

**EXECUTIVE PROGRAM IN PUBLIC HEALTH
PRACTICE**

MPH Degree Program

PUBLIC HEALTH PRACTICE MAJOR

2004-2005 Student Guidebook

The logo for the University of Minnesota School of Public Health. It features a vertical gold line on the left. To the right of the line, the text "UNIVERSITY OF MINNESOTA" is written in a black, serif font. Below that, "School of Public Health" is written in a bold, dark red, sans-serif font.

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, the School of Public Health is providing you with this guidebook. This guidebook contains everything you need to know to complete your degree. Please keep it with you and refer to it often.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This publication can be made available in alternative formats for people with disabilities. Direct requests to Students Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware St SE, Minneapolis, MN 55455; 612.626.3500 or 800.774.8636; sph-ssc@umn.edu.

Table of Contents

School of Public Health Directory	5
University of Minnesota Calendar 2004-2005	6
Section 1. The School of Public Health	7
1.1 About the School	7
1.2 SPH Student Affairs	8
1.3 SPH Student Commons – Mayo D270	10
1.4 Course Evaluations and Student Survey	11
Section 2. The Academic Health Center	13
2.1 Overview	13
2.2 Office of Education	13
2.3 CHIP Student Center	14
Section 3. The University of Minnesota	15
3.1 Mission	15
3.2 Twin Cities Campus [UMNTC]	15
3.3 U of M Services	16
Section 4. Registration	22
4.1 Full-Time Status	22
4.2 Registration Process	22
4.3 Registration Changes, Additions, and Cancellations	23
Section 5. Tuition, Fees, Billing, and Finances	24
5.1 Tuition and Fees	24
5.2 Billing	24
5.3 Financial Aid and Scholarships	25
5.4 Graduate Assistantships	25
Section 6. University Guidelines and Policies	27
6.1 Student Responsibility and Conduct	27
6.2 Academic Advisor Responsibility	27
6.3 University of Minnesota Board of Regents’ Policies	28
6.4 Satisfactory Progress	28
6.5 University Senate Uniform Grading and Transcript Policy	28
6.6 Scholastic Dishonesty and Plagiarism	31
6.7 International Student Requirements	31
6.8 Health Insurance Portability and Accountability Act (HIPPA)	32
6.9 Immunizations	34
6.10 Criminal Background Checks	34
6.11 Use of Human Subjects in Research	34

Section 7. Groups, Associations, and Societies.....	36
7.1 Student Groups	36
7.2 Public Health Related Associations and Agencies	36
7.3 Alumni Societies	37
Section 8. Executive Program in Public Health Practice.....	38
8.1 Welcome.....	38
8.2 Master of Public Health Graduation Requirements.....	39
8.3 Program Curriculum.....	43
8.4 Required Course Descriptions	44
8.5 Curriculum Objectives.....	45
8.6 Field Experience	46
8.7 Master’s Project.....	47
8.8 Master’s Project Options	49
8.9 Human Subjects Protections.....	51
8.10 Final Oral Examination	51
8.11 Graduate Follow-up Survey	51
8.12 Graduation Checklist	52
8.13 Faculty and Staff.....	53
8.14 Appendices	55

School of Public Health Directory

NOTE: All phone numbers are in area code “612”. When dialing phone numbers from a campus phone, you only need to dial the last five digits, e.g. 6-3500.

Dean’s Office	624.6669	sphdo@umn.edu
Mark Becker, PhD, Dean	625.1179	mbecker@umn.edu
John Finnegan Jr., PhD, Associate Dean for Academic Affairs	626.4937	finnegan@epi.umn.edu
Mary Story, RD, PhD, Associate Dean for Student Affairs	626.8801	story@epi.umn.edu
Debra Olson, MPH, RN, Assoc Dean for PubH Practice Education	625.0476	olson002@umn.edu
Student Services	626.3500	ssc-sph@tc.umn.edu
Joan Pasiuk, Director	626.5005	pasiu001@umn.edu
Carol Francis, Assistant Director & Applications Coordinator	624.6952	franc004@umn.edu
Guy Piotrowski, Student Support Services Associate	624.1991	piotr005@umn.edu
Carol Kampa, Student Support Services Assistant	624.2494	kampa003@umn.edu
Rita Baker-Cody, Office Specialist	625.7600	r-bake@umn.edu
Multicultural Services		
Rickey Hall, Director	624.0601	hallrl@umn.edu
Career Services		
Barbara Laporte, Career Counselor	626.5443	lapor006@umn.edu
Public Health Practice Major		
EPHP Program Director – Robert Veninga, PhD	625.7459	venin001@umn.edu
PHM Program Director – William Lohman, MD	626.0605	lohma003@umn.edu
VPH Program Director – William Hueston, DVM, PhD	625.8709	huest001@umn.edu
Major Chair – Debra Olson, MPH, RN	625.0476	olson002@umn.edu
Major Coordinators – Anne Ehrenberg and Sarah Harper	626.5665	php@umn.edu
Division of Biostatistics		
Division Head – John Connett, PhD	626.3699	john-c@cbr.umn.edu
Major Chair – Melanie Wall, PhD	625-2138	melanie@biostat.umn.edu
Director of Graduate Studies – William Thomas, PhD	625.0651	will@biostat.umn.edu
Major Coordinator – Sally Olander	625.9185	sally@biostat.umn.edu
Division of Environmental Health Sciences		
Division Head – William Toscano, PhD	624.2967	tosca001@umn.edu
Major Chair – John Adgate, PhD, MS	624.2601	jadgate@umn.edu
Director of Graduate Studies – Elizabeth Wattenberg, PhD	626.0184	watte004@umn.edu
Major Coordinator – Kathy Soupir	625.0622	soupi001@umn.edu
Division of Epidemiology		
Division Head – Russell Luepker, MD, MS	624.6362	luepker@epi.umn.edu
Major Chair, Epidemiology – DeAnn Lazovich, MPH, PhD	626.9099	lazovich@epi.umn.edu
Major Chair, Maternal & Child Health – Charles Oberg, MD, MPH	625.6616	oberg@epi.umn.edu
Major Chair, Community Health Education – Phyllis Pirie, PhD	624.7554	pirie@epi.umn.edu
Major Chair, Public Health Nutrition – Leslie Lytle, PhD	624.3518	lytle@epi.umn.edu
Director of Graduate Studies, Clinical Research – Russell Luepker, MD	624.6362	luepker@epi.umn.edu
Director of Graduate Studies, Epi – Wendy Hellerstedt, PhD, MPH	626.2077	hellerstedt@epi.umn.edu
Chair of Division Training Committee – Jean Forster, PhD	626.8864	forster@epi.umn.edu
Major Coordinators – Andrea Kish, Shelley Cooksey, Kathryn Schwartz	626.8802	gradstudies@epi.umn.edu
Division of Health Services Research and Policy		
Division Head – Susan Bartlett Foote, JD, MA	626.2851	foote003@umn.edu
Major Chair, PubH Administration & Policy – Douglas Wholey, PhD	626.4682	whole001@umn.edu
Director of Graduate Studies – Bryan Dowd, PhD	624.5468	dowdx001@umn.edu
Major Coordinator, PubH Administration & Policy –		
Major Coordinator, HSRP&A – Maureen Andrew	624.9432	andre031@umn.edu

University of Minnesota Calendar – 2004-2005

The official University Calendar can be found at <http://onestop.umn.edu/registrar/calendars/index.html>.

FALL SEMESTER 2004

August	26	SPH New Student Orientation
	27-Sept 2	SPH New Student Orientation and Academic Warm-up
September	6	Labor Day holiday – University closed
	7	Classes begin
November	TBA	Registration for Spring semester 2005 begins
	25-26	Thanksgiving holiday – University closed
December	15	Last day of instruction
	16-18, 20-22	Final examinations
	22	End of Fall semester

SPRING SEMESTER 2005

January	17	Martin Luther King holiday – University closed
	18	Classes begin
March	14-18	Spring break – no classes
April	TBA	Registration for May/Summer session 2005 begins
	TBA	Registration for Fall semester 2005 begins
May	6	Last day of instruction
	9-14	Final examinations
	14	End of Spring semester
	16	School of Public Health Commencement

MAY SESSION 2005

May	23	3-week session classes begin
	30	Memorial Day holiday – University closed
June	10	Last day of instruction for 3-week session

SUMMER SESSION 2005

June	13	8-week session classes begin
July	4	Independence Day holiday – University closed
August	5	Last day of instruction for 8-week session
	19	Summer session ends

1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

Although the School of Public Health has existed officially since 1944, the presence of public health education at the University of Minnesota dates back to the 1860s. We are, therefore, one of the oldest areas of study in the institution.

Our school is one of two educational bodies in the university that has "public" in its title (the other is the Humphrey Institute of Public Affairs). The word "public" is key because it emphasizes that this school focuses on the health of groups of people and populations, rather than the treatment of sick individuals.

The second half of our title is "health" - we emphasize the prevention of injury and illness, rather than the treatment of disease. Our preventive approaches include research and education programs that examine the external (environmental) nature of human health risks; methods to control such risk factors; the effects of human behavior on health risks; methods to change unhealthy behavior; the design and management of illness and injury prevention programs; and research into the economics and effective delivery of health care services.

The School of Public Health thus offers a broad interdisciplinary approach towards maintaining the health of the people in Minnesota and throughout the world.

As a result of strong research and professional education programs, the School of Public Health at the University of Minnesota consistently ranks among the top accredited schools of public health in the country.

The interdisciplinary nature of public health means that our faculty frequently work with units throughout the university, including other schools within the Academic Health Center (AHC) such as the College of Veterinary Medicine and the Medical School, as well as the Humphrey Institute of Public Affairs, the Carlson School of Management, the Minnesota Extension Service, the College of Agriculture, the Institute of Technology, and others.

MISSION

The mission of the School of Public Health is to preserve and enhance the health of the public through education, research, and service programs designed to discover and transmit new knowledge aimed at the prevention of disease and disability, the improvement of health, and the planning, analysis, management, evaluation, and improvement of systems for the delivery of health services.

GOALS

Education: It is a goal of the School of Public Health to educate students to serve the health needs of communities. The School will provide suitable educational opportunities to augment the students' knowledge of public health principles and to assist them in developing appropriate skills and attitudes. The School shall participate in the continuing education of health professionals and in the education of the citizens of the State, the Nation, and the World.

Research: It is a goal of the School of Public Health to conduct research and to stimulate scholarly activity, with the aim of enhancing the well-being of the public.

Service: It is a goal of the School of Public Health to provide a broad range of consultative and direct services to organizations in support of the School's educational and research programs. It will respond, as appropriate, to community and individual health needs through publications and faculty participation in educational and research endeavors.

1.2 SPH Student Affairs

STUDENT AFFAIRS STAFF



Rita Baker-Cody
Receptionist
612.626.3500
r-bake@umn.edu



Carol Francis
Assistant Director, Student Services
and Applications Coordinator
612.624.6952
franc004@umn.edu



Rickey Hall
Director, Recruitment and
Multicultural Services
612.624.0601
hallrl@umn.edu



Carol Kampa
Student Support Services Assistant
612.624.2494
kampa003@umn.edu



Joan Pasiuk
Director, Student Services
612.626.5005
pasiu001@umn.edu



Guy Piotrowski
Student Support Services Associate
612.624.1991
piotr005@umn.edu



Mary Story
Assoc. Dean for Student Affairs
612.625.6750
story@epi.umn.edu

Office Hours

Monday – Friday
7:45 AM - 4:30 PM

Telephone

612.626.3500
800.774.8636
Fax: 612.624.4498

E-Mail

sph-ssc@umn.edu

Location

Mayo Building
Room D305
420 Delaware Street SE

Mailing Address

Student Services Center
School of Public Health
Mayo Mail Code 819
420 Delaware Street SE
Minneapolis, MN 55455-0381

STUDENT SERVICES CENTER (SSC)

The Student Services Center is a school-wide office that coordinates functions including:

- Recruitment
- Applications
- Orientation
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Graduation clearance

You will be directed to the Student Services Center (SSC) many times. The Student Services staff want to make your student experience as fulfilling as possible. We sponsor social and community-building activities, host professional development and networking events, provide centralized educational support, manage SPH scholarships, and seek and communicate opportunities to enrich your SPH life. We work closely with the major coordinators to create a set of school-wide and major-specific services that we hope meets your needs for high-tech and high-touch delivery. You will be interacting with us directly or indirectly throughout your education here.

MULTICULTURAL SERVICES

The School of Public Health (SPH) is committed to having a diverse student body that reflects the composition of the population and communities to be served and to ensuring that all students are prepared to work in a multicultural society and world. The SPH strives to be a welcoming place where all students have the opportunity to participate fully in the life of the school and to reach their full academic potential. To emphasize its commitment to these ideals, the SPH established the Office of Multicultural Services in August 2002 to provide leadership in this vital area.

The office plays an important role in meeting the SPH mission of preserving and enhancing the health of the public through education, research, and service programs designed to discover and transmit new knowledge aimed at the prevention of disease and disability, the improvement of health, and the planning, analysis, management, evaluation, and improvement of systems for the delivery of health services.

Multicultural Services is involved in the following ways:

Student Access and Support

- Assists with the recruitment of talented students with a special emphasis on student of color recruitment.
- Provides support to students of color by insuring they are informed and encouraged to utilize all campus resources.
- Advocates for financial resources to aid students in their pursuits.

School of Public Health Climate

- Provides assistance and support for diversity training and policies for the school.
- Serves as a resource to faculty interested in ensuring a classroom climate and curriculum that promotes diversity and multiculturalism.
- Works with faculty and administration to address issues raised by students.

Community Connections

- Builds collaborative relationships with the community, especially communities of color, and works with the community to identify prospective students.
- Develops communication and interaction with a multicultural community and alumni network.
- Plans and implements community outreach activities to recruit students of color.
- Serves as a resource for students interested in working in communities of color.

CAREER SERVICES

Career Services offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from internships to fellowships to full-time career positions. As a student and later as an alumnus/alumna, you are able to take advantage of the following free resources to help you achieve your career goals:

Career Services Website

The Career Services Web site at www.sph.umn.edu/career has many links to help you start your new career, including:

- Our online job posting system listing SPH postings for internships, graduate assistantships and fellowships, and career opportunities.
- Links to numerous public health organizations that will help you become familiar with professional membership and career opportunities in public health.
- General career-related links and tipsheets on a variety of job-search related topics.

Workshops and Career Fair

Workshop topics and schedules will be listed on the Career Services Web site and announced to students by email. Topics include resume writing, networking, interviewing, and salary negotiation.

Each spring semester, Career Services sponsors a Career Fair to provide an opportunity for students to meet with prospective employers to learn about career and internship opportunities. This year's fair will be held on February 10th, 2005.

Career Resource Center

The Career Resource Center (located in Mayo D-305) is filled with information to help you in your job search efforts. Handouts, books, videos and other resources are available to provide guidance on networking, resume writing, interviewing and negotiating, job and internship opportunities, and more.

Individual Career Counseling

As a student or alumnus/a, you may schedule individual appointments to discuss career-related issues, learn more about career resources, discuss ideas for internships and field experiences, review your resume or curriculum vitae, and/or practice interviewing skills. To schedule an appointment, call Barb at 612-626-5443.

Public Health Mentor Program

The Mentor Program offers you the chance to develop a one-to-one relationship with a practicing professional who shares your interests and will provide:

- Career coaching and guidance for professional development
- Perspectives of the profession and the health care industry
- Expert consultation
- Additional networking opportunities

Note: Attendance at a Mentor Orientation Session is required in order to participate in this program.

Orientation Sessions are held during Academic Warm-up and during the first week of classes. Applications are due September 15, 2004.

In October, you will receive your mentor's profile and an invitation to meet your mentor at the Fall Kick-off Event on Friday, October 29 2004. This important event helps to get the mentoring relationship off to a good start. Mentor pairs should plan to meet approximately 1-2 hours per month during the academic year.

For more information, go to www.sph.umn.edu/mentor.

You are on your way to an exciting career! We look forward to helping you get started!

1.3 SPH Student Commons – Mayo D270

Make use of the student commons to relax or study with your student colleagues. Obtain the door access code from the Student Services Center (D305). The Student Commons has the following amenities:

- Lounge area with tables, couches, chairs, microwave, refrigerator, and a telephone for free local calls.
- Student Lockers – Get an assigned locker and combination during the first week of fall semester from the Student Services Center (SSC).
- PC computers with Internet connectivity and Microsoft Office, Ethernet jacks for laptops, and a printer.

Please work together to ensure that the lounge is a comfortable and safe place.

- We try to keep the temperature moderated, but afternoon sun can make the room uncomfortable. If you must open a window, please close it when you leave.
- There are cleaning supplies on hand for your use. Keep the room neat in consideration of others.
- Please protect the security of access. Do not give the code to anyone. Do not let anyone watch over your shoulder while you enter the code. Do not let anyone enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The lounge is for SPH students only.
- If you are aware of a breach of security or if you see something in the lounge that needs repair, please report it to the SSC (D305 Mayo) as soon as possible.
- Avoid being alone in the lounge during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

1.4 Course Evaluations and Student Survey

COURSE EVALUATIONS

Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses. When the evaluation forms are distributed in class, faculty and TAs should leave the room and allow students to complete the process. Many instructors designate a student in the class to collect the forms and deliver them to the Student Services Center (SSC) so there is no possibility of interference.

Comments are always welcome, but students have two weeks after the end of the semester to complete this as part of the formal evaluation process. The evaluation forms are:

University Evaluation Form

The computer-scored University of Minnesota Student Evaluation of Teaching (SET) – Form D – SR (Student Release) questionnaire is provided by the Office of Measurement Services at the University of Minnesota and preserves student anonymity without fail. Please note that race, gender and other demographic information on this bubble sheet is not used by the SPH in any way; instructors do not see any of this information in the summary they receive.

School of Public Health Evaluation Forms

Students receive a second evaluation form in one of two versions:

- *SPH Comment Form*
- *End of Semester Class Evaluation Form* (used only in EPI division classes)

These two forms have not been as protective concerning confidentiality. In most cases, student's written comments are seen directly by the instructor (some divisions have begun typing comments) and there is no guarantee that your confidentiality will be maintained. Students, who are concerned that their remarks may be identified and attributed, may use one of the processes below as an alternative to completing the form in the classroom:

- Talk with a major coordinator and ask her/him to forward your comments confidentially.
- Bring a typed sheet with your comments to the Student Services Center (SSC) in D305 Mayo. Be sure to note the class name, number, and instructor on the sheet.
- Complete a Course Evaluation Comment Form in the SSC (typewriter available).
- Download the form from an e-mail that the SSC sends out near the end of each semester, complete in a way that ensures your anonymity, and return it to the SSC.

The SPH evaluation form asks for student comments on:

- The teaching methods used
- Availability of the Instructor and TA
- Subject matter of the course
- Reading material and text
- Performance requirements (attendance, papers, discussion, tests, presentations)
- Grading methods
- Guest instructors

SPH STUDENT SURVEY

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual end of year SPH Student Survey. The survey covers many aspects of student experiences including field placements, career services, financing, and overall School service.

2. THE ACADEMIC HEALTH CENTER

2.1 Overview

In 1851, the seeds of the Academic Health Center were planted with territorial legislation that created the University of Minnesota and named medicine and science among five original academic disciplines. Over the past century and a half it has taken root, grown, and flourished to become one of the most comprehensive health education and research centers in the United States.

The AHC now comprises seven schools and colleges of medicine, public health, nursing, dentistry, pharmacy, and veterinary medicine as well as allied health programs in physical therapy, occupational therapy, medical technology, health information science, and mortuary science. Interdisciplinary efforts include the Center for Spirituality and Healing, the Center for Bioethics, the Cancer Center, the Center for Infectious Disease Research & Policy, the Center for Animal Health & Food Safety, the Center for Drug Design, and the Biomedical Genomics Center.

Our schools educate 70 percent of Minnesota's health care professionals. We are also an economic engine driving Minnesota's leading industry, health care services and products, which includes 7,000 businesses that employ more than 200,000 Minnesotans and generate at least \$15 billion a year. We develop new health technologies independently and in collaboration with Minnesota biomedical companies. And our researchers bring \$242 million in sponsored revenues into Minnesota each year.

In January 1997, the University of Minnesota Hospital and Clinics merged with Fairview Health Services, a system of 7 hospitals and 30 clinics. Most of our faculty physicians are members of University of Minnesota Physicians, a multi-specialty clinical practice with a primary affiliation with Fairview-University Medical Center, one of the nation's top research and teaching hospitals.

On July 14, 2000, the University of Minnesota Board of Regents approved a new Academic Health Center vision, which broadly reflects the issues experienced by individual schools and our external community to ensure that our significant role in professional health education is met. The vision includes the following seven principles:

- Create and prepare the new health professionals for Minnesota;
- Sustain the vitality and excellence of Minnesota's health research;
- Expedite the dissemination and application of new knowledge into the promotion of health and delivery of health care in Minnesota;
- Develop and provide new models of health promotion and care for Minnesota;
- Reduce health disparities in Minnesota and address the needs of the state's diverse populations;
- Use information technology to transform how we educate, conduct research, and provide service to individuals and communities in Minnesota; and
- Build a culture of service and accountability to Minnesota.

2.2 Office of Education

The vision for the Office of Education is to promote excellence in student learning outcomes by supporting faculty and programs that include community-based education, interdisciplinary education, technology-enhanced learning, and faculty development. Much of the work of this office builds upon input and ideas that were developed by intercollegiate task forces and committees prior to the establishment of the Office.

The mission of the Office of Education is to promote excellence in learning through the support of AHC Educational Programs. This mission is supported by specific guiding principles for the office.

In addition, the initiatives of the Office of Education are grounded in strategic goals for the AHC that were identified as part of the six-year AHC Strategic Plan, specifically those that pertain to interdisciplinary health

professional education, addressing the State's changing workforce needs, and the development of technology tools to health professional students and faculty.

Since 2000, the Office of Education team has grown to include personnel who can lead key initiatives to address our mission and goals. This team works closely with a number of intercollegiate committees and work groups to obtain input and collaborative decision-making for each initiative.

2.3 CHIP Student Center

The Center for Health Interdisciplinary Programs or CHIP is a department of the Office of Education in the Academic Health Center Senior Vice President's Office. The CHIP Student Center serves AHC students in the schools of dentistry, dental hygiene, health care administration, medical technology, medicine, mortuary science, nursing, occupational therapy, pharmacy, physical therapy, public health, and veterinary medicine.

CHIP exists to foster interdisciplinary relationships and teamwork between Academic Health Center students. CHIP provides educational, leadership, and service opportunities for students.

CHIP Mission Statement

- To enable Academic Health Center (AHC) students to form an interdisciplinary community that will foster continued teamwork as future health care professionals.
- To offer services, programs, and activities designed to complement and enhance the experience of University of Minnesota AHC students.

Services for AHC Students

- 24/7 study/meeting area
- Networked computers, scanner, CD burners
- Courtesy phones
- Beverage service
- Refrigerator/microwaves
- Informal counseling and referral

Leadership Opportunities for AHC Students

- CHIP Executive Council
- CHIP Student Committees
- Student Health Advisory Committee
- Graduate and Professional Student Association

CHIP Student Center
1-425 Moos Tower
phone: 612.625.7100
fax: 612.626.6025
www.chip.umn.edu

3. THE UNIVERSITY OF MINNESOTA

3.1 Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold: Research and Discovery—Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world. Teaching and Learning—Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world. Outreach and Public Service—Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world. In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

3.2 Twin Cities Campus [UMNTC]

The University of Minnesota is a world-class university, known globally as a leader in teaching, research, and public service. It is both a land-grant university, with a strong tradition of education and public service, and a major research institution, with scholars of national and international reputation. UMNTC consistently ranks among the top 20 public universities in the United States. The classic Big 10 campus, located in the heart of the Minneapolis-St. Paul metropolitan area, provides an exceptional setting for lifelong learning.

The University community is a broad mix of ethnic backgrounds, interests, and cultures. Students come from all 50 states and from more than 100 foreign countries. Many small communities of students, faculty, and staff help to create a welcoming atmosphere on campus.

UMNTC is also a thriving center for culture and the arts, featuring outstanding galleries, museums, concerts, theatre productions, and public lectures. For sports fans, the Golden Gophers offer all the spirit and excitement of Division I college athletics.

The campus in Minneapolis is located just a few minutes east of downtown. Nestled along the bluffs of the Mississippi River, buildings in Minneapolis range from the ultramodern Weisman Art Museum to the classic and stately Northrop Memorial Auditorium. A few miles to the east in St. Paul, rolling hills and quiet lawns create a more rural setting. The Minneapolis and St. Paul parts of the campus are connected by a convenient campus shuttle system.

UMNTC also provides a life beyond the campus like few other Big 10 universities can. The dynamic communities of Minneapolis and St. Paul offer something for everyone - a nationally recognized art and theatre community, a thriving entertainment industry, a host of Fortune 500 companies, four glorious seasons of outdoor recreation, exciting professional sports, shopping, and restaurants for every taste--all located close to campus.

3.3 U of M Services

ONE STOP

<http://onestop.umn.edu>

The first resource for students having a question about the University is <http://onestop.umn.edu>. Please bookmark this site. One Stop offers links to a variety of online services and information about the University including course information, grades, registration, finances, transcripts, and general services.

E-MAIL ACCOUNTS

www.umn.edu/adcs/info/accounts.html

Each student attending the University of Minnesota is assigned an e-mail account. Students will receive the *Internet Welcome Kit CD-ROM* that contains the necessary software to set-up a student Internet account or they can call the Technology Help Line at 612.301.4357 (1-HELP).

All SPH students should use their University of Minnesota e-mail account. Course lists, billing statements, financial aid updates, and other important information will be sent via the U of M student e-mail address. It is strongly recommended that students use their U of M e-mail account and do not transfer it to a personal e-mail account.

The School of Public Health relies heavily on e-mail notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, or good opportunities, etc., students should check their e-mail regularly.

Students can retrieve e-mail messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see www.umn.edu/adcs for a list.

NOTE: Students who choose to forward their University e-mail account to another e-mail account are still responsible for all the information, including all attachments, sent to their University e-mail account.

U CARD

www.umn.edu/ucard

The U Card identifies you as a student on the Twin Cities campus. Your first U Card is free and can be obtained at the U Card Office. Bring your driver's license, state ID, or passport and be prepared to have your picture taken.

U Card Main Office

G22 Coffman Memorial Union
300 Washington Avenue SE
Phone 612.626.9900
Weekdays: 8:30 to 4:00pm

The U Card is your key to all sorts of campus services and facilities. Your U Card can also be used as your ATM card and your calling card.

Since the U Card never expires, you should hold on to it even after you leave the University. If you ever return as a student, staff or faculty member, your card will still be valid.

Use your U Card for:

- Campus ID purposes
- All your checking needs
- All your calling needs
- Making Gopher GOLD purchases
- Charging textbook purchases at the U of M Bookstores to your student account
- Checking out library materials
- Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms
- Cashing checks at the Bursar's Office

- Art and athletic ticket discounts (available at place of purchase)
- Accessing art materials, student employment, business school services, and more

Report lost or stolen U Cards immediately. There is a \$15.00 replacement fee for lost, stolen, or damaged U Cards.

BOYNTON HEALTH SERVICES

www.bhs.umn.edu

Boynton Health Services offers comprehensive medical services for students, faculty, and staff.

Clinics

- Dental Clinic
- Eye Clinic
- Int'l Travel Clinic
- Mental Health Clinic
- Sports Medicine Clinic
- Women's Clinic

Services

- Contraceptive Services
- Immunization Services
- Massage Therapy Services
- Nutrition Services
- Pediatric Services
- Specialist Services

- Nursing Mothers Room

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

Boynton also offers a variety of programs and classes including:

- Alcohol & Other Drugs Presentations
- Birth Control Classes
- CPR/First Aid Classes
- Eating-Disorders Program
- HIV Testing and Counseling
- Smoking Cessation
- Stress Management

INTERNATIONAL STUDENT AND SCHOLAR SERVICES

www.iss.umn.edu

International Student and Scholar Services (ISSS) is the office dedicated to serving the University of Minnesota's international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. Services include:

- Counseling and Advising
 - Personal and Academic Advising
 - Immigration and Visa Regulation Advising
- Weekly Update
- Alumni and Friends
- Newsletters
- Administrative fees related to international scholars, faculty, and students
- Career Services
- Academic Opportunities for University Students

- Announcements
- Tax Return Information
- Graduation

In addition, ISSS supports the University of Minnesota's international efforts by helping departments to bring new foreign nationals to our four campuses and communities, by providing intercultural training for students, staff, and faculty, and by offering events that build links between the U.S. and international campus communities.

BIO-MEDICAL LIBRARY

www.biomed.lib.umn.edu

The Bio-Medical Library, located in Diehl Hall, contains materials in the areas of allied health, medicine, mortuary science, nursing, pharmacy, public health, and the basic life sciences. Rare and historical items are found in Wangenstein Library, and Drug Information Service provides materials in the area of substance abuse. The entire library collection contains more than 420,000 volumes, 4,000 current journal subscriptions, 1,100 full-text electronic journals, and 1,200 audio-visual and computer programs. Over 15+ health science electronic databases include MEDLINE, CINAHL, and HAPI (Health and Psychological Instruments).

In addition the library provides numerous resources and services such as library instructional classes, research workshops, reference consultations, library mediated searches, and citation clarification.

Information on other University libraries and collections can be found at www.lib.umn.edu.

DISABILITY SERVICES

ds.umn.edu

The Board of Regents of the University of Minnesota is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of the Board of Regents that each campus shall make services available for any student who, through a recent assessment, can document a disability. The administration is directed to provide appropriate services, and included among them shall be 1) support, counseling, and information, 2) academic assistance services, and 3) advocacy services.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements.

Students with disabilities are encouraged to contact Disability Services for a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180, McNamara Alumni Center, 200 Oak Street SE. Staff can be reached by calling 612.626.1333 voice or TTY.

PARKING AND TRANSPORTATION

www.umn.edu/pts/

The University's *Parking and Transportation* website has a wealth of information concerning getting to and around campus. Parking is extremely limited on campus and we encourage students to bus, bike, or walk if possible.

Busing and the U Pass

Campus shuttle buses run at no charge between the East and West Bank and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.

Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It's valid on all regular routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at buspass.umn.edu.

Parking

Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St Paul campuses. Hourly parking is available in several University

public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website or call 612.626.PARK (7275) for more information.

The Motorist Assistance Program offers free services (unlocking vehicles, jump starts, changing flat tires, and referral to a service station) to all customers parked in U parking facilities. Hours are Monday through Thursday from 7 a.m. to midnight, Friday from 7 a.m. to 10 p.m. (Service is not available on weekends or official University holidays). Call 612.626.PARK for motorist assistance or any other questions.

Disability parking is available in many parking facilities and metered areas. Use of these designated spaces requires a state-issued permit or license plate. For additional information, call the State of Minnesota at 651.296.6911 or Disability Services at 612.624.4037.

OTHER UNIVERSITY RESOURCES

The Aurora Center

www.umn.edu/aurora

The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victim/survivors of sexual and relationship violence, harassment and stalking. The staff and volunteers are also available to provide prevention training and education on a variety of issues.

Bookstore

www.bookstore.umn.edu

The University of Minnesota Bookstore, located in Coffman Union, sells texts for all Public Health courses. Course materials can also be ordered online at www.bookstores.umn.edu/textbooks/gopherbooks.html.

Center for Teaching and Learning Services

www.umn.edu/ohr/teachlearn/

The Center for Teaching and Learning Services works to enhance the culture of teaching and learning through campus-wide workshops, courses, and facilitated discussions about teaching and learning.

Computing Services

www.umn.edu/adcs

The University's Academic and Distributed Computing Services (ADCS) website provides a wealth of information and services available to students including:

- Computer Lab Locations
- Computer Rental
- Internet Services and E-mail Accounts
- Computers and Software for Purchase
- Training
- Support and Help Services
- Resources and Useful Links
- Security

Copies/Fax Machines

www.printing.umn.edu

A University Copy Center is located in Mayo D104 as well as other locations throughout the University.

Counseling and Consulting Services

www.ucs.umn.edu

Provides the following services to the University community:

- Career Development Center
- Consultation, Outreach, and Diversity Program
- Counseling Program
- Groups and Workshops
- Learning and Academic Skills Center
- Academic Support Groups

Dining

www.umn.edu/dining

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus. The East Bank Campus offers several University Dining Service locations including the following dining areas that are located in or close to the Academic Health Center:

Outside In

Phillips-Wangenstein Building
612.625.4496

Dine in or carry out
Open Monday through Friday
7:00 a.m. to 3:00 p.m.

Located on the second floor of the Phillips Wangensteen Building, Outside In offers a wide selection for breakfast and lunch. Design your own omelet, select a delicious entrée, or build your own burger—Outside In has something for everyone.

Minnesota Marketplace

Located on the ground floor of Coffman Union (accessible via tunnel from the Mayo building), the Minnesota Marketplace offers the many dining options including Einstein Brothers Bagels, Starbucks, Baja Sol, and Chick-fil-A.

GLBT Programs Office

www.umn.edu/glb

Through its various services, the GLBT Programs Offices assists bisexual, transgender, gay, and lesbian faculty, staff, and students in creating a supportive campus community while educating and providing resources for all members of the University of Minnesota about issues that impact the experiences of transgender, gay, lesbian, and bisexual people.

Housing

www.umn.edu/housing

The University's Office of Housing & Residential Life is the best resource for finding housing on or near campus.

Maps

<http://onestop.umn.edu/Maps/>

Find the way to any University building.

Police

www.umn.edu/umpolice/

The University of Minnesota Police Department website.

Post Office

A full-service U.S. Post Office is located on the ground floor of Coffman Union.

Rec Center

www.recsports.umn.edu

UMNTC has extensive opportunities for fitness. University Recreation Center houses 2 fitness centers, 14 handball and racquetball courts, 5 international squash courts, 2 gymnasiums, a kitchenette, steam rooms, saunas, locker rooms, family locker rooms, a pro shop, a deli, and numerous lounge spaces. All full-time students pay a student services fee that includes membership to the Rec Center.

Security Monitor Program

www.security.umn.edu

The Security Monitor Program offers a walking/biking escort service to and from campus locations and nearby adjacent neighborhoods. This service is available at no charge to students, staff, faculty, and visitors to the University of Minnesota - Twin Cities campus. To request an escort by a trained student security monitor, please call 612.624.WALK (9255) shortly before the desired departure time and walk safe.

Student Dispute Resolution Center

www.tc.umn.edu/~sos/

The Student Dispute Resolution Center (SDRC) provides a full range of services to students with campus-based complaints or concerns. An ombudsman helps students resolve problems informally. An advocate is also available to assist students in formal grievance or disciplinary hearings.

SDRC can help students deal with university regulations and policies, or misunderstandings between students and instructors or administrators. Students may also have concerns about unfair treatment or may have been accused of a violation of the student conduct code.

Students should contact the SDRC office at 612.625.5900 or e-mail sos@tc.umn.edu to discuss their situation and possible options, informally and confidentially.

Student Activities Office

www.sao.umn.edu

The Student Activities Office (SAO) is the University of Minnesota's center for campus-wide programs and activities, leadership opportunities, skill development, and student organization training, advising and registration.

More than 400 student groups on campus are registered with SAO, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

Student Legal Service

www.umn.edu/usls/

University Student Legal Service (USLS) functions to provide legal representation and legal advice to eligible students on the Twin Cities campus.

Women's Center

www.umn.edu/women/programs.html

The Women's Center serves a diverse population of women students by enhancing their learning environments through programming and campus awareness.

Writing Support Network

<http://writing.umn.edu/>

Writing Centers provide help for all students: writers at all levels of ability and experience, those who would like help with English as a second language, and those who want assistance because of learning or physical disabilities.

4. REGISTRATION

4.1 Full-Time Status

MPH and Certificate students need to register for at least nine (9) credits each semester to be considered full-time. MS and PhD students must register for at least six (6) credits each semester to be certified by the Office of the Registrar as full-time.

NOTE: The Office of Financial Aid or external agencies may require students to be registered for more than six or nine credits to be considered full-time; check with these agencies to verify their requirements.

4.2 Registration Process

STEP ONE

View the Class Schedule for each term on the web at <http://onestop.umn.edu>. Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time).

NOTE: 5000 and 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s major field – 4xxx, 6xxx, and 7xxx-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

STEP TWO

After selecting your courses, run through the checklist below before registering. Frustrating delays can be avoided by following these hints:

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at <http://onestop.umn.edu>.
- You can find your registration queue date and time on the web at <http://onestop.umn.edu>.
- You will need your x.500 login and password to register. If you have forgotten your password, call 612.626.4276 to have your password reset. You can also call this number if you have problems logging in to register.

STEP THREE

Register via the web at <http://onestop.umn.edu> or go to the University’s One Stop Student Services Center in 200 Fraser Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.624.1111 (M-F 8:00-4:00) or email helpingu@umn.edu. You may also contact your Major Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

4.3 Registration Changes, Additions, and Cancellations

NOTE: May/Summer Session and half-semester classes have different requirements than those mentioned below. Please refer to <http://onestop.umn.edu> for information.

Change of Grading Option

Grading options cannot be changed after the second week of classes.

Adding a Course

No approval is required to add a course during the first week of classes. Instructor approval is required during week two. After the second week of classes, instructor and college scholastic committee approval is required.

Course Cancellation and Withdrawal

School of Public Health students may withdraw from a course through the second week of the semester without permission. No “W” will appear on the transcript.

After the second week, students are required to do the following:

1. The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
2. The student must send an e-mail to the SPH Student Services Center (SSC) at franc004@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
3. The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
4. The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process. For more information, contact the SPH Student Services Center at 612.626.3500.

A refund schedule is listed at <http://onestop.umn.edu/Finances/refunds/>. Please refer to these dates when withdrawing from courses.

NOTE: May and Summer Sessions have different withdrawal date requirements. Please refer to <http://onestop.umn.edu> for specifics.

5. TUITION, FEES, BILLING, AND FINANCES

5.1 Tuition and Fees

2004-2005 TUITION

	Resident	Non-Resident
School of Public Health (MPH and Certificate students)		
Per Credit	\$ 434.90	\$ 763.71
Graduate School (MS and PhD Students)		
1-5 Credits (per credit)	\$ 681.05	\$1,272.63
6-14 credits	4,086.31	7,635.79
Each credit over 14 (per credit)	681.05	1,272.63

2004-2005 FEES

Fee	Students Assessed	Frequency	# of Credits	Amount
SPH Technology Fee	All students	per term	1-5 credits	\$ 55.00
			6 or more credits	82.50
SPH Credential Fee	PubH Certificate in Core Concepts students	one time fee		160.00
University Fee	All students	per term	1-9 credits	40.00
			10 or more credits	400.00
University Student Services Fee*	All students	per term	6 or more credits	275.79
Orientation Fee**	MS and PhD students	one time		40.00
Student Health Benefit Plan***	See *** below	per term	See *** below	

*Students who are registered for credits below the minimum listed for a particular term are not charged this fee.

MPH students should **not be charged an orientation fee. MPH students, who notice the orientation fee has been charged, should contact the SPH Student Services Center at 612.626.3500 and ask for assistance in having the fee removed from their billing statement.

*** Students registered for 6 or more credits and admitted to a degree program must have health insurance. The University will automatically enroll these students in the University-sponsored Student Health Benefit Plan unless they have proof of coverage (e.g., through an employer). All international students, visiting scholars, and their dependents must enroll in the Student Health Benefit Plan (SHBP) unless they are covered by a United States-based employer-sponsored health plan or the Graduate Assistant Insurance Plan (GA Plan) provided by the University of Minnesota.

5.2 Billing

Students will receive a billing statement approximately 4 weeks after a semester begins (May/Summer Session billing statements are sent mid-June. Students may view their fee statement online at <http://onestop.umn.edu>.

Students will receive electronic bills and have the option of paying their bill online with an electronic check from their checking or savings account. Students can also allow access to authorized users, such as parents, to view and pay tuition bills on their behalf. For more information on electronic billing and payment, visit <http://onestop.umn.edu/Finances/ebillinfo.html>. Questions on billing and fee statements can be referred to helpingu@umn.edu.

Information on tuition/fee refunds can be found at <http://onestop.umn.edu/Finances/refunds/>.

5.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education as well as estimations of living expenses can be found at www.sph.umn.edu/students/student-services/incoming/financing/ or <http://onestop.umn.edu/Finances/index.html>. Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at <http://onestop.umn.edu> or by e-mailing helpingu@umn.edu.

Students having questions about the status of their financial aid should refer to the appropriate contact below:

Aid Type	Contact	E-mail address
Division/Major Specific Awards and Traineeships	Major Coordinator	See the SPH Directory at the beginning of this guidebook for a list of Major Coordinators and their e-mail addresses.
School of Public Health Awards (includes SPH Scholar program, Health Equity Scholars Program, numerous scholarships and fellowships)	Joan Pasiuk SPH Student Services Director	pasiu001@umn.edu
Federal Loans, Financial Aid Package	Rockne Bergman* U of M Office of Student Finance Administration	r-berg@umn.edu

*Rockne Bergman holds walk-in office hours in MoosT 2-693 on M, W, and Th from noon to 4:00 p.m.

5.4 Graduate Assistantships

Many SPH students use graduate assistantships to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Degree-seeking students in the SPH (MPH, MS, or PhD) registered for six or more credits, including international students, are eligible to apply for any assistantship on campus. Because many assistantships are funded by grants, the vigorous research activity of SPH faculty makes available numerous opportunities in the school.

Graduate assistantships include an hourly wage, tuition benefits, subsidized insurance coverage, and may include resident tuition rates for student and dependents.

For graduate assistant policies and benefits, go to www.umn.edu/ohr/gao/.

The tuition benefits are particularly attractive to students. Graduate assistants who work at least 25% time from the beginning to the end of the official semester appointment dates are eligible to receive tuition benefits (tuition remission and resident rates) during that semester. The tuition remission does not cover fees. The maximum tuition benefit is defined by the Graduate School tuition plateau. For 2004-2005, the tuition plateau cap is \$4,086.31 per semester for a 50% appointment.

MS OR PHD STUDENTS

If you are an MS or PhD student, calculate your tuition benefit with the following method: multiply your actual appointment percentage times two. The plateau applies to 6-14 credits per semester.

Example

25% (Appointment Percentage)
X 2
50% (Tuition Benefit Percentage)

With a 25% appointment, 50% of your tuition is waived if you are taking up to fourteen credits. With a 50% appointment, 100% of tuition is waived if you are taking up to fourteen credits. If you register for credits in excess of the plateau, you would be billed the Graduate School rate of \$681.05 for each credit over fourteen.

MPH STUDENTS

The cap of tuition benefits is always tied to the Graduate School plateau. If you are an MPH student, calculate your tuition with the following method:

- Multiply your actual appointment percentage times two to determine tuition benefit percentage
- Multiply the maximum tuition benefit by your calculated tuition benefit percentage
- Subtract this amount from your total MPH tuition (number of registered credits times \$434.90 resident or \$763.71 nonresident tuition).

Example 1: 25% appointment

25%	(Appointment Percentage)
<u>X 2</u>	
50%	(Tuition Benefit Percentage)
\$4,086.31	(Maximum 2004-05 Tuition Benefit)
<u>x 50%</u>	(Tuition Benefit Percentage)
\$2,043.16	(Tuition Benefit)
\$5,218.80	(12 cr. at \$434.90 SPH resident rate)
<u>- 2,043.16</u>	(Tuition benefit)
\$3,175.64	(Tuition billed to student)

Example 2: 50% appointment

50%	(Appointment Percentage)
<u>X 2</u>	
100%	(Tuition Benefit Percentage)
\$4,086.31	(Maximum 2004-05 Tuition Benefit)
<u>x 100%</u>	(Tuition Benefit Percentage)
\$4,086.31	(Tuition Benefit)
\$5,218.80	(12 cr. at \$434.90 SPH resident rate)
<u>- 4,086.31</u>	(Tuition benefit)
\$1,132.49	(Tuition billed to student)

With a 50% appointment, the break-even in 2004-2005 is at 9.4 credits: a credit-load of 9.4 or less will bring a full tuition benefit; you will be billed for credits in excess of 9.4.

6. UNIVERSITY GUIDELINES AND POLICIES

6.1 Student Responsibility and Conduct

Students are ultimately responsible for the level of success that they achieve in their program of study and for the time it takes to complete that program. Students should:

- Attend fall orientation and understand the information distributed.
- Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.
- Read e-mail messages frequently for announcements from the Major Coordinators, Major Chair/Director of Graduate Studies, Student Services Center, and Career Center. These announcements may involve changes in the University, School or Division rules and procedures for completion of degree requirements; Students are responsible for reading and understanding these announcements.
- Check their student mailbox often for printed informational materials.
- Contact a Major Coordinator, Major Chair, or Director of Graduate Studies if they are not getting reasonable assistance from their academic and/or master's project/thesis advisor.
- Initiate and maintain contact each semester with their academic advisor to review progress toward the completion of their degree.
- Complete the degree in a timely fashion.

The School of Public Health emphasizes three principles of student conduct in all of its degree programs:

1. **Respect others.** Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.
2. **Honor privacy.** Every student's course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.
3. **Present your work honestly.** Plagiarism is defined as the presentation of another's writing or ideas as your own. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/>.

6.2 Academic Advisor Responsibility

The academic advisor's responsibility is to monitor and facilitate the student's progress. The academic advisor should:

- Attend faculty meetings and understand the information distributed at the meetings.
- Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.
- Read e-mail messages frequently for announcements from the Major Coordinators and SSC.
- Maintain contact each semester with the student to review progress towards the degree, including timely completion of coursework and grades.
- Act as a contact person for the student and help direct them to the appropriate resources in the Division given whatever issues or problems the student may have.
- Act as a resource for the student when bureaucratic or political problems in the University, School, or Division may be interfering with the student's effective progress toward his or her degree.
- Ensure that the student has a project and a project advisor and that the project is moving toward completion in a timely fashion.

6.3 University of Minnesota Board of Regents' Policies

The policies of the Board of Regents are umbrella policies that provide the framework under which the administration is responsible for implementation of and compliance with the intent of the board policy. Students are responsible for abiding by the Board of Regents policies. The Board of Regents policies can be found at www.umn.edu/regents/policies.html.

We encourage students to read the policies and ask that they particularly become aware of the following policies:

Student Conduct www.umn.edu/regents/policies/academic/StudentConductCode.pdf

Student Academic Grievance Policy www.umn.edu/regents/policies/academic/StudentGrievances.pdf

Sexual Harassment www.umn.edu/regents/policies/humanresources/SexHarassment.pdf

6.4 Satisfactory Progress

Students are expected to advance steadily towards graduation. Student's records are reviewed at the end of each semester to determine whether satisfactory progress is being made towards their degree.

Each major within the School of Public Health must provide written notification by the middle of each term to students whose cumulative GPA is less than 3.0 at the end of the preceding term (excluding grades of incomplete). This notice must remind the student that the GPA must be raised to a minimum of 3.0 before a degree can be awarded. A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies, but must have such policies reviewed by the SPH Educational Policy Committee and approved by the Dean's Office. Where such policies are developed, majors must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

For more information, please contact your Major Coordinator.

6.5 University Senate Uniform Grading & Transcript Policy

NOTE: The following is an abbreviated version of the University Senate Uniform Grading and Transcript Policy that can be found at www.umn.edu/usenate/policies/gradingpolicy.html.

GENERAL PROVISIONS

1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses), and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course.
2. Interpretation by the Committee on Educational Policy: The policy does not require any instructor to use pluses and minuses.
3. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students and to its faculty, consistent with the provisions of this policy. Any college, campus, or program may specify what courses or proportion of courses taken by its students or its prospective students must be on one or the other grading system. No campus, college, or program is required to offer a course on the S-N grading system. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
4. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).

- The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

PERMANENT GRADES FOR ACADEMIC WORK

- There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect.
C-	1.67	
D+	1.33	
D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

- There are two permanent grades given for a single course for which no credit shall be awarded and which will be entered on a student's official transcript.

F	0.00	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.
N		Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

- In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]
- Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

All special grade point averages calculated at the request of a college or unit, if approved by the appropriate chancellor, provost, or vice president, will be accommodated by the Office of the Registrar in such a manner that they do not appear on the student's official transcript or any unofficial transcript which might be issued.

OTHER TRANSCRIPT SYMBOLS

Incomplete [I]

There shall be a temporary symbol I, incomplete, awarded to indicate that the work of the course has not been completed.

The 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 I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

For graduate and professional students, an I is to remain on the transcript until changed by the instructor or department.

When an I is changed to another symbol, the I is removed from the record.

A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.

Interpretation of Policy on Incompletes for Students Called to Active Military Duty

When appropriate, instructors may prefer to make arrangements for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

Transfer [T]

There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

Withdrawal [W]

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript.

There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must extenuating non-academic circumstances justifying late withdrawal.

*See *section 4.3* for the School of Public Health withdrawal process.

Continuation [X]

There shall be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each X when the student has completed the sequence.

In Progress [K]

There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

OTHER PROVISIONS

Bracketing (repeating) Courses

A student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. All such courses falling under this provision must be approved by the college*.

*In the case of the School of Public Health, this approval must come from the Dean and, in some cases, the Major Chair or DGS. Students should see their Major Coordinator for further information.

Course Prerequisites

Any college or campus may set special scholastic or other standards for registration in a particular course, for scholastic probation, admission, honors, continued residence, degrees, and other purposes they deem appropriate.

Grade Submission

All grades for all courses each term shall be submitted to the Office of the Registrar no later than 72 hours after the last final examination for that term. Students can view their grades online at <http://onestop.umn.edu> 24 hours after they are posted by the course instructor.

6.6 Scholastic Dishonesty and Plagiarism

The Regents' policy on student conduct and scholastic dishonesty can be found at www.umn.edu/regents/policies/academic/StudentConductCode.pdf.

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in an "F" or "N" grade for an entire course and will be reported to the Office of Student Judicial Affairs: <http://www.sja.umn.edu/>. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/>.

In addition, original work is expected in a course. It is unacceptable to hand in assignments for a course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

6.7 International Student Requirements

NOTE: International student requirements may change over time. For up-to-date information go to www.iss.umn.edu.

DOCUMENT CHECK AND ORIENTATION

All new international students must visit the University of Minnesota International Student & Scholar Services office (ISSS) shortly after arrival in Minnesota. See www.iss.umn.edu for directions, office hours, and services. ISSS will review immigration documents, register new students for the International Student Orientation Program, and provide information on how to release registration holds. These processes are

mandated by the Department of Homeland Security (DHS); formerly known as Immigration and Naturalization Service (INS).

International students are allowed to enter the U.S. only within 30 days of their program start date. Regulations and SEVIS requirements provide strict guidelines regarding this date, to coincide with the term of admission.

STUDENT AND EXCHANGE VISITOR INFORMATION SYSTEM (SEVIS)

SEVIS is an electronic reporting system that provides the Department of Homeland Security with information on international students and scholars in the United States who hold F, J, and M visas. This internet-based record-keeping system maintains electronic data on all international students. The system also tracks entries into and departures from the U.S. Every school, college, and university that admits students or scholars on F, J, or M visas is mandated to implement SEVIS.

In addition to the information routinely reported on I-20 and DS-2019 forms, other information is reported, including but not limited to: academic status, employment, and residential address.

For more information on SEVIS requirements, including those listed below, go to www.iss.umn.edu.

Academic Status

International students must maintain full-time status. MPH students must register for at least 9 credits each semester (6 credits for MS and PhD students). Under special conditions, students may apply for an exemption from full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

ADDRESS CHANGE

International students **MUST** notify **BOTH** the DHS Bureau of Citizenship & Immigration Services (BCIS) and the University of Minnesota **within 10 days** of a change of address. For more information go to www.iss.umn.edu/INSGen/address.html.

HEALTH INSURANCE

Beginning fall 2003, the University of Minnesota requires all international students, visiting scholars, and their dependents to enroll in the Student Health Benefit Plan (SHBP) unless they are covered by a United States-based employer-sponsored health plan or the Graduate Assistant Insurance Plan (GA Plan).

The combination of the SHBP and Student Service Fees (SSF) enables students to receive most services at Boynton Health Service at no cost and have coverage for services outside of Boynton covered at 80% of eligible expenses. There are several significant advantages of this policy for international students:

- There is no pre-existing condition exclusion. All conditions will be covered at time of enrollment.
- Students have access to the Blue Cross/Blue Shield provider network. This is the broadest provider network available, with 98% of the physicians and hospitals in Minnesota participating in the network.
- The individual lifetime maximum benefit payment is \$2,000,000. This maximum is comparable to many employer-based insurance plans.
- The annual, out of pocket expense is limited to \$2,000 of covered services processed for payment by Blue Cross and Blue Shield.
- Medical evacuation, repatriation coverage and travel assistance services are provided by MEDEX Assistance. This is worldwide coverage for medical evacuation in case of serious illness or injury and repatriation of remains in the event of death.

6.8 Health Insurance Portability and Accountability Act (HIPAA)

The University of Minnesota is committed to protecting the privacy of individual health information in compliance with all applicable laws and regulations. To achieve this end, the University has adopted policies and procedures to protect the privacy of individual health information. The University has provided for

designation of a Privacy Officer and Privacy Coordinators to carry out such policies and procedures in an effort to assure the privacy and security of individual health information at the University.

To comply with the new HIPAA privacy regulations, and to fulfill the goals of fostering an environment at the University of Minnesota that is sensitive to the privacy of individual health information, every University of Minnesota student, faculty member, researcher, and staff person who may have access to protected health information will complete one or more online courses about privacy and data security.

HIPAA is a federal law and the requirements apply to all health care providers and insurers nationwide. The University online training will train students on HIPAA privacy requirements and computer security, will be a benefit to students in their experiential training, and will be attractive to future employers who are required to comply with HIPAA requirements.

All AHC students will be required to view the HIPAA Privacy and Security video and complete the Safeguarding PHI on Computers online course. Additional training requirements will depend on your job duties and the settings in which you may have access to individual health information and may include online courses about privacy of individual health information in research and clinical settings.

Members of the University community who are required to complete training will receive an e-mail from their Privacy Coordinator and/or a Human Resources representative with specific information regarding the training schedule. Your Privacy Coordinator will be able to assist you through the training process as needed. You should also refer to the frequently asked questions section of the University of Minnesota's Privacy and Security Project website.

How to access training

Academic Health Center employees and students will enter training through the "MyAHC" portal at www.myahc.umn.edu. Selected portions of the privacy and security training may also be incorporated in course curriculum.

Rights and Responsibilities for Persons who Access Individual Health Information

Certain members of the University community require access to individual health information in the course of carrying out their job role, conducting research, or participating in educational programs. Persons with access have a responsibility to understand their obligation to protect the privacy of individual health information that has been entrusted to them and are responsible for complying with all relevant University of Minnesota policies and procedures, as well as all current state and federal laws. Persons with access to individual health information are responsible for the following:

- Comply with all University policies and procedures and state and federal laws related to privacy of individual health information.
- Complete all required training on policies, procedures and state and federal laws related to privacy of individual health information.
- Use or disclose individual health information only as permitted or required by the University or health care component policies and procedures or state and federal law.
- Workforce members who perform duties for both a covered health care component of the University and non-covered component will not use or disclose PHI created or received in the course of work for the health care component in a prohibited manner.
- Consequences of Violations: Alleged policy violations will be referred to the appropriate University investigative or disciplinary units. Depending on the nature and severity of the offense, policy violations may result in loss of privileges, University disciplinary action up to and including termination of student and/or employee status and referral for criminal prosecution.

Additional responsibilities will apply for students who have access to individual health information in clinical settings or in the course of performing research. The University policies and procedures should be consulted for more comprehensive information about protecting individual health information at the University of Minnesota.

6.9 Immunizations

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Academic Health Center (AHC) students are required to have a health clearance as a condition of enrollment.

School of Public Health MPH, MS, and PhD students must complete this process to be able to register for classes.

Note: Certificate students are exempt from this requirement.

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at www.bhs.umn.edu/services/AHC.htm#AHC.

6.10 Criminal Background Checks

Students should be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students placed in such facilities may be asked by the institution to submit paperwork, or the institution may require that they have this check facilitated by the School of Public Health or Division. The School is prepared to assist students with this process. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the unlikely event that this situation arises, students should call the School of Public Health Student Services Center at 612.626.3500 or go to D305 Mayo for assistance.

6.11 Use of Human Subjects in Research

Students at the University of Minnesota who conduct any research using human subjects (even if the subject's data has been collected under IRB approval) are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. This applies to projects conducted inside or outside the University. For research conducted outside of the University, students still need IRB approval from the University even if approval has been obtained from an external agency.

Students must also seek approval if they are using existing datasets and are not collecting any additional data. In these cases, it is still necessary to complete the IRB application using the "expedited review" process. This process requires less time for approval, but the form must be completed in advance of beginning any analysis.

No contacts with potential or actual study participants, including recruitment, or other research may occur until final IRB approval has been obtained. Students should plan to complete the application at least **2 months** before they want to collect new data or analyze existing data because the IRB Committees only meet 1-2 times/month and they often request revisions to applications before final approval.

The University of Minnesota IRB web site is www.irb.umn.edu. Students should check this site out before speaking with their advisor to familiarize themselves with procedures and to download/print the forms they will need to complete. Students should consult with their advisor before submitting an application. Here are a few tips:

- Students will need a copy of the questions they intend to ask, their protocol for collecting data, as well as a consent form, if necessary. If students will be using participant recruitment materials (letters, advertisements, etc.), they should provide a copy with the application.
- Students should consult with a faculty member who does similar work about what kind of review procedures they will have to go through. Students can also talk to fellow students who recently went through a review process.

- The Committee does look very closely at research involving children, and any invasive research undergoes especially close examination. If the nature of their research is very sensitive, students may want to speak directly to someone at the IRB about how to prepare the materials.

Questions concerning exemptions or other aspects of human subjects research review should be addressed to irb@umn.edu or call 612.626.5654. Completed application forms should be sent to:

Research Subjects Protection Program

MMC 820

D528 Mayo Memorial Bldg

420 Delaware Street SE

Minneapolis, MN 55455-0392

7. GROUPS, ASSOCIATIONS, AND SOCIETIES

7.1 Student Groups

School of Public Health Student Senate

www.tc.umn.edu/~sphss/

The School of Public Health Student Senate exists for the students and is the representative organization for the graduate and professional student body of the School of Public Health. The SPH Student Senate seeks to improve all aspects of graduate and professional education by working to create a positive environment for students to learn, work, and socialize. An elected senator represents every major within the School of Public Health; however, all students are welcome to attend meetings and participate in senate and school sponsored events.

The SPH Student Senate office is located in the Student Commons area, room D270-2. In addition to the emails listed below, you can contact the Student Senate at sphss@umn.edu or 612.626.4869.

The student senate officers for 2004-2005 are:

Office	Name	Major	Email Address
President	Mona Bormet	CHE	borm0030@umn.edu
Vice-President	Rachel Kossover	PubH Nutrition	koss0028@umn.edu
Secretary	TBA		
Treasurer	TBA		

Council of Graduate Students (COGS)

www.cogs.umn.edu

The Council of Graduate Students (COGS) is the official student governing board of the Graduate School, representing all Graduate Students at the U of M. The U administration looks to COGS for consultation & direction on all matters pertaining to the Graduate School experience, including Graduate Assistant issues.

Center for Health Interdisciplinary Programs (CHIP)

www.chip.umn.edu

See *section 2.3* in this guidebook.

Minnesota International Student Association

www.tc.umn.edu/~misa/

The Minnesota International Student Association (MISA) is a non-profit organization that aims at working in the interest of international students at the University of Minnesota. MISA represents the international community of the University of Minnesota Campus. There are about 3000 international students on this campus, whose length of stay varies from 3 months to several years. MISA plays a vibrant role in students' social lives, by being the forum for international students on the U of M campus and by organizing events throughout the year.

Other Groups

www.sao.umn.edu/StudentOrgs/

More than 400 student groups on campus are registered with the Universities Student Activities Office (SAO), including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

7.2 Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)

www.mpha.net

Founded in 1907, the Minnesota Public Health Association is a statewide professional organization actively serving Minnesotans, our members, and the public health profession through its efforts and activities. MPHA is an affiliate of the American Public Health Association.

American Public Health Association

www.apha.org

The American Public Health Association (APHA) is the oldest and largest organization of public health professionals in the world, representing more than 50,000 members from over 50 occupations of public health.

Association of Schools of Public Health

www.asph.org

The Association of Schools of Public Health (ASPH) is the only national organization representing the deans, faculty, and students of the accredited member schools of public health and other programs seeking accreditation as schools of public health.

Center for Cross-Cultural Health

www.crosshealth.com

The Center for Cross-Cultural Health is actively involved in the education and training of health and human service providers and organizations in the State of Minnesota and beyond. The Center is also a research and information resource. Through information sharing, training and research, the Center works to develop culturally competent individuals, organizations, systems, and societies.

Centers for Disease Control and Prevention

www.cdc.gov

The Centers for Disease Control and Prevention (CDC) is recognized as the lead federal agency for protecting the health and safety of people - at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships. CDC serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and education activities designed to improve the health of the people of the United States.

National Institutes of Health

www.nih.gov

Begun as a one-room Laboratory of Hygiene in 1887, the National Institutes of Health today is one of the world's foremost medical research centers, and the Federal focal point for medical research in the U.S.

7.3 Alumni Societies

School of Public Health Alumni Society

www.alumni.umn.edu

The School of Public Health Alumni Society has approximately 870 members. All graduates, students, and friends of the school are eligible for active membership in the society.

The society is responsible for a wide variety of successful initiatives, including:

- Spring Annual Meeting, cosponsored by the Minnesota Public Health Association.
- Student mentor program, designed to enable students to receive professional and personal guidance from alumni in their field of interest.
- Awards and student scholarships.
- Career Center, which provides support for a job bank and résumé database for students and alumni.
- Assistance with the newsletter *Advances*.

With every new member, the School of Public Health Alumni Society is able to offer more programs and services in support of the school and its students. Each membership makes a difference!

8. EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

8.1 Welcome

Welcome to the Executive Program in Public Health Practice! Sections 8.1 – 8.14 are designed to give you specific information about the Executive Program. We trust that these sections will answer your questions and provide *practical* information through which you can successfully complete the Master of Public Health (MPH) degree. Please feel free to contact the Director of the Program, Dr. Robert Veninga at venin001@umn.edu and/or the Programs and Instructional Coordinator, Anne Ehrenberg at 612.626.5665 or php@umn.edu with any questions or concerns.

OVERVIEW AND GOALS

The purpose of the Executive Program in Public Health Practice is to provide students with an innovative and flexible curriculum that will enable them to achieve their career goals in Public Health. In addition to obtaining a broad background in Public Health through course work in areas such as Biostatistics, Epidemiology, Environmental Health and Health Administration (22 credits), students design a focus area based on their academic goals (13 credits). Among the focus areas are:

- Public Health Preparedness, Response and Recovery
- Occupational Health and Safety (with an emphasis on preparedness)
- Food Safety and Biosecurity
- Public Health Leadership Studies
- Cultural Responsiveness
- Risk Assessment

STUDENTS

There are approximately forty students enrolled in the Executive Program, all of whom have advanced graduate/professional degrees. The educational backgrounds of our students include the disciplines of education, law, medicine, nutrition, pharmacy, psychology, and veterinary medicine. The goal of some students is to become more effective in their current practice. Others are looking to make major career shifts - moving from clinical practices to major leadership roles in the Public Health community. The career goals of the Executive students are truly diverse. Some envision working in national and local health agencies/organizations. Others are enhancing their skills to work in regulatory agencies while some wish to redirect their clinical skills to the health needs of disadvantaged people. Whatever the career goal, students share a common value and that is to make a *significant impact on the health of the public*.

FACULTY ADVISOR

One of the most important persons for students enrolled in the Executive Program is the academic advisor. We make every effort to link a faculty advisor whose research and professional interests interface with the academic needs of students. *It is important for students to keep faculty advisors informed as to progress and to periodically assess the curriculum and its relevance to your career goals.* At times, the educational objectives of students change and a different academic advisor may be needed. Please consult with the Director of the Program if a change is considered.

FACULTY PERSPECTIVE ON PUBLIC HEALTH

In keeping with the vision of "Healthy People in Healthy Communities", faculty members see Public Health as a broad social movement that seeks to impact the health of large populations in innovative ways. This calls for leadership skills through which the health of the public can be *dramatically* improved through education, engineering, and enforcement strategies. Public Health is unique in its interdisciplinary approach and its emphasis on preventive strategies, and its linkages with government, private and voluntary communities. One of the things you will discover in the curriculum is a belief that if major public health problems are to be

solved, it will take a coordinated, team approach in which the skills of every discipline are valued and employed.

CURRICULUM REQUIREMENTS

How long does it take to complete the curriculum? If students have the flexibility to take a full-time course load, it is possible to complete the curriculum in approximately thirteen months. Most students however, pursue their studies on a part-time basis. Approximately 15 credits of the program can be taken online. A maximum of 7 credits can be transferred in from other accredited graduate programs, provided the courses have been taken in the past five years and relate directly to the student's focus areas. In addition, the School of Public Health offers a wide listing of courses during a concentrated three-week Public Health Institute offered every Spring. Attendance at two Public Health Institutes and participation in online classes allows students to continue with their work responsibilities. *Sections 8.2 – 8.12* will provide information on graduation requirements. Curriculum objectives can be found in *Section 8.5*. *Section 8.13* will give you a perspective on the faculty and their professional interests. Your attention to these sections is appreciated.

The Executive Program is located in the Public Health Practice Major in the School of Public Health. In addition to the Executive program, the Public Health Practice Major offers programs in Public Health Medicine leading to a dual MD/MPH Degree and Veterinary Public Health, leading to a dual DVM/MPH degree. The Major also offers certificate programs in specialized fields of study.

8.2 Master of Public Health Graduation Requirements

NOTE: See *section 8.12* for the EPHP Graduation Checklist

PUBLIC HEALTH CORE AREA REQUIREMENTS

Students working towards an MPH degree must satisfy competency requirements in the six core areas of public health – administration, behavioral science, biostatistics, environmental health, epidemiology, 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. Equivalency examinations for the 2004-2005 academic year are scheduled as follows; **OR**

Core Area Exam	Date	Time	Room Location
Administration	8/25/04	9:00-11:00 a.m.	Mayo C381
Biostatistics	8/25/04	1:00-3:00 p.m.	Mayo C381
Environmental Health	8/26/04	9:00-11:00 a.m.	Mayo C381
Epidemiology	8/26/04	1:00-3:00 p.m.	Mayo C381

Note: There are no exams for the Behavioral Science or Ethics core areas.

- 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 CEPH. The 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 5751 Principles of Management in Health Services Organizations – 2 cr.
- PubH 5752 Public Health Management – 3 cr.

Behavioral Science

- PubH 5020 Fundamentals of Social and Behavioral Science – 3 cr.

Biostatistics

- PubH 5414 Biostatistical Methods I – 3 cr.
- PubH 5415 Biostatistical Methods II – 3 cr.
- PubH 5450 Biostatistics I – 4 cr.
- PubH 5452 Biostatistics II – 4 cr.

Environmental Health

- PubH 5200 Environmental Health – 2 cr.
- PubH 5201 Issues in Environmental and Occupational Health – 2 cr.

Epidemiology

- PubH 5320 Fundamentals of Epidemiology – 3 cr.
- PubH 5330 Epidemiology I – 4 cr.
- PubH 5340 Epidemiology II – 4 cr.

Ethics

- PubH 5741 Ethics in Public Health: Professional Practice and Policy – 1 cr.
- PubH 5742 Ethics in Public Health: Research and Policy – 1 cr.

REGISTRATION REQUIREMENT

Students are required to register for at least 2 semesters and 15 credits in the School of Public Health.

COURSEWORK AND CREDITS

Students must complete all required coursework and credits; *see section 8.3*.

COURSE NUMBERS AND GRADUATE CREDIT

5xxx 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 Major Chair – 4xxx, 6xxx, and 7xxx-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

SPH GRADING POLICIES

Note: Students should refer to *section 6.5* of this guidebook for information on the University’s uniform grading policy.

Grade Point Average

Students must achieve a 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 field experience courses offered only on an S-N basis **and** of those courses designated as part of the public health core, only one can be taken on an S-N basis.

Public Health Core Courses

Of those courses designated as part of the master of public health core, students may take only one on a pass-fail basis (S-N). To receive a passing grade (S), students must achieve a performance level equivalent to a “C” letter grade or better unless the instructor specifies a higher level of performance in the syllabus.

This applies also to transfer of core course credits to the student’s program: only one core course taken on a pass-fail basis (S-N) may be transferred. The achievement level implied by an “S” grade may be no lower than a “C” letter grade as specified in the course syllabus or in other documentation provided by the student to support the transfer request.

All other 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 Major Coordinator for documentation of these requirements.

FIELD EXPERIENCE

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience consisting of at least 90 hours in order to graduate (the EPHP program requires 135 hours). Neither prior professional degrees nor prior work experience in a field not closely related to the MPH degree program are sufficient grounds for waiving the fieldwork requirement. Each major has established requirements for completion of fieldwork; see *section 8.6*.

MPH STUDY PLAN

Students are required to submit a completed *Master of Public Health (MPH) Study Plan* to their Major Coordinator 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 Major Coordinators to review the study plan and notify students if they are missing any requirements prior to their last term of study. A copy of the *Master of Public Health (MPH) Study Plan* can be downloaded at www.sph.umn.edu/students/current/studyplan/.

MASTER'S PROJECT

MPH students must complete a master's project, 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. The master's project should involve a combined total of approximately 120 hours of work. The major faculty specifies the nature and extent of the options available to satisfy this requirement and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student's major; see *section 8.7*.

COMPREHENSIVE EXAMINATION

MPH students must complete a written and/or oral examination as specified by the major; see *section 8.10*.

TIME FRAME

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

COURSE TRANSFER CREDITS

A student may seek transfer of no more than 15 semester credits of graduate or professional program courses taken at the University of Minnesota or at another college or university (EPHP program limits transfer credits to 7). Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean for Academic 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.

MPH 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 MPH degree. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution. Students must:

1. Meet with their advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the *Petition* form, obtain the advisor's signature, and attach an official transcript on which the final grade has been posted.

2. Submit the *Petition* form to the Major Coordinator for processing. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

The Major Coordinator will forward the petition to the major chair and then to the Associate Dean for final evaluation and/or approval.

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 obtained from the Student Services Center or Major Coordinator.

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 following process should be followed when requesting that a course substitute for a required course in your degree program.

1. Gather 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:
 - **REQUEST SECTION:** 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.
 - **REASON/EXPLANATION SECTION:** Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the *Petition* form and indicate approval/non-approval of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 5751/5752, behavioral/social science-PubH 5020, biostatistics-PubH 5414/5450, environmental health-PubH 5200/5201, epidemiology-PubH 5320/5330, ethics-PubH 5741/5742), there is an additional step to get School-level approval. To complete this next step, provide two additional copies of the above materials. All of those materials should be submitted to your Major Coordinator. Upon receipt of those materials, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to Guy Piotrowski to be presented to the appropriate SPH Educational Policy committee members. The student will be notified by Guy Piotrowski via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator 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 complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. Copies of this form can be obtained from the Major Coordinator, the Student Services Center or downloaded from http://onestop.umn.edu/Forms/pdf/Appl_Degree.PDF. We strongly encourage students to submit the form in their first semester of matriculation.

REFLECTIVE SUMMARY

Executive students are required to submit a reflective summary (not more than 5 pages) of their learning objectives/focus area, how the objectives were met, and how the MPH prepared them for public health practice.

8.3 Program Curriculum

Students are required to complete a minimum of 35 credits. The curriculum in EPHP is divided into two components: a Basic Curriculum and Focus Area Curriculum.

BASIC CURRICULUM

The Basic Curriculum (22 credits) incorporates the core areas of public health instruction: biostatistics, epidemiology, environmental health, health services administration, ethics, and social/behavioral sciences. It focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, assess, evaluate, and manage population health in the community.

Required Coursework

Course	Notes	Title	Offered	Credits
PubH 5299	①	Public Health Practice: Introductory Seminar for Health and Human Resources Professionals	Public Health Institute	1
PubH 5320	②	Fundamentals of Epidemiology	All Terms	3
PubH 5414	②	Biostatistical Methods I	All Terms	3
PubH 5020	②	Fundamentals of Social and Behavioral Science	All Terms	3
PubH 5741	②	Ethics in Public Health: Professional Practice and Policy	All Terms	1
PubH 5201		Issues in Environmental and Occupational Health	Spring/Sum	2
PubH 5752	②	Public Health Management	Fall/Summer	3
PubH 5296	③	Field Experience: Public Health Practice	All Terms	3+
PubH 5294		Master's Project: Public Health Practice	All Terms	3

① All students are required to take one credit of PubH 5299. This course is offered the weekend before the start of each Public Health Institute. Students are strongly encouraged to take it during their first attendance at a Public Health Institute.

② This course is offered in online and traditional classroom format options.

③ Minimum of 135 hours in a public health setting.

FOCUS AREA CURRICULUM

The Focus Area Curriculum of a minimum of 13 credits gives the student the opportunity to investigate specific public health applications. Students are required to choose across four goals incorporating public health practice domains as established by the Council on Linkages (<http://trainingfinder.org/competencies/>):

1. Public policy development using a systems framework;
2. Interventions based on the dimensions of community and culture;
3. Assessment and application of basic public health sciences; and
4. Program management and communications principles.

Students, in collaboration with their Academic Advisor, must arrange their curriculum around a theme of interest or focus representing current public health issues. See *Student Focus Area Planning Guide* in *Appendix C*. Activities chosen in completion of the Program's Field Experience and Master's Project are coordinated with the theme chosen by the student for the Focus Area Curriculum. Key learning objectives of the curriculum and how they are acquired are listed in *section 8.5*.

*****Please save the syllabi from all focus area courses as you will need to submit those to the PHP program office for inclusion in your permanent file in support of your MPH degree.*****

FOCUS AREA PLANNING GUIDE

When you applied to the Executive Program in Public Health Practice, you were asked to define a “focus” area. Some students have precise plans as to the areas in which they wish to concentrate; others are more generalized. However, for *your MPH program to have the most meaning, it is imperative that you have a focus area that relates directly to your educational and career goals.*

How do you sharpen your focus area so that it has relevance to your educational program?

1. Re-read the letter of intent you wrote when you applied to this program.
2. Read this guidebook carefully and consult with other resources. For instance, you may wish to conduct informational interviews with public health leaders to discuss your professional goals.
3. Ask for the names of students in the Executive Program or alumni who have career goals similar to your own and compare notes on potential course work.
4. Review the *Competencies Feedback Project* by the Council on Linkages Between Academia and Public Health Practice at <http://trainingfinder.org/competencies/>. This website provides information about Public Health domains and core competencies in current public health practice including policy development, community interventions, applications of knowledge, and program planning and management. What you discover in this website will give you a sharper perspective on what you wish to accomplish in your MPH program. You are encouraged to view this website early in your program.
5. Review the many courses offered through the School of Public Health at www.semesters.umn.edu/tccat/template/desn.cfm.

The above suggestions will help you sharpen the definition of what you wish to accomplish in your focus area.

After completing the above tasks, meet with your academic advisor to complete the *EPHP Focus Area Planning Form* (see *Appendix C*). Upon the completion of this meeting, you should have a precise description of your focus area and an agreement on specific courses (13 credits minimum) as well as a preliminary understanding of what you might wish to accomplish in your master’s project.

Please note that your academic progress is documented by the completion and signing of various forms that can be found in the appendices section of this guidebook. These forms will become a permanent part of your file. Before the Master of Public Health degree is awarded, all forms must be signed by the appropriate individuals. **It is the student’s responsibility to make certain that the forms are discussed with his/her academic advisor and filed at appropriate times with the Major in Public Health Practice and/or the School of Public Health.** A copy of each form should be submitted to Anne Ehrenberg, Public Health Practice Instructional Coordinator.

If at any point in your studies your educational expectations are not being achieved, please discuss your concerns with your academic advisor. If you are not satisfied with the outcome, please consult the Director of the Executive Program, Dr. Robert Veninga at venin001@umn.edu.

8.4 Required Course Descriptions

PubH 5299 Public Health Practice: Introductory Seminar for Health and Human Resource Professionals

Science/art of public health. Emphasizes interdisciplinary linkages to practice communities. National/local priorities as outlined in “Healthy People 2010” serve as framework for presentations on current issues/trends by public health leaders.

PubH 5320 Fundamentals of Epidemiology

Basic concepts and knowledge of epidemiology, a methodology used to study the etiology, distribution, and control of diseases in human populations.

PubH 5414 Biostatistical Methods I

Descriptive statistics, graphical methods. Use of Excel. Proportions, relative risk, odds ratios. Random sampling. Estimates of mean, medians, measures of variability. Normal distribution, t-/chi-square tests. Confidence intervals. Correlation/regression. Inference/causality.

PubH 5201 Issues in Environmental and Occupational Health

The field, current issues, and principles and methods of environmental and occupational health practice.

PubH 5752 Public Health Management

Managing projects and organizations in public health. Focuses on the skills and knowledge necessary to determine the mission of the organization and plan for the future, structure the organization to support individuals in their work, and motivate and manage activities to achieve their goals.

PubH 5020 Fundamentals of Social and Behavioral Science

Four major approaches to public health problems: psychosocial, economic, community, policy. Lectures provide overview of theory/implementation. Small groups provide opportunity to practice skills.

PubH 5741 Ethics in Public Health: Professional Practice and Policy

Introduction to ethical issues in public health practice/policy. Ethical analysis. Recognizing/analyzing more issues.

PubH 5294 Master's Project: Public Health Practice

Directed field research, original or secondary analysis of data sets related to public health practice.

PubH 5296 Field Experience: Public Health Practice

Directed field experience/clinical rotation/practicum in selected community or public health agencies and institutions with opportunity for integration of knowledge and skills in population science for public health practice.

8.5 Curriculum Objectives

Objective	How acquired	How measured
1. Develop a population perspective on health and disease/injury.	PubH 5299 Elective Course in Assessment/Basic Sciences Elective Course in Policy/Systems	Course evaluations, examinations
2. Understand the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards	PubH 5299 PubH 5320 PubH 5752 PubH 5201 Elective course in Intervention	Course evaluations, examinations
3. Integrate public health principles into the practice of health and human services	PubH 5299 PubH 5320 PubH 5414 Elective Course in Intervention Elective course in Assessment/Basic Sciences	Course evaluations, examinations
4. Appreciate the social, cultural and environmental factors that affect community health	PubH 5020 PubH 5201 Elective course in Policy/System Elective course in Management/Communications	Course evaluations, examinations
5. Understand public health as a social system	Elective course in Policy/System Elective course in Intervention Elective course in Management/Communications	Course evaluations, examinations

6. Identify the ethical issues in disease/injury prevention and health systems policy	PubH 5741 Elective course in Policy/Systems	Course evaluations, examinations
7. Develop a public health analysis of a current public health issue or program	Elective Course in Assessment/Basic Sciences Elective course in Policy PubH 5294	Course evaluations, examinations, project
8. Understand the application of public health tools to the evaluation and control of a specific health issue	Elective course in Policy/Systems Elective course in Intervention Elective course in Assessment/Basic Sciences Elective course in Management/Communications PubH 5294 PubH 5296	Course evaluations, examinations, project
9. Apply public health skills in a community practice setting	PubH 5296	Course evaluation, oral examination

8.6 Field Experience

INTRODUCTION

Part of the curriculum for the master's degree includes an opportunity for students to learn first-hand about the organization, operations, and special activities of selected agencies, institutions, and industries concerned with public health practice.

The PHP field experience provides students with a means of gaining additional insight into programs, personnel management, governmental relations, public relations, legislative support and, particularly, knowledge of special investigations conducted by these organizations. Participation in the activities of public health practice programs external to the University adds a dimension of experience to the curriculum that enriches the student's training and may be beneficial in seeking employment.

As part of fulfilling the MPH degree requirements, you must participate in a field placement experience. Please be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. The School is prepared to assist you. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home-care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the event this situation arises, please call The School of Public Health Student Services Center at 612.626.3500 or come to D305 Mayo, University of Minnesota TC campus for assistance. If you are outside the metro area, please feel free to call 800.774.8636.

REQUIREMENTS

1. All PHP major students are required to complete a field experience as part of their degree program.
2. Students, in consultation with their academic advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the academic year.
3. Students register for a minimum of 3 semester credits for PUBH 5296. These credits may be taken during one semester, or divided among several semesters. As a guideline, a minimum effort of 135 hours is expected.
4. A student registered for PubH 5296 must complete the *Record of Student Field Experience* and *Field Experience Agreement* forms. These forms should be signed by the person the student will work with at the agency, the academic advisor, and the student before filing with the academic advisor. File as soon as

arrangements are completed for the agency assignment. The forms are intended to avoid misunderstandings concerning expectations on the part of people involved. Sample forms can be found in *Appendix B* of this guidebook.

5. Students must submit a Field Experience Report(s) to their academic advisor. For details on this report, see *Appendix B*.
6. Some students may find certain aspects of the agency activity of sufficient interest to do a "Plan B" project while assigned to the agency. This requires study that is more extensive, an appropriate literature review, and an expansion of the subject beyond the field experience. The ultimate feasibility of such arrangements should be decided jointly by the student, the academic advisor, and the preceptor.

OVERALL GOALS

Provide students with an opportunity to apply public health concepts to practice in a specific program, agency, or industry.

STUDENT OBJECTIVES

Development of your specific objectives should include consideration of:

1. The availability of a high quality learning experience in public health practice;
2. Your professional goals and interests;
3. Selected theories and concepts applicable to a role in the practice of public health;
4. The potential for practice in a leadership role(s); and
5. Your potential contribution(s) to the setting in which your field experience is based.

CREDITS AND GRADING

The number of credits is arranged between students and their advisor. The grading for the field experience is S/N. Grades **for PubH 5296** are submitted when academic advisor has accepted and approved the report(s) on the field experience. (A total of at least 3 credits is required for graduation.)

FIELD EXPERIENCE: PUBLIC HEALTH PRACTICE REPORT

Submit a 2-5 page typed summary of your learning experience no later than one week after completion of your field experience. Points to be addressed are identified below.

1. Identify your primary goal for the practicum and your rationale for choosing the setting.
2. Describe the setting in terms of the organization: name, location, number of employees, organizational mission and its products or services.
3. Identify your preceptors by name, title, and professional degrees.
4. Restate your learning objectives and the strategies and resources used to attain those objectives.
5. Restate your evaluation criteria and describe the degree to which you achieved your objectives.
6. Identify the most important items you learned, both professional and personal.
7. Comment on whether or not you would recommend this setting and preceptor for future PHP students.
8. Recommend specific strategies PHP faculty might have employed to enhance your experience.

8.7 Master's Project

REQUIREMENTS

The use of the word Master's Project signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing

proficiency; and the ability to critically approach a topic, synthesize, interpret, and successfully convey information to the appropriate audience.

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in public health practice, the ability to work independently, and the ability to apply skills learned in coursework by completing either a Plan B Research Paper or Plan B Systematic Literature Review. The research or review must involve more than one faculty member, one as primary academic advisor and at least one faculty member as a reader for the project to give feedback prior to scheduling the final oral exam. The Master's Project should involve a combined total of at least 120 hours (the equivalent of three fulltime weeks of work).

The student, his/her academic advisor, and the faculty member for whom the work is to be done (if different from the academic advisor) decide how the Master's Project requirement is to be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the project meets the requirements of their program of study (use the *Master's Project Proposal Form* found in *Appendix A*). The topic and form of the Master's Project depend upon the student's experience and the interests of both the student and the faculty. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a Plan B Systematic Literature Review that involves a critical synthesis and interpretation of the literature on a public health topic using validated methodologies. However, those students with demonstrated writing skills and an interest in research might profit from working on a Plan B Research Paper involving collaboration with School of Public Health faculty on a data based project.

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Plan B Research Paper and a Plan B Systematic Literature Review can be found in *section 8.8*.

Refer to the class schedule of the semester you plan to register for the Master's Project. It is listed as PubH 5294 Master's Project: Public Health Practice, select the section # of your Advisor. Obtain a permission number from Anne Ehrenberg before registering for PubH 5294.

APPROVAL PROCESS

In order to maximize the benefit from the academic advisor's input, students must have their topic approved by their academic advisor. Approval must be received in writing before work can begin on the project proposal. After receiving the academic advisor's approval on the topic, the student should begin to develop the project proposal. (Use the *Master's Project Proposal Form* – a sample can be found in *Appendix A* of this guidebook.) The proposal sets up a guiding framework for the project and establishes a timeline for completion that is mutually satisfactory to the student and his/her advisor. The project proposal should include the following:

- Statement of purpose or the idea for the project
- Indication of culminating product: Plan B Research Paper or Plan B Systematic Literature Review
- Statement of key research questions to be addressed and rationale
- List of associated objectives for the project
- Brief description of the project's methodology
- Proposed timeline
- Project budget (if applicable)

The Project Proposal must be approved by the Academic Advisor and, where appropriate, the Preceptor before beginning the project itself. For projects involving collection of information from people, approval must be obtained from the Committee on the Use of Human Subjects in Research; see *sections 6.11 and 8.9* for more information.

COMPLETION OF THE MASTER'S PROJECT

Students must keep in touch with their academic advisor during the course of the Master's Project. Each Advisor should specify how he/she prefers to work with the student. Students should know that faculty may decline working with a student's project that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from

other faculty members as well. A draft or drafts of the project should be submitted to the academic advisor for review and comments. These should be incorporated into the final draft of the project, and resubmitted to the advisor and reader. A student desiring publication of the Master's Project should discuss this with the advisor. Master's Projects written in publication format meet the program requirements with prior academic advisor approval. Once the academic advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. Also, submit a final copy to the Public Health Practice office.

8.8 Master's Project Options

OPTION ONE: RESEARCH PAPER

The Plan B Research Paper will focus on pertinent questions or issues in public health practice. This Master's Project option provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision.

The component parts of a Plan B Research Paper are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
 - C. Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
 - D. Purpose of the study
- III. Methodology
 - A. Study design
 - B. Sample selection and description of sample characteristics - including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used - quantitative, qualitative, as appropriate
- IV. Results (only the facts) - presentation and analysis of data/information
- V. Discussion
 - A. Study limitations
 - B. Biases
 - C. Consistency with prior research
- VI. References (APA reference style or appropriate alternative)
- VII. Tables
- VIII. Figures
- IX. Appendices
 - A. Data collection instruments and letters
 - B. Institutional Review Board permission (as appropriate)

A Master's Project resulting in a Plan B Research Paper may, but need not necessarily involve the collection of primary data by the student. A Master's Project can be completed through secondary analysis of data as well. Projects may be undertaken in conjunction with ongoing faculty research, a student's class, or be carried out in conjunction with a fieldwork experience. Doing research at the experience site can create the opportunity for the student to systematically investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such research in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and research utilization in practice or program development. However, this option must be discussed and approved by the Academic Advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

OPTION TWO: SYSTEMATIC LITERATURE REVIEW

The Plan B Systematic Literature Review will focus on pertinent questions or issues in public health practice. This Master's Project option provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision.

The component parts of a Plan B Systematic Literature Review are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Statement of focused research questions and the underlying rationale for each
- III. Conceptual framework
- IV. Methodology (how is the search of the literature being conducted)
 - A. Locating and selecting studies
 - 1) Search methodology
 - 2) Selection criteria
 - B. Quality assessment of studies
 - 1) Evaluation of study designs
 - 2) Evaluation of study data
 - 3) Evaluation of study results
 - C. Data extraction from the studies
 - 1) Outcomes evaluated
 - 2) Data extraction protocol
 - 3) Data extraction method
 - D. Data synthesis from studies - analytic techniques (quantitative, qualitative)
- V. Results
 - A. Studies selected
 - B. Quality of studies
 - C. Findings of studies
 - D. Synthesis of findings
 - E. Assessment of biases
 - F. Limitations

- VI. Conclusions and recommendations - significance to the field of public health
- VII. References (APA reference style or appropriate alternative)

A Master's Project resulting in a Plan B Systematic Literature Review can be undertaken in conjunction with a faculty research project, student's class, or be carried out in conjunction with a fieldwork experience. Doing synthesis and analysis of the literature at the placement site can create the opportunity for the student to investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such review in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and information utilization in practice or program development. However, this option must be discussed and approved by the Academic Advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

8.9 Human Subjects Protections

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. No contacts with potential or actual study participants, including recruitment, or other research may occur until final IRB approval. After the outline has been approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the IRB application and getting approval, conducting the project and preparing the final draft.

Please see *section 6.11* for IRB procedures and further information.

8.10 Final Oral Examination

All master's degree candidates are expected to pass a final comprehensive oral examination, taken after submission of the Plan B project.

A committee will examine the student on the content of the Plan B project as well as questions on general areas of public health. The examining committee will consist of the academic advisor, a second focus specialist from the practice community (optional), a School of Public Health faculty member who also serves as reader of the Master's Project and the PHP major chair or designate. Final approval rests with the Dean of the School of Public Health.

The student is expected to present a professional seminar on their Plan B project (20-30 minutes) as part of the final comprehensive oral examination followed by questions. This seminar will be open to guests. A closed meeting between the candidate and the examining committee immediately follows the seminar. This closed meeting may include further questions on the Plan B project, as well as questions on general public health areas. Upon completion of the examination, the candidate is then excused and a formal vote of the committee is taken on whether the candidate passed the examination. In order to pass the examination, the candidate must receive at least three positive votes. After successful completion of the exam, committee members will sign the student study plan. The signed MPH study plan is forwarded to the PHP Major Coordinator.

8.11 Graduate Follow-up Survey

Students must submit the Graduate Follow-Up Survey prior to receiving their degree or certificate. Students may complete the process online at the appropriate link on the current student Web page www.sph.umn.edu/students/current/. Upon submitting the electronic survey, the student's relevant major coordinator will be notified by e-mail. Coordinators may opt to have the student complete a paper copy, and then enter the information for the student using the online form.

All graduates will receive a three-month and six-month e-mail message asking them to update survey information (e.g., employment). This is through secure access and coordinators will not be able to input on students' behalf.

8.12 Graduation Checklist

1. Submit completed MPH study plan at least one semester (or earlier) prior to anticipated completion of coursework. Submit to Anne Ehrenberg, Academic Programs and Instructional Coordinator, in the PHP Major office, Mayo C302. The MPH study plan can be found at www.sph.umn.edu/students/current/studyplan/.
2. File Application for Degree form at 200 Fraser Hall by semester deadline (see sample form in the Student Guidebook). Students can turn the form in anytime after starting the program up to the deadline date (contact Major Coordinator for deadline dates). The form can be downloaded from the U of MN website at: http://onestop.umn.edu/Forms/pdf/Apppl_Degree.PDF or found in the PHP Major Office Mayo at C302, the SPH Student Services Center at Mayo D305 or at 200 Fraser Hall.
3. **Complete all coursework and requirements for your MPH** by the semester deadlines to be cleared for graduation (contact Major Coordinator for deadline dates)
4. Sign up for and complete at least 3 Field Experience credits (PubH 5296)
5. Sign up for and complete at least 3 Master's Project credits (PubH 5294)
6. Schedule oral exam. The student is responsible for scheduling the oral exam with the committee members and arranging for any audio-visual equipment needed for the presentation. Contact the PHP Major Coordinator to confirm PHP conference room availability.
7. Provide each committee member with a copy of your Plan B paper **at least two weeks before the scheduled date of your oral exam**.
8. Submit the following items to the PHP program office to ensure you're eligible to graduate:
 - a. Approved Focus Area Planning Form, in which you document how you achieved the EPHP focus area goals,
 - b. Course syllabi for ALL Focus area courses (**remember to save your course syllabi**),
 - c. University of Minnesota course work transcripts (do not need to be official transcripts),
 - d. The Master's Project and Field Experience documentation,
 - e. Plan B paper,
 - f. MPH Study Plan, plus copies of any amendments added at a later time, and
 - g. A reflective summary (not more than 5 pages) of your learning objectives/focus area, how you met them and how the MPH has prepared you for public health practice.
9. Notify Anne Ehrenberg (612) 626-5665 or php@umn.edu of the date of the oral exam at least two weeks prior to the exam so that your student file can be forwarded to your academic advisor.
10. At the oral exam, the committee will sign the study plan. The academic advisor is responsible for returning the student file with the signed study plan to the Academic Programs and Instructional Coordinator as well as submitting a grade change for the master's project credits.
11. Submit the *Graduate Follow-up Survey*.
12. Sign up to participate in the SPH Commencement (held every May) and have your name in the Commencement program. Details available from the Student Services Center.

8.13 Staff and Faculty

PUBLIC HEALTH PRACTICE MAJOR STAFF

Public Health Practice Major Chair

Debra Olson 612.625.0476 olson002@umn.edu

Executive Program in Public Health Practice Program Director

Robert Veninga 612.625.7459 venin001@umn.edu

Public Health Practice Academic Programs and Instructional Coordinator

Anne Ehrenberg 612.626.5665 php@umn.edu

EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE FACULTY

John Adgate, PhD

Assistant Professor

612.624.2601; jadgate@umn.edu

Exposure and risk assessment; risk communication; environmental healthy policy

Bruce H. Alexander, PhD

Assistant Professor

612.625.7934; balex@umn.edu

Occupational and environmental epidemiology, especially occupational determinants of reproductive health, cancer, and traumatic injury; use of biological markers in epidemiological research

Boris Bershady, PhD

Assistant Professor

612.626.2439; bersh002@umn.edu

Data operations; health care quality

Lynn Blewett, PhD, MA

Assistant Professor

612.626.4739; blewe001@umn.edu

Health care policy and analysis; finance and delivery; access to care

Lester Block, DDS, MPH

Associate Professor

612.625.6992; block001@umn.edu

Competition, regulation, rationing of health services, health policy

Lisa Brosseau, MS, ScD

Associate Professor

612.624.3143; brosseau@umn.edu

Measurement of respirator valve leakage; assessment of bio-aerosol fluorescence; control of wood dust in small woodworking shops

Tim Church, MS, PhD

Associate Professor

612.626.1494; trc@cccs.umn.edu

Design and analysis of screening and prevention studies in cancer and cardiovascular disease; model uncertainty and mathematical representations of causal models

Roger Feldman, PhD

Blue Cross Professor in Health Insurance

612.624.5669; feldm002@umn.edu

Health economics

John Finnegan, PhD

Professor, Associate Dean for Academic Affairs

612.626.4937; finne001@umn.edu;

finnegan@epi.umn.edu

Mass communication and public health

Jean Forster, PhD, MPH

Professor

612.626.8864; forster@epi.umn.edu

Prevention policy; community and environmental strategies to reduce chronic disease risk

Judith Garrard, PhD

Professor

612.625.9169; jgarrard@umn.edu

Psychology; behavioral geriatrics; pharmacoepidemiology

Susan Gerberich, PhD, MSPH

Professor

612.625.5934; gerbe001@umn.edu

Injury epidemiology and control; population-based/case-control studies (all ages); brain and spinal cord injuries; occupational injuries including agricultural injuries; intentional injuries, including work-related violence; sports-related injury; general unintentional injury; injury surveillance

Ian Greaves, MD

Associate Professor, Associate Dean for Research

612.624.6196/626.4855; igreaves@umn.edu

Lung disorders caused by airborne exposures; agricultural health and safety issues; health and safety problems of small businesses; workers compensation; international environmental and occupational health issues

Craig Hedberg, PhD

Associate Professor

612.626.4757; hedbe005@umn.edu

Food safety; surveillance of food borne diseases and hazards; prevention and control of outbreaks in commercial food service; ecology of infectious disease

Wendy Hellerstedt, PhD, MPH

Associate Professor

612.626.2077; hellerstedt@epi.umn.edu

Reproductive/perinatal epidemiology; adolescent pregnancy

Rosalie Kane, DSW*Professor*

612.624.5171; kanex002@umn.edu

Aging and long-term care; ethics

John Kralewski, PhD, MHA*Professor*

612.624.2912; krale001@umn.edu

Medical group practices; managed health care

U. Beate Krinke, PhD, MPH, RD*Instructor*

612.624.8243; krinke@epi.umn.edu

Nutrition; aging; food and nutrition policy development

Harry Lando, PhD*Professor*

612.624.1877; lando@epi.umn.edu

Smoking intervention and policy

DeAnn Lazovich, PhD, MPH*Assistant Professor*

612.626.9099; lazovich@epi.umn.edu

Cancer prevention and control; cancer epidemiology

William H. Lohman, MD*Assistant Professor, Director Program in Public Health Medicine*

612.626.4855; lohma003@umn.edu

Occupational health and safety; workers' health; respiratory health

Claudiu Lungu, PhD, MS*Assistant Professor*

612.625.6904; lungu001@umn.edu

Applied industrial hygiene; evaluation, control and measurement of gas-phase contaminants; diffusive sampling; multiple component absorption; health physics. internal contamination, microdosimetry, and radon sampling

Patricia McGovern, PhD, MPH*Associate Professor*

612.625.7429; pmcg@umn.edu

Occupational health policy including women's use of family medical leave policies in association with postpartum health and workplace violence prevention and control

Ira Moscovice, PhD*Professor*

612.624.8618; mosco001@umn.edu

Operations research; rural health

James Neaton, PhD*Professor*

612.626.9040; jim@ccbr.umn.edu

Design and conduct of clinical trials and the application of statistical models to the analysis of data arising from them

John A. Nyman, PhD*Professor*

612.626.4425; nyman001@umn.edu

Health economics; the theory of the demand for health insurance; nursing home and long-term care policy; the behavior of physicians; cost-effectiveness analysis

Michael Oakes, PhD*Assistant Professor*

612.624.6855; oakes@epi.umn.edu

Quantitative methods; social epidemiology; bioethics

Charles Oberg, MD, MPH*Associate Professor*

612.625.6616; oberg001@umn.edu

Health disparities; childhood poverty; health care access & finance

Debra Olson, MPH*Instructor, Major Chair Public Health Practice*

612.625.0476; olson002@umn.edu

Occupational health nursing; injury prevention and control; agricultural safety and health; innovative teaching methods that employ new technologies and involve distance learning

Michael Osterholm, PhD, MPH*Professor*

612.626.6770; mto@umn.edu

Infectious disease epidemiology; bioterrorism; foodborne diseases; antibiotic resistance; vaccine preventable diseases; internet-based information systems; national policy development

Joän Patterson, PhD*Associate Professor*

612.624.1394; patterson_j@epi.umn.edu

Families and health; childhood chronic illness and disability

Cheryl Perry, PhD, MA*Professor*

612.624.4188; perry@epi.umn.edu

Community-based behavioral interventions with children, adolescents, and families

Gurumurthy Ramachandran, PhD*Associate Professor*

612.626.5428; ramac002@umn.edu

Methods of development for retrospective exposure assessment; measurement of air pollution, analysis of exposures to chemical mixtures, methods for analysis of aerosol measurements; theoretical and experimental studies on design of aerosol samplers; optical remote sensing applications in industrial hygiene

Peter Raynor, PhD*Assistant Professor*

612.625.7135; praynor@umn.edu

Engineering control of occupational hazards; theoretical and experimental filtration studies; measurement of volatile aerosols; protection of workers exposed to metalworking fluids; improving sampling methods used by industrial hygienists

William Riley, PhD*Assistant Professor*

612.625-0615; riley001@umn.edu

Health care management, health care financing

Pamela Schreiner, PhD, MS*Associate Professor*

612.626.9097; schreiner@epi.umn.edu

Cardiovascular disease epidemiology and etiology; the perimenopausal transition; osteoporosis

Mary Story, PhD, MS, RD*Professor, Associate Dean for Student Affairs*

612.626.8801; story@epi.umn.edu

Child/adolescent obesity

Traci Toomey, PhD*Assistant Professor*

612.626.9079; toome001@umn.edu

Alcohol & tobacco policy research, injury prevention

William Toscano, PhD*Professor, Division Head for Environmental and Occupational Health*

612.624.2967; toska001@umn.edu

Gene environment interactions, environmental signals and sensors; hormone active agents in the environment; effect of environment on fetal development; global environmental health

Michelle Van Ryn, PhD, MPH*Associate Professor*

612.624.0023; vanrym@epi.umn.edu

Formal and informal social relationships and health; race/ethnicity disparities in treatment; intervention design and evaluation

Robert Veninga, PhD*Professor*

612.625.7459; venin001@umn.edu

Management communications; organizational behavior

Beth Virnig, PhD, MPH*Assistant Professor*

612.624.4426; virni001@umn.edu

Administrative data analysis; cancer surveillance and treatment; end of life care

Elizabeth Wattenberg, PhD*Associate Professor*

612.626.0184; watte004@umn.edu

Molecular toxicology; investigation of the mechanisms by which different types of carcinogenic agents modulate cellular signal transduction pathways; risk assessment and environmental regulation

Douglas Wholey, PhD, MBA*Professor*

612.626.4682; whole001@umn.edu

Organizational sociology; health care organization; managed care; informatics; management

ADJUNCT FACULTY**Sara Axtell, PhD***Assistant Professor*

612.625.4489; axtel002@umn.edu

Edward Ehlinger, MD, MSPH*Adjunct Associate Professor*

612.625.1612; ehlin003@umn.edu

Katherine Fennelly, PhD*Professor*

612.625.6685; fenne007@umn.edu

James Hart, MD*Adjunct Assistant Professor*

651.629.1286; hartx013@umn.edu

Will Hueston, DVM, PhD, DACVPM*Director, Center for Animal Health and Food Safety*

612.625.8709; huest001@umn.edu

David Radosevich, PhD*Assistant Professor*

612.626.4701; davidmr@umn.edu

John Shutske, PhD*Professor*

612.626.1250; shutske@umn.edu

8.14 Appendices**Appendix A**

- Master's Project Proposal Form

Appendix B

- Field Experience Agreement
- Field Experience Record
- Field Experience Report
- Field Experience Worksheet

Appendix C

- EHPH Focus Area Planning Form

APPENDIX A – SAMPLE FORM

PubH 5294 Public Health Practice: Master's Project

MASTER'S PROJECT PROPOSAL FORM

Name _____ Date _____

Project Title _____

Academic Advisor Approval: _____ Date _____

1. Briefly describe your proposed project and its purpose.

2. Indicate if the culminating product will be a
____ Plan B Research Paper
____ Plan B Systematic Literature Review

3. State the key research question(s) and hypotheses (if applicable) to be addressed.

4. Briefly list your objectives for the project.

5. Briefly describe the project's methodology

6. Timeline

7. Budget

APPENDIX B – SAMPLE FORM

PubH 5296 Field Experience: Public Health Practice

AGREEMENT

This agreement specifies the general expectations for Public Health Practice Academic Advisor and for Community Preceptors.

The University of Minnesota **Public Health Practice Academic Advisor** will participate as follows:

1. serve as facilitator and resource person for student learning,
2. approve student’s learning objectives and plans for self-evaluation,
3. (may) initiate discussion with community resource person for field experience, and
4. take primary responsibility for evaluation process.

The **Community Preceptor** will participate as follows:

1. approve student’s learning objectives,
2. provide student with learning experiences appropriate to student learning objectives,
3. participate in evaluation process as arranged,
4. contact public health practice academic advisor as necessary, and
5. make recommendations to public health practice academic advisor for improvement of field experience.

_____	_____
Student	Date
_____	_____
Community Preceptor	Date
_____	_____
Academic Advisor, Public Health Practice	Date

7/04

APPENDIX B— SAMPLE FORM

PubH 5296 Field Experience: Public Health Practice

RECORD OF STUDENT FIELD EXPERIENCE IN PUBLIC HEALTH PRACTICE

- A. Name of Student: _____
- B. Field Organization Name: _____
Address: _____
- C. Specific Department, Division, Unit, or Program with which student will be affiliated:

- D. Field Organization preceptor or staff representative with whom student will be most directly associated in the conduct of this experience:
Name, Title, Phone: _____

- E. Period of Field Experience (estimated date agreed to by the organization and the student)
From: _____ To: _____
If feasible, indicate hours and days of each week scheduled for this experience:

- F. Brief but specific statement of the activity proposed and agreed to by the preceptor:

- G. Plan B Project (if any) - List title of paper or brief description of project:

- H. Agreement of proposed plans for field organization - student relationship as noted in A through G:
(Signatures)
Field Organization Preceptor: _____
Student: _____
Advisor: _____
Date: _____
- I. Advisor's Certification of Field Experience Completion:
Date of Completion: _____
Grade: _____
Signature: _____

APPENDIX B

PubH 5296 Field Experience: Public Health Practice

REPORT

The student is to write a two-five page, typed summary of their learning experience to be submitted no later than one week after completion of their field experience. Points to be addressed are identified below.

1. Identify your primary goal for the practicum and your rationale for choosing the setting.
2. Describe the setting in terms of the organization: name, location, number of employees, organizational mission and its products or services.
3. Identify your preceptors by name, title, and professional degrees.
4. Restate your learning objectives and the strategies and resources used to attain those objectives.
5. Restate your evaluation criteria and describe the degree to which you achieved your objectives.
6. Identify your major learning(s), both professional and personal.
7. Comment on whether or not you would recommend this setting and preceptor for future PHP students.
8. Recommend specific strategies your PHP academic advisor might have employed to enhance your experience.

APPENDIX B – SAMPLE FORM

PubH 5296 Field Experience: Public Health Practice

WORKSHEET

Learning Objectives	Learning Resources and Strategies	Theories and Concepts	Time Table	Criteria for Evaluation and Evidence of Satisfactory Achievement
<p>Example:</p> <p>1. Learn protocol for collecting genetic and epidemiological data in the field.</p>	<ul style="list-style-type: none"> ▪ Visiting field sites outside Dakar ▪ Background review of lab work in Paris 		<ul style="list-style-type: none"> ▪ 1-1/2 weeks in Paris ▪ 2 weeks in Dakar 	<p>Completion of master’s project describing field experience and conclusions of research conducted on malaria</p>
<p>Example:</p> <p>2. Begin statistical analysis of data collected on genetic susceptibility to malaria.</p>		<ul style="list-style-type: none"> ▪ Red blood cell disorders/blood groups ▪ HICA types correlated with susceptibility to malaria 	<ul style="list-style-type: none"> ▪ Remaining 6 weeks in Dakar, continuing for final 3 weeks in Paris 	

APPENDIX C – SAMPLE FORM

EPHP Focus Area Planning Form

STUDENT NAME _____ FOCUS AREA TITLE _____

FOCUS AREA DESCRIPTION _____

ADVISOR SIGNATURE: _____

FOCUS AREA GOALS	COURSE NUMBER AND TITLE				
	Example: PubH 5700 Foundations of Public Health Administration	Example: PubH 5717 Decision Making under Uncertainty	Example: PubH 5724 The Health Care System and Public Health	Example: PubH 5727 Health Leadership and Effecting Change	
Public policy development using a systems framework (Domain 2 and 8)	X		X		
Interventions based on the dimensions of community and culture (Domain 4 & 5)	X	X		X	
Assessment and application of basic public health sciences (Domains 1 & 6)	X	X			
Program management and communications principles (Domain 3 & 7)	X	X		X	

Place the course number and title of the course chosen for your focus area on the first line (the grey boxes)* and then indicate with an X the Goal(s) that will be accomplished by taking the course. As noted the Domains of Public Health identified by the Council on Linkages (<http://trainingfinder.org/competencies/>) have been combined for application to EPHP Focus Goals for planning purposes. All Goals must be met through a combination of your courses.

*Attach an additional sheet of paper if necessary