students who choose to do a data analysis/written report and who do not sign up for
PubH 6344 must have a faculty advisor to guide and approve the steps in the ILE process. This advisor does not have to be the same person as the student's academic advisor. However, the **ILE advisor must be an Epidemiology MPH faculty member**; see *section 1.9* for a list of eligible faculty.
Because of the extensive time commitment involved in advising ILE, students need to seek a match of academic interests and/or personal compatibility with a project advisor. Since this may take several months students are encouraged to begin the process in late summer/early Fall. Students who choose an option that involves working closely one-on-one with a project advisor can expect their project advisor to:

- Be available, with reasonable advance notice, for consulting with the student at all stages of the project;
- Review and approve all project protocols and methods; and
- Provide guidance about the format and content of the final product.

There are a variety of strategies that students might use to find a project and project advisor.

- Find faculty working in your area of interest—make an appointment with a faculty member who may share your interests or introduce yourself to faculty who provide guest lectures in courses that you are taking.
- Identify research projects in your area of interest—there are many ongoing research projects both in and outside the Division of Epidemiology and Community Health that might provide the opportunity you are seeking.
- Identify topics in connection to a research assistant position—many students who have the opportunity to work as a research assistant are able to develop a research question within the context of a study with which they are working.
- Seek help from your academic advisor—your advisor may be able to put you in touch with individuals working in your area of interest.

Registration for Integrated Learning Experience Credits

When a faculty member agrees to serve as the ILE advisor, the student should complete and submit an Integrated Learning Experience Declaration Form to the EpiCH Student Services staff. The ILE Declaration Form includes a page where students are expected to identify the competencies that will be fulfilled through the completion of this project. Students will not be allowed to register for PubH 7394 Integrated Learning Experience: Epidemiology until this form is turned in. It is expected that students register for 2 credits, and that the great majority of students will complete this requirement during Spring semester of their second year.

Forming the ILE Committee (not relevant for students choosing to register for PubH 6344)

The examination committee must include at least two faculty members:

1. The ILE advisor, who must be an Epidemiology MPH faculty member, will chair the committee. (See sec. 1.9 for a list of eligible members).

2. The student's academic advisor must be the second member, and that person is always an Epidemiology MPH faculty member as well. If the academic advisor is also the culminating experience advisor, then the second committee member must be another Epidemiology MPH faculty member.

3. Students may choose to have a third person on the committee, who could be from the Epidemiology program or outside the Epidemiology program, especially if that person brings additional content expertise.

Working with the ILE Committee

It is important for students to develop a strong working relationship with their committee and to keep them updated on their progress. To ensure that the process goes smoothly, students should consider the following:

- Reach an agreement with the advisor on the appropriate scope and amount of work for the project before beginning the project.
- Meet with each committee member to learn about his/her expectations for the ILE. For example, some members will expect to review interim data analyses or early drafts of the written document. Others may wish to wait until there is a relatively polished version of the document to provide feedback.
- Allow sufficient time PRIOR to the 2-week deadline for oral exam to get comments from committee members so that revisions can be made. Students should communicate with committee members after members have had a chance to read their initial complete draft, and before the final draft is prepared. This will allow committee members to identify important issues or concerns.
- Recognize that the ILE is not ready to defend until the committee says it is ready.

Human Subjects Information

The University of Minnesota Board of Regents policy requires that when a research activity involving human participants meets the regulatory definition of human research (https://regents.umn.edu/sites/regents.umn.edu/files/policies/HumanParticipants.pdf), the activity must be submitted to and reviewed by the IRB. All student projects meeting this definition of human research (for example, projects that involve new collection of data from human subjects or use of personal identifiers) are subject to University of Minnesota policy requirements for IRB review. For projects involving secondary analysis of de-identified data sets, where a link to identifiers still exists, IRB review is required. For certain situations where a faculty member is principal investigator on an IRB-approved study, and they want a student to analyze data from that study (where the faculty member serves as project advisor), an option to discuss with the IRB is for the PI to submit a modification to the protocol, in which the student is added as a member of the study team

If a student and their faculty advisor are certain the project does not require IRB review, no submission to the IRB is required. When there is uncertainty about whether IRB review is required, the best approach is to always check first with the IRB. If a student has questions about whether an activity is human research, or documentation of a determination by the IRB is desired, the student should complete HRP-503 Human Research Determination Form and work with their advisor to submit in ETHOS. If a student's project meets the definition of human research, and that project involves data/specimen analysis only, this student should complete a HRP-595 Data or Specimen Only Protocol and to work with their advisor to submit in ETHOS. If there are general questions about IRB submission for student projects or specific protocol templates, please always feel free to call the IRB main number at 612-626-5654.

Timeline

Although there are no formal data on the length of time students have taken to complete their ILE, experience indicates that they should plan for a minimum of one semester (four months). The actual length of the project will depend on a number of factors, including:

- Identifying a project and/or project advisor in a specific subject area
- Type of project: Projects requiring primary data collection, substantial data management activities, or sophisticated data analyses may require more time.
- External factors beyond student's control: Projects may be delayed because students have to wait for access to data, work around faculty schedules, or other challenges.
- Student's level of motivation and discipline
- Other obligations such as coursework, jobs, family, etc.

Students generally underestimate the amount of time it will take to complete their project. It is best to be conservative and plan by working backwards from expected finish date. Here are some reasonable timelines for some of the important milestones, although the length of each step varies substantially, depending on the project:

- Finding project and project advisor (2-3 months)
- Reading research literature to determine research questions (1-2 months)
- Obtaining human subjects approval (1-2 months)
- Obtaining parent study approval, if necessary (1 month)
- Obtaining and preparing data set for analysis (1-2 months)
- Conducting analyses (1-2 months)
- Writing first draft of document (1-2 months)
- Obtaining feedback from committee members and making revisions (usually repeated multiple times) (1-2 months)
- Distributing final project to committee members (at least 2 weeks before oral exam)

WRITTEN MANUSCRIPT

Project Outline

There is no mandatory format for writing ILE. Many take the form of manuscripts prepared for publication in peer-reviewed journals. Copies of former students' culminating experiences are located near cubicle 398E on the third floor of WBOB. Students may browse through these, but cannot take them from the area.

A written report usually includes four main sections: introduction, methods, results, and discussion, with a title page and abstract preceding the introduction. The ILE has no upper page limit and may be longer than a standard published article because students need to provide enough detail to demonstrate to their committee members that they have thoroughly reviewed the literature, understand the methods that they have used, have conducted a systematic data analysis, and are able to interpret their results. Typically, the median length (excluding references, tables, figures, and appendices) is around 20 pages, double-spaced.

The Introduction often includes:

- Statement of the problem
- Brief summary of evidence to date
- Gaps in evidence to be addressed by project
- Statement of purpose of project or hypotheses

Common subsections of the <u>Methods</u> include:

- Study description
  - Design of parent study, if applicable
  - Study design for project research question, if different from parent study design
- Description of participants
  - How identified and recruited
  - Response rates
  - Inclusions/exclusions
  - Final sample size
- Data Collection procedures
  - Methods of data collection
  - Types of data collected
- Definition of exposure/confounders/outcome
- Description of statistical analysis

The <u>Results</u> section typically provides:

- Basic description of study participants (e.g., Table 1)
- Basic description of the study outcome
- Univariate analyses of the association between exposures/risk factors of interest and study outcomes
- Multivariate analysis
- Additional analyses (e.g., sensitivity analyses, effect modification, subgroups, etc.)

The <u>Discussion</u> usually will:

- State main findings
- Discuss main findings, including how they compare to current literature
- Strengths and limitations and how limitations could affect interpretation of results
- Conclusions about contribution of project to current state of evidence, implications for future research and/or public health

Writing tips

Many students have little experience with technical writing and find completing ILE paper to be a greater challenge than previous writing activities, such as term papers or other academic exercises. Students should consider the following tips:

- Break the writing into manageable parts, e.g., by focusing on one section at a time. For example, some epidemiologists will first decide on the content and format of tables and figures, then write the results, methods, introduction, and discussion, in that order.
- Create a reasonable plan for writing: don't expect to be able to draft the whole document in one session.
- Keep track of ideas for the discussion section: Because the discussion is often the last section written, it is helpful to develop a list of discussion points that can be expanded later.
- Use active rather than passive tense.
- Do not worry about perfection on the first draft, but make the best use of the committee's time by allowing them to focus on the science of the project and not forcing them to correct pervasive spelling, grammatical, and formatting problems
- Avoid use of jargon; write in plain English
- Allow yourself enough time to put the first completed draft aside for several days and then to read the document as a unit.
- Follow through on revisions provided by committee members: Committee members will become frustrated if they think that the student is ignoring their comments and suggestions.

Costs Associated with the ILE
Students are responsible for costs associated with completing their ILE. These costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from Division of Epidemiology and Community Health by applying for the J. B. Hawley Student Research Award. Students who choose the data analysis project option may find the research project with which they are associated can cover the costs of their project.

Statistical Computing Resources:
There are resources available for statistical computing. The Division of Epidemiology and Community Health will provide MPH, MS and PhD students working on research projects free access to the Division's research computers.

Some students will require computer access for faculty-sponsored research that is part of their Master's or PhD project, and/or need access to the specialized analysis software only available on the Epi main system. If so, a sponsoring faculty member should initiate access for the student and specify the time period that the access is needed. Access is renewable at the request of the faculty, and is limited to the main research computers.

ORAL EXAMINATION

Scheduling the oral examination
Students who are taking PubH 6344, Completing the Integrated Learning Experience: Secondary Data Analysis, will have the oral examination scheduled through the class instructors. Students not taking PubH 6344 are responsible for scheduling the oral exam with their committee members. Because faculty have busy schedules, it is best to do this well in advance.

Students should anticipate that the oral defense will last approximately one hour. They should reserve a small conference room for a minimum of two hours. It is a good idea to reserve the room starting 30 minutes prior to the time that the presentation is to begin, to ensure that any audio-visual equipment has been set up and the presentation works as anticipated.

To schedule a room in the West Bank Office Building, please contact the EpiCH Student Services staff at epichstu@umn.edu at least two weeks prior to your oral defense date. You will need to inform them of the date and time you wish to present. The EpiCH Student Services staff will reserve a room for your defense and will confirm that room with the student and the EpiHelp tech team. The student will need to inform their committee members of the location of the defense presentation. Please note the EpiCH Student Services staff staff need a two week notice to get the paperwork to the project advisor prior to the defense. This paperwork cannot be prepared on the day of the exam. Students should consider sending an e-mail to committee members on the day before the exam reminding them of the day, time, and location of the examination.

Structure of the Exam
At least two weeks prior to the exam, students must forward a copy of their paper to their committee members for review. It is assumed all committee members have read the paper before the presentation.

The oral examination consists of a 10-15 minute PowerPoint presentation of key points from the written manuscript, followed by an approximately 20-30 minute discussion. The presentation should be similar to a conference presentation, and include: Background/Research Question, Methods, Results, and Discussion. Typically 10-15 slides should be prepared covering these areas. They may wish to have the advisor review this presentation before the exam.

In the discussion after the presentation, students should be prepared to discuss strengths and weaknesses of the methods and to interpret and defend the results. While the oral defense is not a cumulative exam of the coursework in the degree program, students should be prepared to defend their methodology and understanding of epidemiologic concepts.

Finalizing the Paper
After successfully completing the oral exam, the student and ILE advisor must work together to ensure that the final document is prepared and submitted to the EpiCH Student Services staff electronically. The student and project advisor should meet to discuss any revisions that need to be made to the paper. Finalizing the paper as soon as possible after the oral exam is best way to assure that student will complete the process. The student should make changes according to committee expectations. In some cases, a final review by the project advisor on behalf of the committee may be sufficient. More extensive changes may require additional review by all committee members. The project is not completed until the committee is satisfied with the quality of the oral presentation and final paper.

Authorship
Choosing a topic that may lead to a publishable paper is a potential benefit for both students and the faculty members who work with them. Although not all projects will result in a publication, it is a good idea for students and project advisors to discuss authorship issues early in the process, preferably before embarking on the project. Students are encouraged to consider submitting their work for publication in peer-reviewed journals; the project may be formatted to meet a specific journal's criteria either before or after the MPH defense has occurred. Issues that should be discussed include expectations concerning authorship/co-authorship, plus who will be responsible for submitting the paper to a journal, making revisions and handling responses to reviewers, and reviewing proofs.

1.8   CAREER SURVEY

Students must submit the Career Survey prior to receiving their degree. Students may complete the process online at the appropriate link on the current student Web page https://secure.ahc.umn.edu/PublicHealth/CareerSurvey. Upon submitting the electronic survey, the student's relevant program staff will be notified by e-mail.

1.9   PROGRAM FACULTY LIST

Primary Faculty

Name	Phone	E-Mail	Research Expertise
Kristin Anderson, PhD, MPH	626-8568	ander116@umn.edu	Cancer etiology; Laboratory-based cancer epidemiology; Pancreatic cancer; Adult solid tumors
Nicole Basta, PhD, MPhil	625-6615	nebasta@umn.edu	Infectious disease epidemiology; evaluating the impact of vaccines and other interventions; epidemiologic methods; clinical epidemiology; maternal and child health; global health; health disparities; evidence-based public health policy
Ellen W. Demerath, PhD	624-8231	ewd@umn.edu	Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence
Darin Erickson , PhD	626-0516	erick232@umn.edu	Alcohol prevention and etiology; Latent variable analysis; Longitudinal and time series analysis
Ryan Demmer, PhD	626-8597	demm0009@umn.edu	Epidemiologist with a general research interest in elucidating causes and correlates of cardiometabolic diseases, including diabetes, atherosclerotic vascular disease and congestive heart failure. I am particularly focused on understanding the emerging role of the human microbiome in the initiation and progression of cardiometabolic diseases and the potential role of inflammatory phenotype as a biological mediator

			connecting microbes to preclinical and clinical disease entities.
John Finnegan, Jr., PhD	624-5544	finne001@umn.edu	Media communication and public health; Community campaigns; The "Knowledge Gap" and health outcomes; Digital information technology and its impact on public health
Aaron Folsom, MD, MPH	626-8862	folso001@umn.edu	Cardiovascular disease epidemiology; Heart disease surveillance and risk factors
Lisa Harnack, DrPH, RD	626-9398	harna001@umn.edu	Nutritional epidemiology; Nutritional assessment
David Jacobs, Jr., PhD	624-4196	jacob004@umn.edu	Cardiovascular disease epidemiology; Nutritional epidemiology
Rhonda Jones-Webb, DrPH	626-8866	jones010@umn.edu	Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; Behavioral epidemiology
Shalini Kulasingam, PhD	624-7554	kulas016@umn.edu	Human papillomavirus (HPV), cervical cancer, cancer screening, vaccines, public health policy, decision and cost-effectiveness modeling
Kamakshi Lakshminarayan, MD	626-0915	laksh004@umn.edu	Neuroepidemiology; health service research, clinical decision making
Harry Lando, PhD	624-1877	lando001@umn.edu	Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers
DeAnn Lazovich, PhD	626-9099	lazov001@umn.edu	Cancer prevention and control; Cancer epidemiology
Alan Lifson, MD, MPH	626-9697	lifso001@umn.edu	HIV/AIDS; International health; Infectious disease epidemiology
Russell Luepker, MD, MS	624-6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; Health behavior; Community trials; Clinical trials
Pamela L. Lutsey, PhD	624-5812	lutsey@umn.edu	Cardiovascular disease epidemiology with a focus on serum vitamin D, sleep disordered breathing, coagulation factors, diet, and venous thromboembolism.
Richard Maclehose, PhD	624-1932	macl0029@umn.edu	Epidemiologic methods, Bayesian methods, biostatistics, reproductive epidemiology, environmental epidemiology
Susan Mason, PhD, MPH	624-9556	smmason@umn.edu	Psychosocial stress and stress mechanisms, women's health, maternal and child health, health disparities, exposure to violence
Heather H. Nelson, PhD, MPH	626-9887	hhnelson@umn.edu	Cancer susceptibility and etiology using both laboratory and epidemiologic tools; gene-environment interactions; skin cancer, mesothelioma, and other exposure-related malignancies. Member: University of Minnesota Cancer Center
Ruby Nguyen, PhD	626-7559	nguy0082@umn.edu	Women's health, etiology of reduced fertility, infertility and later disease, intersection of genital tract infections on reproduction, pregnancy-related morbidity, and epidemiologic methods in studies of fertility
J. Michael Oakes, PhD	624-6855	oakes007@umn.edu	Quantitative methods; Social epidemiology; Research ethics
Theresa Osypuk, SD, SM	625-8279	tosypuk@umn.edu	Social epidemiology, health disparities racial/ethnic, socioeconomic, and nativity/immigrant disparities in health, their geographic patterns, and causes.
James Pankow, PhD, MPH	624-2883	panko001@umn.edu	Cardiovascular disease epidemiology; Genetic epidemiology; Diabetes epidemiology
Mark Pereira, MPH, PhD	624-4173	map@umn.edu	Nutrition and physical activity in the prevention of obesity; Type 2 diabetes and cardiovascular disease
Anna Prizment, PhD	626-0250	prizm001@umn.edu	All aspects of cancer epidemiology: risk factors for cancer (including obesity and diabetes) and survival after cancer diagnosis, with the focus on colorectal, pancreatic, ovarian and bladder cancers.
Simon Rosser, PhD, MPH	624-0358	rosser@umn.edu	HIV prevention research; Human sexuality; Sex offending and religious identity

Pamela Schreiner, PhD	626-9097	schre012@umn.edu	Cardiovascular disease etiology related to visceral fat accumulation, dyslipidemia, and perimenopause. Structural and functional brain MRI; applied statistical methodology; human-animal interaction research
Kelly Searle,ScM, PhD	612-301-2573	ksearle@umn.edu	Infectious diseases, malaria, global health, spatial analysis and GIS
Kumi Smith, MPIA, PhD	612-301-3051	smi00831@umn.edu	Infectious diseases, HIV, sexually transmitted infections, global health
Lyn Steffen, PhD, MPH, RD	625-9307	steffen@umn.edu	CVD epidemiology and prevention; Nutritional epidemiology; Stroke surveillance; Diet relations with diabetes; Insulin resistance and obesity
Weihong Tang, PhD, MS, MD	626-9140	tang0097@umn.edu	Cardiovascular disease epidemiology, genetic epidemiology of chronic disease with an emphasis on cardiovascular disease, metabolic syndrome, diabetes, and obesity
Traci Toomey, PhD, MPH	626-9070	toome001@umn.edu	Policy research; Community organizing; Prevention of alcohol and tobacco-related problems; Intentional and unintentional injury prevention
Rachel Widome, PhD	624-3518	widom001@umn.edu	Social epidemiology with a focus on the effects of environmental factors such as public policy on individual behavior, especially in youth and young adults

Adjunct Faculty

Name	Phone	E-Mail	Research Expertise
Bruce Alexander, PhD, MS	625-7934	balex@umn.edu	Occupational and environmental epidemiology; environmental determinants of injury, cancer, respiratory health, reproductive health; global health; application of biological markers in epidemiological research; exposure models for occupational and environmental epidemiology
Daheia Barr-Anderson, PhD, MSPH, FACSM	612-301-1309	barra027@umn.edu	Physical activity, sedentary behaviors, and obesity prevention in children and adolescents. Also in home-and community-based, environmental interventions that incorporate both physical activity and nutrition to achieve healthy outcomes and to decrease racial/ethnic health inequalities.
Jeff Bender, DVM	625-6203	bende002@umn.edu	Antimicrobial resistance; food safety; zoonoses and emerging diseases
Jerica Berge, PhD,	612-626-3693	jberge@umn.edu	Behavioral medicine, childhood and adolescent obesity, mixed-methods research, community-based participatory action research, motivational interviewing, integrated care
Sally Bushhouse, DVM, MPH, PhD	651-201-5374	sally.bushhouse@state.mn.us	Cancer epidemiology and surveillance
Timothy Church, MS, PhD	626-1494	churc001@umn.edu	Cancer screening, prevention, and causes; Epidemiologic study design; Cardiac disease and medical devices
Richard Danila, PhD	651-201-5116	richard.danila@state.mn.us	Emerging infectious diseases including foodborne and bacterial diseases; Preparedness for bioterrorism
Kristen Ehresmann, RN, MPH	651-201-5507	Kristen.ehresmann@state.mn.us	Immunizations
Kristine Ensrud, MD, MPH	725-2158	ensru001@umn.edu	Osteoporosis; Women's health (epidemiology)
Howard Fink, MD, MPH	725-2501	howard.fink@med.va.gov	Chronic disease epidemiology; Health outcomes in the areas of osteoporosis and sexual dysfunction; Preparation, maintenance and dissemination of systematic reviews

Myron Gross, PhD	624-5417	gross@umn.edu	The role of micronutrients in health and disease; Cancer pathobiology; Biomarkers of dietary factor consumption and cancer progression
Craig Hedberg, PhD	626-4757	hedbe005@umn.edu	Food safety and infectious diseases
Mike John, PhD, MPH, DDS	625-6521	johnx055@umn.edu	Temperomandibular disorders
Pamela Jo Johnson, PhD, MPH	624-1406 or 952-992-2195	johns245@umn.edu	Epidemiologist and health survey methodologist with broad interests in health services epidemiology and population health focusing on social disparities in health and healthcare.
Catherine Lexau, PhD, MPH	651-201-5283	catherine.lexau@state.mn.us	Antibiotic resistance, including methicillin resistant Staph aureus; pneumococcal disease
Amy M. Linaabery, MS, PhD	612-813-6204	amy.linabaery@childrensmn.org	Clinical and population-based research in pediatric neuroscience, including concussions, epilepsy, neurosurgery, headache, and central nervous system tumors and their associated neurocognitive, emotional and other co-morbidities
Ruth Lynfield, MD	651-201-5414	ruth.lynfield@state.mn.us	Infectious disease epidemiology; emerging infectious diseases, antibiotic resistance
George Maldonado, PhD, MSPH	626-2104	GMPHD@umn.edu	Epidemiologic methodology
Karen Margolis, MD, MPH	347-2179	margo006@umn.edu	Cardiovascular disease epidemiology and prevention; Women's health
Claudia Munoz-Zanzi, MV, MPVM, PhD	626-2849	munozzan@umn.edu	Infectious disease
Jenny Poynter, PhD	625-4232	poynt006@umn.edu	Evaluating the role of genetic and epigenetic alterations in the etiology of pediatric germ cell tumors
Judith Punyko, PhD, MS	651-201-3629	judy.punyko@state.mn.us	Epidemiologic methods and bias; disease surveillance systems and quality assurance; descriptive epidemiology in public health; chronic disease epidemiology in adult and pediatric populations; and maternal and child health/epidemiology – in particular health disparities, access to care, (most recently) autism and other developmental disabilities, and PRAMS data analyses (serve as the principal investigator for the Pregnancy Risk Assessment Monitoring System (PRAMS) in Minnesota.
Nelson Rhodus, DMD, MPH	625-0693	rhodu001@umn.edu	Oral cancer: early detection and chemoprevention; Oral manifestations of systemic disease; Chronic degenerative autoimmune diseases; Sjögren's Syndrome
Randall Singer, DVM, MPVM, PhD	625-6271	singe024@umn.edu	Infectious disease epidemiology; Ecologic approach to disease systems
Kirk Smith, DVM, MS, PhD	651-201-5240	Kirk.Smith@state.mn.us	Foodborne diseases (including surveillance and outbreak investigations) antimicrobial resistance in foodborne bacterial pathogens, zoonotic diseases, parasitic diseases, and diseases of free-ranging wildlife populations.
Jon Snyder, PhD, MPH	612-337-8986	jsnyder@cdrg.org	Kidney disease
Alicen Spaulding, PhD, MPH	612-750-2721	alicen.spaulding@childrensmn.org	Infectious disease epidemiology: global health; epidemiologic study design and methods; pediatric critical care outcomes; HIV/AIDS epidemiology; systematic reviews and meta-analyses; clinical epidemiology; epidemiology of antibiotic resistance; pediatric antibiotic stewardship
Logan Spector, PhD	624-3912	spector@epi.umn.edu	Etiology of childhood cancer; Design, conduct; Analysis of epidemiologic studies.

Steven Stovitz, MD, MS, FACSM	612-884-0406	stovitz@umn.edu	Family medicine, sports medicine, adult and pediatric obesity
Brent Taylor, MPH, PhD	612-467-4941	taylorbc@umn.edu	Clinical epidemiology, particularly related to chronic geriatric diseases such as osteoporosis and prostate cancer, and quantitative methods
Bharat Thyagarajan	624-1257	thya0003@umn.edu	Molecular epidemiology and research in causes of pancreatic and breast cancer
Beth Virnig, PhD, MPH	624-4426	virni001@umn.edu	Administrative data for cancer surveillance and studies of treatment patterns

1.10 GRADUATION CHECKLIST

General steps for all MPH majors

1. Student submits completed *Study Plan* to the EpiCH Student Services staff **at least one semester** prior to the anticipated completion of coursework.

2. Student submits the *Application for Degree* form electronically by the end of the first business day of the month in which they intend to graduate.

3. Student completes all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.

4. Student completes and circulates the ILE paper and schedules the oral exam at least <u>two weeks</u> before the scheduled oral examination date; see *section 1.7.*

5. **Student notifies EpiCH Student Services,** epichstu@umn.edu**, of the date of the oral exam at least <u>two weeks</u> prior to the exam so that their study plan can be forwarded to the project advisor.**

6. After the oral exam, project advisor returns the student's study plan to the EpiCH Student Services staff see *section 1.7.*

7. Student submits a copy of the ILE paper and abstract to EpiCH Student Services staff via email at epichstu@umn.edu as a word document. See *section 1.7.*

8. Student submits the *Career Survey*. See *section 1.8*

All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2018 through Summer Session 2019 are eligible to participate in the School of Public Health commencement ceremony on May 20, 2019. We encourage you to attend!

It is considered highly unethical and inappropriate to use or include in your title or professional signature any degree that you have not completed. This means you cannot use the MPH title prior to completing **all** your degree requirements and your degree has been conferred. The School does not recognize or confer the title "MPH Candidate".

2. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH (EPICH)

2.1 WELCOME

Epidemiology and Community Health is one of four Divisions that make up the School of Public Health at the University of Minnesota. The Division of Epidemiology and Community Health is home to six majors in the School of Public Health:

- Clinical Research MS
- Community Health Promotion MPH
- Epidemiology MPH
- Epidemiology PhD
- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Dr. Dianne Neumark-Sztainer

EpiCH Student Services (ESS):

Kathryn Schwartz-Eckhardt: *Director of Epidemiology and Community Health Student Services* – Primary contact for prospective students, and curriculum development in master's and PhD level programs

Christine Vu: *Admissions Coordinator* – Primary contact for prospective students in master's and PhD level programs

Shelley Cooksey, Student Advising Manager– Primary contact for current students in master's and PhD level programs

Marlin Farley, *Student Advising Coordinator*– Primary contact for prospective students in master's and PhD level programs

Laurie Zurbey: *Academic Support Coordinator* – course scheduling, data management, staff support

E-Mail .... epichstu@umn.edu
Phone 612-626-8802
Fax 612-624-0315
Campus Mail .... WBOB, #300, Delivery Code 7525
US Mail .... 1300 South Second Street, Suite 300, Minneapolis, MN 55454

2.2 THE WEST BANK OFFICE BUILDING (WBOB)

The offices are located in the West Bank Office Building (WBOB) at 1300 South 2nd Street in Minneapolis. Students can find directions to WBOB at http://www1.umn.edu/twincities/maps/WBOB/.

Forms
We have PDF versions of forms at http://www.isph.umn.edu/epich/current-student-forms-and-policies/. Microsoft Word documents of all the forms are also available upon request. Contact the EpiCH Student Services Staff at epichstu@umn.edu to obtain the Word documents via e-mail.

Evening and Weekend Access
Division graduate students who do not have a paid appointment in the Division can have access to the student computer lab and student mailboxes after work hours and on weekends. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB.

Students are given the option to sign up for building access at Orientation. After orientation, contact the EPICH Student Services staff for information at epichstu@umn.edu.

NOTE: There is approximately a one-week turnaround time to get a student's UCard programmed, so please plan accordingly.

Computer Lab
The Division computer lab in WBOB includes several PC's available for student use. The computer lab is located in the student lounge in room 466. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All of the computers have SAS and two of them have STATA. Printers are available.

Copier and Fax Access
The Division does not allow copy machines or fax machines to be used for personal use. Personal copies can be made for a cost at various locations throughout campus. Unfortunately, there is not a copier for use in WBOB.

2.3 DIVISION COMMUNICATION WITH STUDENTS

The Division communicates information to students in the following ways:

- **E-mail:** Students are expected to check their U of M email regularly. Communication between the Division and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. If you do not register for courses for two full academic years you will lose access to your e-mail account and will need to contact the Technology Helpline to restore your access. Alumni maintain lifetime access to their University e-mail account as long as the account is accessed on a regular basis.
- **My U Portal:** This is a form of communication and information exchange within the University. Students are expected to check their portal regularly. Access to the portal is available at https://www.myu.umn.edu/.
- **Weekly SPHere:** A weekly electronic publication for students. This publication contains important deadline reminders as well as updates on students and faculty research and activities.
- **Division Newsletter:** The Division administrative staff produces a more extensive monthly newsletter titled EpiCHNews. EpiCHNews is available on the Epi web site at http://www.isph.umn.edu/epich/.
- **University News:** The University of Minnesota student newspaper is called The Daily and is available campus-wide.

2.4 SEMINARS

The Division of Epidemiology and Community Health sponsors scientific seminars between September and June to exchange ideas and research findings pertinent to the field. Because the Division has a large faculty, staff and student body, the seminar provides a forum for exchange of information among people who may not otherwise meet or work together. All faculty and students are strongly encouraged to attend regularly.

Division faculty members and other scientific staff are asked to present at least one seminar every two years. Each year, the seminar brings in about 10 scientists from outside the Division.

Notices are posted in the Division's third floor reception area as well as sent out electronically. Most seminars are held 10:00-11:00 a.m., Fridays, in Room 364 of WBOB. Seminars by visiting scientists may be at other times. Students can check the EpiCH Web site for seminar information by going to http://www.isph.umn.edu/epich/

2.5 ACADEMIC CREDIT FOR INDEPENDENT OR DIRECTED COURSEWORK

Independent and directed coursework can be taken to fulfill elective credits and can take many forms depending upon the student's interests and needs. All independent/directed coursework needs the support of a Division of EpiCH faculty member who agrees to serve as an "instructor/advisor" for the independent or directed course. The expectation is that the student has something specific to propose prior to approaching a faculty member.

To fulfill the course requirements, the student and instructor should agree on the type, scope, and length of a final academic "product" whether it is a paper(s), an annotated bibliography, curriculum, training modules, media piece(s), etc. It is expected that the faculty member and student will meet regularly during the term.

It is very unusual for students to take more than four credits total of independent or directed coursework (over and above any credits earned for the Applied Practice Experience (APEx) or Integrated Learning Experience (ILE)/thesis requirement). Students are expected to fulfill the majority of their elective credits through regularly-scheduled courses.

Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.

2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

Arranging an independent/directed course depends upon the student putting together an academically rigorous proposal and finding a faculty member to serve as an instructor. The faculty instructor does not have to be the student's academic advisor or Integrated Learning Experience (ILE) advisor. The instructor must be a member of the major associated with the course number; see below.

The student should also receive prior approval from the EPICH Student Services staff to count the independent/directed work as an elective course.

Choosing Course Numbers

Independent study, directed study, and readings courses are available within the Division of Epidemiology and Community Health. The student and instructor should agree on the course number/title that most closely matches the work being proposed. Course options are:

- PubH 7091   Independent Study: Community Health Promotion (only CHP faculty can serve as instructor)
- PubH 7391   Independent Study: Epidemiology (only Epi MPH or Epi PhD faculty can serve as instructor)
- PubH 7392   Readings in Epidemiology (only Epi MPH or Epi PhD faculty can serve as instructor)
- PubH 7691   Independent Study: Maternal and Child Health (only MCH faculty can serve as instructor)
- PubH 7991   Independent Study: Public Health Nutrition (only PHN faculty can serve as instructor)
- PubH 8392   Readings in Clinical Research (only Clinical Res. graduate faculty can serve as instructor)
- PubH 8393   Directed Study: Clinical Research (only Clinical Res. graduate faculty can serve as instructor)

NOTE: Other majors in the School of Public Health may have independent/directed coursework opportunities in their areas. Check with the Divisions of Environmental Health Sciences, Health Policy Management, and/or Biostatistics. You could also do an independent/directed course with another graduate-level program. Remember that the EPICH Student Services staff has to approve it as an elective.

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.

2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at http://www.isph.umn.edu/epich/current-student-forms-and-policies/.

3. Student gives the completed/signed *Independent/Directed Study Contract to* the EPICH Student Services staff. Once the completed form is received you will be sent registration information.

4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

2.6 DIVISION RESOURCES AND POLICIES

Incomplete Grades

For MPH students, all required courses (with the exception of Applied Practice Experience (APEx), internship, or Integrated Learning Experience(ILE)/thesis credits must be completed during the term of registration. Students must complete all course requirements by the end of the registered term so that faculty can submit a grade by the appropriate due date. A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete grade requires an electronic contract between the instructor and student specifying a deadline by which the student will complete the course requirements. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the requirements of the contract are not met by the contract deadline a final grade will be submitted based on the work submitted to date. Applied Practice Experience (APEx), internship, and Integrated Learning Experience (ILE) projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

PhD Students only: The symbol "I" may be assigned by an instructor to indicate "incomplete," in accordance with the provisions announced in class at the beginning of the semester and outlined on the course syllabus, when in the instructor's opinion there is a reasonable expectation that the student can successfully complete the work of the course. An "I" remains on the transcript until the instructor replaces it with a final A-F or S-N grade. Course instructors are encouraged to establish a time limit for the removal of incomplete grades.

Six Credit Minimum Exemption

The University of Minnesota has a policy that students must register for a minimum of six credits in order to hold a Graduate Assistant position. The policy states that "exemption from [this requirement] is determined on a semester by semester basis" and that "eligibility criteria are to be determined by each graduate program...these criteria will be well publicized and administered equitably among all Graduate Assistants in the program."

The Division Training Committee (DTC) approved the following policy: "Students will almost always be granted a one semester exemption so they can finish their work toward the end of their degree program, but must petition the DTC for more than one semester's exemption and this would be given under only

extraordinary, extenuating circumstances. Extending coursework in order to remain a graduate assistant will not be sufficient reason." Students who wish to request an exemption should contact Kathryn Schwartz-Eckhardt. It may take several weeks for this request to be reviewed so please submit your request at least one month prior to the start of the term.

Graduate Assistants who wish to be exempt from FICA withholding must register for at least three credits per term (one credit for PhD candidates working on a dissertation).

Sitting in on a Class
Students are not permitted to attend a class for which they are not registered. This means that if you are unable to register for a class before it begins for any reason you may not attend the class.

Support for Student Travel (effective 5/2017)
1. The Division will provide up to $600 per student in a 12 month period [a maximum of $3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:

   - The student is currently enrolled in the Epi PhD/MS/MPH, CHP MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster. The student has been enrolled in their program as least one term at the time of the conference; the work was done during the time the student was in their program.

   - The meeting can be local, regional, national or international but must have relevance to the student's field of study.

   - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.

2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to Kathryn Schwartz-Eckhardt, who will process the request. The request should include:

   - The dates, location and purpose of the meeting and describe the student's role. A link to information about the conference should also be included.

   - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request. The faculty letter should also provide any necessary clarifications on the student's role to ensure that the role of the student in the presentation is clear. The student must be the primary author. If the student is not also the first author, we need a reason why the student is presenting.

   - The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.

   - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc.).

   - Students need to include information about any other sources of funding they have applied for, even if the funds have not been awarded yet, including SPH Student Senate funds.

3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

Payment for TA English Program
If a nonnative English-speaking Division student is required by their degree program to fulfill a teaching assistantship position (i.e. Epidemiology PhD students), the Division will pay one-half the cost of

instruction the first time the student takes the course (the University's Office of Academic Affairs pays the other half). Students not passing the exam must pay the costs of any additional instruction.

SAS Access
Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available at http://it.umn.edu/sas-sas-inc. Please note that all of the computers in the student computer lab (466 WBOB) have SAS.

J.B. Hawley Student Research Award
The Division has established the J.B. Hawley Student Research Award, a small grant mechanism to support research projects. This is a wonderful opportunity for students and post-doctoral fellows to obtain funds for their research, gain experience in grant proposal writing, and receive faculty feedback on their ideas. During the academic year, we will have two separate award categories. The standard award is open to all students and post-doctoral fellows; the doctoral award is only open to doctoral students in Epidemiology. We anticipate two rounds of requests for proposals (one per semester). The chair of the Research Awards Committee will distribute detailed e-mail solicitations for applications.

STANDARD AWARD

Who May Apply?
Students currently enrolled in degree programs in Epidemiology, Community Health Promotion, Maternal and Child Health, Clinical Research, or Public Health Nutrition or post-doctoral fellows in Epidemiology. Proposed projects do not have to be thesis or Integrated Learning Experience (ILE) projects, and may be for any research that involves the applicant (e.g., evaluation of a program for an Applied Practice Experience (APEx). Those who have received previous funding from a Hawley Award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?
$3,500 maximum, including fringe benefits when applicable. PhD students may request a maximum of $7,500 to support thesis research.

How Can It Be Used?
The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?
Normally projects are funded for one year.

DOCTORAL AWARD

Who May Apply?
Students currently enrolled in the doctoral program in Epidemiology. Proposed projects do not have to be thesis projects, and may be for any research that involves the applicant. Those who have received previous funding from a Hawley award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?
$7,500 maximum, including fringe benefits when applicable.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?
Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
   Please indicate in the letter whether the project will help support an Integrated Learning Expereince (ILE), master's thesis, PhD thesis, or Applied Practice Experience (APEx).

2. Face Page (1 page)
   a. Title
   b. Investigator information, including name, address, telephone, and e-mail address
   c. Your degree program
   d. Collaborating investigators (faculty, staff, students), if any

3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
   a. Background and Significance (1 page maximum):
      Describe the background and justification for the study and state the research questions/hypotheses.
   b. Research Methods (2 pages maximum):
      Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
      • Study population
      • Sample selection and recruitment
      • Measurements
      • Data analysis plan (required for both quantitative and qualitative research)
      • Timeline
      • Sample size (justified by formal statistical calculations or other means)
   c. Human Subjects (no page limit):
      All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.
   d. References (no page limit):
      Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.

4. Detailed Budget (2 page maximum):
   The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism, should be specified clearly.

   The following items are NOT allowed: stipends or salary for the applicant, computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).

5. Letter of Endorsement from Faculty Advisor (1 page):
   A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. First, applicants <u>must discuss</u> their proposals with the faculty advisor, who must review the proposal before it is submitted. Then, the faculty advisor's letter of funding endorsement must state that the faculty member has read and provided input on the proposal. The faculty member must also indicate his/her opinion of the quality and importance of the research.

6. Appendices, if needed (no page limit)

Submission
Submit your proposal to the Chair of the Research Awards Committee, Division of Epidemiology and Community Health, Suite 300, 1300 South Second Street, Minneapolis, MN 55454-1015

Review Process
All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes faculty members representing the major fields. Each proposal will be evaluated according to its scientific and technical merits and public health implications. The most important criteria are (1) importance of the area, (2) quality of proposed research, (3) investigator's experience and resources to accomplish the project, and (4) relevance to public health.

If you have questions regarding preparation of a proposal, please contact the Chair of the Research Awards Committee. Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology and Community Health accounts administration has received notification of Human Subjects Committee approval.

Final Report
A one-page report to the Research Awards Committee on progress and outcome is due on the one-year anniversary date of the award.

Martinson-Luepker Student Travel Award
The Martinson-Luepker Student Travel Award will support Division of Epidemiology and Community Health students pursuing an international Applied Practice Experience (APEx) placement in fulfillment of curriculum requirements for a Applied Practice Experience (APEx) or Integrated Learning experience (ILE) project. Funds will be provided to help support the cost of air fare to the international location. Students may request up to $1500 U.S. Students must apply for this award. As part of this application, students should fully describe their proposed Applied Practice Experience (APEx) project, including location, populations to be worked with and proposed program activities. The application form can be obtained from EPICH Student Services staff epichstu@umn.edu.

Division of Epidemiology and Community Health Student Support Policies

Doctoral Student Support Policy, for those matriculating <u>Fall 2003 or later</u>
1. Students can be accepted to the program with varying levels of support including no guaranteed support, guaranteed support for the initial year, or support for multiple years.
2. Support levels will be set at the level of an NIH Pre-Doctoral Fellow or, if not an NIH Fellow, not more than 50% RA/TA position. This means that those who accept a pre-doctoral fellowship may not also accept an RA or TA position in the Division. Scholarship or block grant awards are not included.
3. Students on fellowships perform their TA requirement as part of the fellowship, with terms to be negotiated with the training director.
4. Requests may be made to the DGS for levels of RA/TA support up to 75% for students who have passed their preliminary examinations and are working on their thesis. These requests are required to show that such additional work does not delay the thesis defense and graduation.

5. Physicians who are licensed to practice medicine in the United States will have an RA/TA stipend set at the doctoral level. Those who are not licensed to practice will be paid at the Masters level RA/TA position stipend.

6. There is no limit on the number of years of support; however, adequate progress toward degree completion is required for continued support.

7. Students may increase support to 75% during the Summer term.

8. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% research assistantship in the Medical School.

Approved 7/1/03, revised 06/08

Doctoral students matriculating <u>prior to Fall 2003</u> should see the EpiCH Student Services staff to discuss their student support policy.

Master's Student Support Policy
No one may hold a graduate assistantship of more than 50% (75% in the Summer) in the Division of Epidemiology and Community Health. Adopted 12/17/03, and applies to students matriculating Fall 2004 and after. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% position in Medical School because that is not in the Division.

Policy for Graduate Assistant Pay Scale for Post-Baccalaureate Professional Students
Post-baccalaureate professional students in doctoral-level programs (e.g. dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a master's degree. Those who have not completed the first two years will be paid at the rate of those whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

Requesting Letters of Support – 10 Tips for Students
The following tips may help you get a positive—and productive—response when you request a letter of support from a faculty member for a fellowship, an internship, a scholarship, graduate school admission, or a professional position.

1. **FIRST CONTACT: E-MAIL IS OK.** Make the e-mail brief. Mention the opportunity for which you are applying, the deadline, what you are requesting, and what you are willing to send for further information (e.g., CV, bullet points, a draft letter). If there is a chance the faculty member will not remember you, mention where you have met.

2. **THINK AHEAD.** Many faculty members in EpiCH have 10 or more advisees, so they may not be able to respond immediately to student requests. If they receive a request with short notice, they may not be able to respond positively, so contact them well ahead of deadlines so they can schedule your request.
   Deadlines: Clearly convey the deadline for the materials you are requesting. It is also fine to re-contact the faculty member a week before the deadline as a gentle reminder. Such contact should include, in addition to the reminder about the deadline, your reiteration that you are happy to provide additional information about yourself, or the opportunity and details about where and how to submit the reference (in case the original contact information was misplaced).

3. **REQUEST LETTERS FROM PEOPLE WHO KNOW YOU.** A letter from someone who does not know you well may not be a strong letter, as the lack of familiarity is usually reflected in the text. Many requests for references also require individuals to specifically indicate how well they know an applicant. Reviewers may not give much weight to a referral from someone who does not know the applicant well—and they may wonder <u>why</u> the applicant did not select someone who knows her/him well. For example, they could think that either the applicant does not know anyone well OR everyone who knows the applicant well would write a lousy letter—both imagined scenarios are bad. ***Try to gauge if the person can write a "good" letter for you.*** A strategy is to ask this question directly: don't ask "will you write a letter for me?" Instead, ask "will you write a supportive letter for

me?" A hard life lesson is that some faculty members may be unable to strongly recommend you, and it is best to find that out—and respect it—before you agree that the person will write a letter. Most faculty members will reveal any hesitation they have and it is important to listen to it and accept it. A tentative, or a poor, letter can have a strong negative impact on an application.

4. **IF YOU CONTACT SOMEONE WHO DOES NOT KNOW YOU WELL, BE PROFESSIONAL.** An exception to item #3 is when you <u>have</u> to ask Program Directors or Division Heads for letters of support because their support is required by the applicant organization. If you don't know such people well, and must request a favor, use his/her last, rather than first, name (i.e., Dr. Smith instead of Judy) when you make your first approach. In EpiCH, you will likely be told to use his/her first name, but your professionalism will be noted and appreciated.

5. **DON'T ASSUME THAT FACULTY MEMBERS KNOW <u>ANYTHING</u> ABOUT THE APPLICANT ORGANIZATION.** There are hundreds of fellowships, scholarships, etc. for which faculty members are asked to write letters. Faculty members have little or no connection with many organizations beyond writing letters for students. They often receive what, to them, are garbled messages, with acronyms instead of full organization names, and find them incomprehensible. Don't rely on acronyms or assume any knowledge about the opportunity for which you are applying, even if it is at the SPH or UMN.
To inform faculty members, it is fine to e-mail them URLs and PDFs about the applicant organization, but also include a 1-page synthesis of relevant information. You are asking the faculty member to volunteer time: don't ask him/her to also go to a website and/or open multi-page PDFs. Those materials can be optional—your one-pager should be all your letter writer needs, along with your CV and some guidance about the text of the letter.

6. **DON'T ASSUME FACULTY MEMBERS KNOW YOU WELL ENOUGH TO WRITE A GREAT LETTER OR THAT THEY HAVE TIME FOR A 1-HOUR INTERVIEW TO PREPARE FOR THE LETTER.** A great strategy is to offer to provide bullet points about your qualities, eligibility, and interest in the opportunity that can be used by the faculty member to frame the letter. You may even offer to write a draft letter. You are in the **best** position to draft a successful letter and it is not uncommon to provide such help for letters of reference.

7. **MAKE SURE FACULTY MEMBERS HAVE CONTACT INFORMATION.** Clearly indicate where the letter or rating sheet should be sent! One of the most common—and frustrating—mistakes made by students is to omit this information, resulting in unnecessary contacts, delays, and poor impressions.

8. **MAKE SURE YOU ARE ELIGIBLE FOR THE OPPORTUNITY AND THAT YOU INTEND TO APPLY <u>BEFORE </u>YOU ASK FOR A LETTER.** Unfortunately, it is common for faculty members to write letters, only to be told by students that they found out they were ineligible or decided not to apply after all.

9. **MAKE SURE THE MATERIALS YOU PROVIDE DO NOT HAVE TYPOS AND GRAMMATICAL ERRORS.** The written word is influential: we often base our impressions about someone's intellectual qualities on the quality of his/her writing. While this may not be fair, it is what academics (and others) do. You are asking for a laudatory letter of reference, so make sure that your CV, 1-pager, bullet points/draft letter, are clearly and properly written.

10. **THANK THE FACULTY MEMBER FOR WRITING THE LETTER AND FOLLOW-UP.** It is surprisingly common for students to not thank a faculty member after an application is complete and even less common for students to let faculty members know if they received the scholarships, fellowships, internships, jobs, etc. for which they applied. Faculty members commit time to letters of reference because they want students to succeed—they are rewarded with thanks and updates.

Division of Epidemiology and Community Health Websites

EpiCH website .... http://www.sph.umn.edu/academics/divisions/epich/

EpiCH Student Guidebook and Forms .... www.isph.umn.edu/epich/current-student-forms-and-policies/

Course syllabi .... http://www.sph.umn.edu/academics/syllabi/

EpiCH faculty information http://sph.umn.edu/faculty1/ech/

EpiCH seminar.. http://www.isph.umn.edu/epich/

EpiCH telephone directory .... http://www.isph.umn.edu/epich/faculty-staff-directory/

2.7 DIVISION ADVISING INFORMATION

Team approach to Advising at the Master's level

At the master's level students are advised by a team which includes their academic advisor, staff from the EpiCH Student Services office, an APEX advisor, and the Program Director for their major. The role of the academic advisor is to advise students on things like their career goals and objectives, provide advice for securing an Applied Practice Experience (APEx), and help students with their initial Integrated Learning Experience (ILE) planning. The role of the EPICH Student Services staff is to assist students with course planning, petitions, and to provide general procedural advice. The role of the APEx advisor is to guide the student in the learning agreement process and to help determine appropriate competencies that will be met as well as what products will be acceptable for that placement. The Program Director will meet with students as a group to discuss issues related to the entire major and is also available to assist students with any issues they might be having with the program.

Guidelines for Faculty/Student Interactions

Faculty members often develop close working relationships with students, especially advisees. Often a relationship is formed that provides benefits to both the faculty member and the student. Faculty should be cognizant of the power differential in these types of relationships and set appropriate boundaries. Although faculty members may not intend that a request of a student be an obligation, they should be aware that such requests might place a student in a difficult position. Some students are intimidated by faculty members and may not feel free to decline such requests. Since faculty/student interactions often are situations that are ambiguous, included below are examples to help you think through a variety of situations that you may encounter:

- **A faculty member asking you to drive them somewhere, including the airport, home, or main campus**. Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.

- **A faculty member asking you to work extra hours or late hours**. Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but should not be expected to work these extra hours.

- **Your advisor asking you to housesit, take care of your children or pets, or help you move**. While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

Faculty members who are uncertain about the appropriateness of requests they have for students should consult with the DTC Chair. Students should talk with their Program Director, DGS, or EpiCH Student Services staff if they have concerns about the appropriateness of requests from faculty members.

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at
http://regents.umn.edu/sites/regents.umn.edu/files/policies/Nepotism%26Personal.pdf.

Confidentiality

Student records—including materials related to advisees—are protected under Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99; 1974) and the Student Data Privacy Act. Student information should be secure – not left in an unlocked location. If advisors have a concern about a particular student, only EPICHSASS staff, appropriate Program Director/DGS, or DTC Chair should discuss the situation and have access to records. Any confidential information shared by a student with a faculty member must remain confidential – whether the student approaches you as an advisor, instructor, Program Director, DGS, or DTC Chair. Talking about individual students in hallways and other public areas should be avoided.

If a faculty member feels he/she must consult with another faculty member about a student, consider talking about the issue without providing the name of the individual student. If the student's name must be shared, tell the student ahead of time that you intend to talk with the Program Director (or other appropriate person) about the issue in question. Some issues, such as sexual harassment, are governed by law and require faculty members to report the problem to the Division Head. In these situations, explain to the student that you are required to report the incident/problem.

Sexual Harassment Policy

In the Division of Epidemiology and Community Health we take harassment and sexual misconduct very seriously. We have all completed the sexual harassment training and therefore we want to let you know that:

- As a University employee, we are required to share information that we learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about the personal support resources and options for investigation that they can choose to access.
- You are welcome to talk with our staff about concerns related to sexual misconduct. You can also or alternately choose to talk with a confidential resource; the University offers victim-advocacy support professionals, health services professionals and counselors that will not share information that they learn about sexual misconduct.

Guidelines for Changing Advisors

Master's Students

At the master's level, students may change academic advisors if they have serious personality or other conflicts with their assigned advisor. In that case, they should discuss their reasons and their preferences for a different advisor with the program director or the EpiCH Student Services staff. The change will be finalized at the discretion of the program director.

PhD Students

Many PhD students shift their courses of study and focus over their graduate careers, but doing so does not necessarily require a change in advisors. Faculty advisors can facilitate students' academic development, by working directly with them or by encouraging them to gain experience with other faculty members (e.g., through research or teaching assistantships or grant-writing opportunities). Sometimes students work more closely with one (or more) members of their committees than with their advisors. Faculty advisors can also suggest changes in committee membership to accommodate a change in dissertation focus.

Once PhD students have begun work on their dissertation, changing advisors should be rare, and limited to circumstances of personality conflicts, major ethical problems, or substantial shifts in areas of interest. Students wishing to change graduate advisors should consult with the Director of Graduate Studies (DGS). Likewise, faculty who are considering a change in their role as an advisor should consult with the DGS. Changes in graduate advisors should be approved by the DGS and forwarded to the EpiCH Student Services staff who will file the change with the Graduate School.

Guide to Mission, Definitions and Expectations of Advising

Mission Statement

The School of Public Health strives to provide advising that promotes collaboration among students, staff and faculty to enhance students' academic and professional development in the field of public health. The School's goal is educational and experiential excellence that prepares students for successful careers improving the health of populations.

Defining Advising

The School of Public Health is committed to creating and sustaining high quality advising in the following four areas:

1. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks/milestones of the degree program/major, SPH, and the University.

2. **Academic Advising**: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), Integrated Learning Experience (ILE) project selection and career planning.

3. **Applied Practice Experience (APEx) /Internship/Practicum Advising**: specific and targeted advising for Applied Practice Experience (APEx) /internship/practicum development, placement and completion.

4. **Integrated Learning Experience(ILE)/Thesis/Plan A&B/Dissertation Advising**: specific and targeted direction on the Integrated Learning Experience project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Students

SPH students are expected to…

- Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota
- Review program objectives and educational documents at least once per semester, (i.e. Student Guidebook, etc.), or when directed by EPICH Student and Support Services staff or Program Director/DGS; students are responsible for knowing the requirements of the degree program
- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisor(s) at least once per semester; regularly communicate with faculty advisor(s) and/or EPICH Student Services staff about program progress
- Respond to inquiries from faculty or staff in a timely manner (ideally within 5 – 7 business days)
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

Advising Expectations for Faculty

Faculty advisors are expected to…

- Refer advisee to EPICH Student Services staff for course planning/scheduling, policy and procedural information
- Review program objectives and educational documents at least on an annual basis, (i.e. Student Guidebook, etc.), or when directed by EPICH Student Services staff or Program Director/DGS
- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisee at least once per semester; regularly communicate with students on program progress
- Respond to student inquiries in a timely manner (ideally within 5 – 7 business days)
- Provide reasonable office hours and/or appointments and be generally available to student inquiries; communicate with students about extended absences or travel
- Serve as a model and example of respectful behavior

- Provide referrals to school and university resources when appropriate (e.g. Student Mental Health Services)