

Community Health Education

MPH Degree Program

Division of Epidemiology and Community Health

2008-2009 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, all-caps font. Below that, "School of Public Health" is written in a bold, dark red, sans-serif font.

UNIVERSITY
OF MINNESOTA
**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

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

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

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.

School of Public Health Directory

Note: All phone numbers are in area code “612”.

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Carol Francis, Asst Director of Student & Acad Services 624-6952 franc004@umn.edu
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Micaela Kucinski, Principal Office and Administrative Specialist 624-7660 kuci0005@@umn.edu
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Kristina Pearson, Principle Operations & Student Services Specialist..... 626-8908 pearson@umn.edu
Guy Piotrowski, Coordinator of Applications and Admissions 624-1991 piotr005@umn.edu

Division of Epidemiology and Community Health

Division Head – Bernard Harlow, PhD, MPH..... 626-6527 harlow@umn.edu
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Shelley Cooksey – Major Coordinator (Epi MPH and PubH Nutrition MPH)..... 626-8803 cooks001@umn.edu
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1. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

1.1 Welcome

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

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

The Division Head is Bernard Harlow, PhD.

The Major Coordinators are here to assist students in the Division. Students are invited to contact any one of them with questions or concerns.

Shelley Cooksey

Andrea Kish

Kathryn Schwartz

E-Mailepichstu@umn.edu

Phone612-626-8802

Fax612-624-0315

Campus Mail.....WBOB, #300, Delivery Code 7525

US Mail 1300 South Second Street, Suite 300, Minneapolis, MN 55454

1.2 The West Bank Office Building (WBOB)

The offices are located in the West Bank Office Building (WBOB) at 1300 South 2nd Street in Minneapolis. Students can find directions to WBOB at <http://www.epi.umn.edu/about/directions.shtml>.

Epi Shuttle

Students can travel back and forth between the East Bank campus and WBOB by using the Epi Shuttle. The shuttle route starts on the hour and half- hour at WBOB and travels to the main entrance of the Mayo Building on the East Bank and leaves for the return trip to WBOB at quarter past, and quarter to, the hour. Once each morning and afternoon the shuttle does take a trip to the Minnesota Department of Health (MDH). Please check the schedule to see when those trips occur. The schedule will be emailed to students, staff and faculty. The Summer schedule is usually less frequent.

Parking Options for WBOB

- Park on the East Bank and use the EpiCH shuttle.
- Affordable ramp parking (approximately \$5 day) is available across from Guthrie Theatre located just blocks from WBOB.
- Meter parking is available on South 2nd St for \$.50 - \$.75 per hour with a limit of 8 hours. These meters are enforced from 8:00 a.m. until 10:00 p.m.
- Parking is also available in the public parking lot attached to WBOB at \$2.50 per hour or portion thereof. This lot is also available after hours, on weekends, and holidays free of charge. The booth is staffed between the hours of 7:00 a.m. – 7:00 p.m. Students who will be in WBOB after dark are encouraged to move their car to this lot for security purposes.

Student Mailboxes

Students who have RA and/or TA positions will have mailboxes located near the receptionist on the third floor. Students who do not have RA or TA positions will be able to receive mail in the folders located next

to Shelley Cooksey's cubicle (398E). Students who work on campus and have trouble getting to WBOB should email epichstu@umn.edu for alternative ways to get their mail. Student mail can be sent to a campus mail address, but cannot be sent via regular U.S. Mail. Most information is distributed via e-mail using your U of M student e-mail account.

Forms

We have PDF versions of forms at <http://www.epi.umn.edu/students/guidebook.shtm>. All forms needed for student degree programs are also available on the wall rack outside of cubicle 398B on the third floor of WBOB. Microsoft Word documents of all the forms are also available upon request. Contact the Major Coordinators at epichstu@umn.edu to obtain the Word documents via e-mail.

Evening and Weekend Access

Division graduate students who do not have a paid appointment in the Division can have access to the student computer lab and student mailboxes after work hours and on weekends. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact a Major Coordinator for information.

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

Computer Lab

The Division computer lab in WBOB includes four PC's available for student use. The computer lab is located in cubicle 397F, at the north end of WBOB. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All four of the computers have SAS and two of them have STATA. Printers are available.

Copier and Fax Access

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

1.3 Division Communication with Students

The Division communicates information to students in the following ways:

- **E-mail:** Students should read their e-mail daily or at a minimum twice a week. We cannot stress enough how important e-mail has become. Communication between the Major Coordinators and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. Further, the University of Minnesota has expanded technological capacity to allow access to your account for up to five years after your graduate. To keep the account active, you must access it at least every six months. If you let it go dormant, you can reactivate it through the Alumni Association for a fee.
- **My U Portal:** This is a form of communication and information exchange within the University. Students are expected to check their portal regularly. Access to the portal is available at <https://www.myu.umn.edu/>.
- **Weekly SPHere:** A weekly electronic publication for students. This publication contains important deadline reminders as well as updates on students and faculty research and activities.
- **Division Newsletter:** The Division administrative staff produces a more extensive monthly newsletter titled EpiCHNews. EpiCHNews is available on the Epi web site at <http://www.epi.umn.edu/news/epichnews.shtm>
- **Student Mailbox:** All students have access to a mail folder where print materials are distributed; see *section 1.2* for mailbox locations in WBOB.
- **Bulletin Boards:** There is a student bulletin board to the right of the reception desk on the third floor of WBOB.

- **School/University News:** The School of Public Health distributes a monthly electronic newsletter. The University of Minnesota student newspaper is called The Daily and is available campus-wide.

1.4 Seminars

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

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

Weekly notices are posted in the Division's third floor reception area as well as sent out electronically. Most seminars are held 10:00-11:00 a.m., Fridays, in Room 364 of WBOB. Seminars by visiting scientists may be at other times.

Students having questions or comments about the seminar series should contact David Jacobs, Seminar Director, at 612-624-4196. Students can also check the EpiCH Web site for seminar information by going to <http://www.epi.umn.edu/news/seminars.asp>.

1.5 Academic Credit for Independent or Directed Coursework

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

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

It is very unusual for students to take more than four credits total of independent or directed coursework (over and above any credits earned for the field experience or master's project/thesis requirement). Students are expected to fulfill the majority of their elective credits through regularly-scheduled courses.

Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.
2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

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

The student should also receive prior approval from their academic advisor to count the independent/directed work as an elective course.

Choosing Course Numbers

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

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

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

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.
2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at <http://www.epi.umn.edu/students/guidebook.shtm>.
3. Student gives the completed/signed *Independent/Directed Study Contract* to a Major Coordinator. She then enters in electronic permission enabling students to register for the course.
4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

1.6 Division Resources and Policies

Incomplete Grades

For MPH students, all required courses (with the exception of field experience, internship, or master's project/thesis credits) must be completed during the term of registration. Students must complete all course requirements by the end of the registered term so that faculty can submit a grade by the appropriate due date. A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete grade requires a written contract between the instructor and student specifying a deadline by which the student will complete the course requirements. The student must contact a Major Coordinator to receive the required contract. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the instructor submits an "I" without a written contract a hold will be placed on the student record, barring the student from registering. If the requirements of the contract are not met by the contract deadline, a hold will be placed on the

student's record unless a new deadline has been renegotiated. Field experience, internship, and master's projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

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

Six Credit Minimum Exemption

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

The Division Training Committee (DTC) approved the following policy: "Students will almost always be granted a one semester exemption so they can finish their work toward the end of their degree program, but must petition the DTC for more than one semester's exemption and this would be given under only extraordinary, extenuating circumstances. Extending coursework in order to remain a graduate assistant will not be sufficient reason." Students who wish to request an exemption should contact Andrea Kish. It may take several weeks for this request to be reviewed so please submit your request at least one month prior to the start of the term.

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

Sitting in on a Class

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

Support for Student Travel

The current Division policy is as follows:

1. The Division will provide up to \$800 per student in a 12 month period [a maximum of \$3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:
 - The student is currently enrolled in the Epi PhD/MS/MPH, CHE MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster.
 - The meeting is at a national or international level and has scientific relevance to the student's field of study.
 - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.
2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to a Major Coordinator, who will process the request. The request should include:
 - The dates, location and purpose of the meeting and describe the student's role.
 - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request.

- The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
 - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc).
3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

Payment for TA English Program

If a nonnative English-speaking Division student is required by their degree program to fulfill a teaching assistantship position (i.e. Epidemiology PhD students), the Division will pay one-half the cost of instruction the first time the student takes the course (the University's Office of Academic Affairs pays the other half). Students not passing the exam must pay the costs of any additional instruction.

SAS Access

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available <http://www1.umn.edu/adcs/site/sasWinMac.html>. Please note that all 4 of the computers in the student computer lab (397F WBOB) have SAS.

One computer (the one furthest to the East) has the SAS Learning Edition 4.1 (an easy to use personal learning tool). The book, The Little SAS Book for Enterprise Guide 4.1 is a guide to a point-and-click interface that is part of the Learning Edition. Using Enterprise, you generate SAS code without writing it. It is available for checkout from Laurie Zurbey, in cube 398C.

For additional help with SAS, you can schedule an appointment with Judy Baxter, an experienced SAS programmer. Judy is available a few days a month and sends out a monthly schedule of the exact days via email to all current students with instructions on how to schedule an appointment. You may contact Judy at baxte003@umn.edu.

J.B. Hawley Student Research Award

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

STANDARD AWARD

Who May Apply?

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

How Much?

\$3,500 maximum, including fringe benefits when applicable.

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
Please indicate in the letter whether the project will help support a master's project, master's thesis, PhD thesis, or field experience.
2. Face Page (1 page)
 - a. Title
 - b. Investigator information, including name, address, telephone, and e-mail address
 - c. Collaborating investigators (faculty, staff, students), if any
3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
 - a. Background and Significance (1 page maximum):
Describe the background and justification for the study and state the research questions/hypotheses.
 - b. Research Methods (2 pages maximum):
Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
 - Study population
 - Sample selection and recruitment
 - Measurements
 - Data analysis plan (required for both quantitative and qualitative research)
 - Timeline
 - Sample size (justified by formal statistical calculations or other means)
 - c. Human Subjects (no page limit):
All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.
4. Detailed Budget (1 page maximum):
The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism, should be specified clearly.

The following items are NOT allowed: computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).
5. Letter of Support from Faculty Advisor (1 page):
A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. Applicants are strongly encouraged to discuss their proposals with a faculty advisor, who should review the proposal before it is submitted.
6. Appendices, if needed (no page limit)

Submission

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

Review Process

All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes faculty members representing the major fields. Each proposal will be evaluated according to its scientific and technical merits and public health implications.

If you have questions regarding preparation of a proposal, please contact the Chair of the Research Awards Committee Chair. Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology and

Community Health Accounts Administration has received notification of Human Subjects Committee approval.

Final Report

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

DOCTORAL AWARD

Who May Apply?

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

How Much?

\$7,000 maximum, including fringe benefits when applicable. There will be one award available in 2007-08.

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

The Chair of the Research Awards Committee will distribute an e-mail announcement with detailed instructions.

Submission

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

Review Process

All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes members of the graduate faculty. Each proposal will be evaluated according to its scientific and technical merits and public health implications.

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

Final Report

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

Other Division Awards and Scholarships

The Division of Epidemiology and Community Health also has several other awards that are granted each year:

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a \$2,000 award.

- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for \$1,000.
- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for \$1,000.
- The **Betty J. Hallstrom Award** is awarded to a graduating nurse in the Maternal and Child Health major who had demonstrated research competence by completing a project in an MCH area and has displayed innovative and creative planning for MCH care. The recipient of the award will receive a certificate and check.
- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.
- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a \$500 check.
- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.
- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a \$400 stipend to attend this meeting.
- The **Robert ten Bensele Scholarship** is awarded to a full-time incoming Maternal and Child Health student that has demonstrated leadership, human equity, and social justice in MCH.

Research Grants

An up-to-date listing of current and pending grants is available upon request, or at <http://www.epi.umn.edu/research/index.asp>.

Division of Epidemiology and Community Health Student Support Policies

Doctoral Student Support Policy, for those matriculating **Fall 2003 or later**

1. Students can be accepted to the program with varying levels of support including no guaranteed support, guaranteed support for the initial year, or support for multiple years.
2. Support levels will be set at the level of an NIH Pre-Doctoral Fellow or, if not an NIH Fellow, not more than 50% RA/TA position. This means that those who accept a pre-doctoral fellowship may not also accept an RA or TA position in the Division. Scholarship or block grant awards are not included.
3. Students on fellowships perform their TA requirement as part of the fellowship, with terms to be negotiated with the training director.
4. Requests may be made to the DGS for levels of RA/TA support up to 75% for students who have passed their preliminary examinations and are working on their thesis. These requests are required to show that such additional work does not delay the thesis defense and graduation.
5. Physicians who are licensed to practice medicine in the United States will have an RA/TA stipend set at the doctoral level. Those who are not licensed to practice will be paid at the Masters level RA/TA position stipend.
6. There is no limit on the number of years of support; however, adequate progress toward degree completion is required for continued support.
7. Students may increase support to 75% during the Summer term.
8. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% research assistantship in the Medical School.

Approved 7/1/03, revised 06/08

Doctoral students matriculating prior to Fall 2003 should see a Major Coordinator to discuss their student support policy.

Master's Student Support Policy

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

Policy for Graduate Assistant Pay Scale for Post-Baccalaureate Professional Students

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

Division of Epidemiology and Community Health Websites

EpiCH website	http://www.epi.umn.edu
EpiCH Student Guidebook and Forms	http://www.epi.umn.edu/students/guidebook.shtm
EpiCH course grid	http://www.epi.umn.edu/students/coursegrid.shtm
Course syllabi	http://www.epi.umn.edu/students/syllabi.shtm
Job Tip Sheet	http://www.epi.umn.edu/students/pdf/jobtipsheet.pdf
EpiCH faculty information	www.epi.umn.edu/people/index.asp
EpiCH seminar	http://www.epi.umn.edu/news/seminars.asp
EpiCH telephone directory	http://www.epi.umn.edu/people/index.asp
Grant writing information	http://www.epi.umn.edu/support/grants.shtm

1.7 Division Advising Information

Guidelines for Faculty/Student Interactions

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

- **Asking a student to drive you somewhere, including the airport, home, or main campus.** Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.
- **Asking student to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but you should not expect a student to work these extra hours.
- **Asking an advisee to housesit, take care of your children or pets, or help you move.** While some students may not mind house sitting, taking care of children or pets, or helping someone

move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

Faculty members who are uncertain about the appropriateness of requests they have for students should consult with the DTC Chair. Students should talk with their Major Chair, DGS, or Major Coordinator if they have concerns about the appropriateness of requests from faculty members.

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at www1.umn.edu/regents/policies/humanresources/Nepotism&Personal.html .

Confidentiality

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

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

Guidelines for Changing Advisors

Master's Students

At the master's level, students may change academic advisors if they have serious personality or other conflicts with their assigned advisor. In that case, they should discuss their reasons and their preferences for a different advisor with the program chair. The program chair will then consult with both faculty members (new and old advisors) to obtain agreement before approving the change. The program chair will notify the Division Major Coordinators of the change.

PhD Students

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

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

Student Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Students

SPH students are expected to...

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

Faculty Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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Defining Advising

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3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience /internship/practicum development, placement and completion.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Faculty

Faculty advisors are expected to...

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

1.8 Division Courses 2008-2009

Number	Title	Credits	Offered	Instructor(s)
60xx	Obesity and Eating Disorders: Treatment, Prevention & Policy	2.0	Spring	Pereira/French
6000	Topics: E-Public Hlth: On-line Interventions	3.0	Fall	Rosser and Others
6015	HIV/AIDS: Epi & Pub Hlth Interventions	2.0	Fall	Rosser
6020	Fundamentals of Social and Behavioral Science	3.0	Fall	T. Nelson
6020	Fundamentals of Social and Behavioral Science (web course)	3.0	Fall/Spring /Summer	Multiple Instructors
6034	Program Evaluation For Public Health Practice	3.0	Spring	Harwood
6035	Applied Research Methods	3.0	Fall	Hennrikus
6040	Dying and Death in Contemporary Society	2.0	Spring	Rothenberger
6045	Skills for Policy Development	1.0	Spring	Toomey
6049	Legislative Advocacy Skills for Public Health	3.0	Spring	Forster/Toomey
6050	Community Health Theory and Practice I	3.0	Fall	Lytle
6051	Community Health Theory and Practice II	3.0	Spring	Toomey
6055	Social Inequalities in Health	3.0	Spring	Jones-Webb
6060	Motivational Interviewing	1.0	May '09	Patterson
6066	Building Communities, Increasing Health: Preparing for Community Health Work	2.0	Fall	Axtell
6074	Mass Communication and Public Health	3.0	Spring	Ijzer
6078	Public Health Policy as a Prevention Strategy	2.0	Spring	Forster

6080	Seminar: Policy/Politics/Ethics of PubH Decision Making	2.0	Spring	Humphrey
6085	Prevention and Control of Tobacco and Alcohol Problems	3.0	Fall	Jones-Webb
6301	Fundamentals of Clinical Research	3.0	Fall	Luepker/Hirsch
6303	Clinical Research Project Seminar	2.0	Spring	Luepker/Thomas
6305	CR: Introductory Seminar for Health Professionals	2.0	Spring	Luepker
6309	Clinical Research Career Development	1.0	Fall/Spring	Luepker
6320	Fundamentals of Epidemiology (web course)	3.0	Summer	Anderson
6320	Fundamentals of Epidemiology	3.0	Fall	Lazovich
6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	SAS Programming for Data Management	1.0	Fall/Spring (January)	Oakes
6333	Human Behavior I	2.0	Fall	Lytle
6334	Human Behavior II	2.0	Spring	Hennrikus
6336	Adv. Seminar in Infectious Disease Epidemiology	1.0	Fall	Ehresmann
6341	Epidemiologic Methods I	3.0	Fall	Flood/Spector
6342	Epidemiologic Methods II	3.0	Spring	Pankow/Munoz-Zanzi
6343	Epidemiologic Methods III	4.0	Fall	Duval/Schreiner
6344	Epidemiologic Methods IV	2.0	Fall	Steffen/Yuan
6348	Writing Research Grants	2.0	Fall	Luepker/Harlow
6355	Pathophysiology of Human Disease	4.0	Fall	Oberg/Crow
6360	Obesity & Eating Disorders: Etiology/Epidemiology	2.0	Fall	French
6363	Community Trials	3.0	Spring	Oakes/Hannan
6381	Genetics in Public Health	2.0	Fall	Demerath
6385	Epidemiology and Control of Infectious Diseases	2.0	Spring	Lifson
6386	Public Health Aspects of Cardiovascular Disease	2.0	Fall	Folsom
6387	Cancer Epidemiology	2.0	Spring	Anderson
6389	Nutritional Epidemiology	2.0	Fall	Harnack
6390	Topics: Social Epidemiology	2.0	Spring	Oakes
6600	Topics: Global Reproductive Health	2.0	Fall	Hellerstedt
6605	Reproductive and Perinatal Health	2.0	Spring	Hellerstedt
6606	Children's Health: Issues, Programs & Policies	2.0	Summer	Oberg
6606	Children's Health: Issues, Programs & Policies (web course)	2.0	Spring	Oberg
6607	Adolescent Health: Issues, Programs & Policies	2.0	Spring	Hellerstedt
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	Fall/Spring	Bretl/Turnham
6630	Foundations of Maternal and Child Health Leadership	3.0	Fall	Oberg
6634	Advocacy and Children's Rights	2.0	Spring	Oberg
6650	Community-Based Participatory Research	1.0	May	Hellerstedt/Call
6655	Principles and Programs in MCH (web course)	2.0	Summer	Patterson
6673	Grant Writing for Public Health	1.0	May	Toomey
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang/Story
6902	Maternal and Infant Nutrition	2.0	Fall	Stang
6902	Maternal and Infant Nutrition (web course)	2.0	Summer '09	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Story
6904	Nutrition and Aging	2.0	Sum	TBD

6905	Human Nutrition and Health	2.0	Fall	Nelson, M.
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	May	Pereira
6914	Community Nutrition Intervention	3.0	Spring	Neumark-Sztainer
6915	Nutrition Assessment	2.0	Spring	Himes/Harnack/Gross
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6945	Child/Adolescent Obesity	1.0	May	Stang/Nelson, M.
8377	Seminar: Chronic Disease and Behavioral Epi	1.0	Fall/Spring	Jacobs/Harlow

2. COMMUNITY HEALTH EDUCATION MPH DEGREE PROGRAM

2.1 Fall 2008 Program Curriculum

48 Semester Credit Minimum

The Community Health Education major requires the following courses be taken on an A-F grading basis: both Community Health Theory and Practice courses; one course each from Health Behavior and Policy Interventions, Assessment Methods, and Recommended Competencies and Electives. All of the Public Health Core courses must be taken on an A-F grading basis. Please pay close attention to the following notes to assist you with your course planning. Please also note that all of the Public Health Core Courses are offered online at least once each academic year.

① Offered in alternate academic years.

② The course number for topics courses may change in subsequent semesters.

③ For students entering with strong quantitative skills and/or who are considering a doctoral-level degree, the advanced biostatistics track of PubH 6450/6451 can be taken in place of PubH 6414/6415. Depending on the sequence chosen, either 6414 or 6450 is included as part of the Public Health Core.

④ For those students entering with strong quantitative skills and/or who are considering a doctoral-level degree, the advanced epidemiology course PubH 6341 may be taken in place of PubH 6320.

Theory (6 credits)				
Course	Notes	Title	Offered	Credits
PubH 6050		Community Health Theory and Practice I	Fall	3
PubH 6051		Community Health Theory and Practice II	Spring	3
Health Behavior and Policy Interventions (Minimum of 8 credits required)				
Course	Notes	Title	Offered	Credits
PubH 6000	②	Topics: Obesity and Eating Disorders: Treatment, Prevention and Policy	Spring	2
PubH 6000	②	Topics: e-Public Health: Online Intervention Design	Fall	3
PubH 6015		Topics: HIV/AIDS Epidemiology and Public Health Interventions	Fall	2
PubH 6045		Topics: Skills for Policy Development	May Session	1
PubH 6049		Legislative Advocacy Skills for Public Health (prerequisite 6078)	Spring	3
PubH 6055		Social Inequalities in Health	Spring	2
PubH 6066		Building Communities, Increasing Health: Preparing for Community Health Work	Fall	2
PubH 6074		Mass Communication and Public Health	Spring	3
PubH 6078		Public Health Policy as a Prevention Strategy	Spring '09	2
PubH 6085		Prevention and Control of Tobacco and Alcohol Problems	Fall	3
PubH 6123		Violence Prevention and Control: Theory, Research and Application	Spring	2
PubH 6281		Immigrant Health Issues (online course)	Fall	3-4
PubH 6605	①	Reproductive and Perinatal Health	Spring '09	2
PubH 6606		Children's Health: Issues, Programs and Policies	Summer	2

PubH 6607	①	Adolescent Health Issues: Issues, Programs, and Policies	Spring '09	2
PubH 6627		Sexuality Education: Criteria, Curricula and Controversy	Fall/Spring	1
PubH 6634		Advocacy and Children's Rights	Spring	2
PubH 6902		Maternal and Infant Nutrition	Fall	2
PubH 6903		Child and Adolescent Nutrition	Fall	2
PubH 6914		Community Nutrition Intervention	Spring	3
SW 8505		Advanced Community Organizing and Advocacy	Fall	2
Assessment Methods (9-10 credits)				
PubH 6034		Program Evaluation for Public Health Practice	Spring	3
PubH 6035		Applied Research Methods (PubH 6034 prerequisite)	Fall	3
PubH 6415 or PubH 6451		Biostatistical Methods II	Spring	3
		Biostatistics II	Spring	4
Public Health Core (11-12 credits)				
☞ Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F) ☞				
PubH 6101 or PubH 6102		Environmental Health	Fall/Spring	2
		Issues in Environmental and Occupational Health	Spring/Summer	2
PubH 6320 or PubH 6341	④	Fundamentals of Epidemiology	Fall/Spring/Summer	3
		Epidemiologic Methods I	Fall	3
PubH 6414 or PubH 6450	③	Biostatistical Methods I	Fall/Spring/Summer	3
		Biostatistics I	Fall/Spring	4
PubH 6741 or PubH 6742		Ethics in Public Health: Professional Practice and Policy	Fall/Spring/Summer	1
		Ethics in Public Health: Research and Policy	Fall/Spring/Summer	1
PubH 6751		Principles of Management in Health Services Organizations	Fall/Spring	2
Field Experience and Master's Project (2-4 credits)				
PubH 7094		Master's Project (see section 2.4)	Fall/Spring/Summer	2
PubH 7096		Field Experience (see section 2.5)	Fall/Spring/Summer	2
Electives [to total 48 credits]				

Recommended Competencies and Electives

Electives are to be approved by your academic advisor; they must be graduate level courses with a 5xxx number or higher. Under some circumstances, 4xxx - level courses can also be applied toward a MPH degree when they are taught by a member of a graduate faculty and are approved by the Major Chair. Students are not restricted to School of Public Health courses, but are responsible for meeting all prerequisites of the desired electives.

The CHE faculty strongly recommends that CHE students consider taking elective coursework in the five CHE competency areas (theory, health behavior and policy interventions, assessment methods, cultural competency, and leadership/management). You can also focus on competency areas as part of your master's project and/or field experience. Please refer to Table 1 for more information on courses meeting the competency areas.

The competency areas are very broad; students can therefore choose elective courses that:

- Are relevant to target groups (e.g. youth, aging, ethnic and/or minority populations, maternal and child health), health behaviors (e.g. nutrition, alcohol/drug problems, mental health, human sexuality and AIDS), or advanced courses in epidemiology, biostatistics, etc.
- Are relevant to the Master's Project (e.g. courses in statistics, program evaluation etc.)
- Expand professional skills by providing practical experience in a variety of public health-related proficiency areas. These could include: personal computer methods and statistical computing, formative and process evaluation (such as questionnaire development, needs assessments, and qualitative research methods), program planning, grant writing, teaching skills, advocacy skills, intervention material development, management and leadership training, media communication, cross-cultural experience.
- Apply to one of the Public Health Interdisciplinary Concentrations which include Global Health, Complementary and Alternative Medicine, Public Health Policy, and Health Disparities. Additional concentrations may be approved throughout the year. A complete list of concentrations is available at www.sph.umn.edu.

Table 1. Summary of competency areas/skills that guide the CHE curriculum and courses that address these competency areas.

COMPETENCY AREA SKILLS	How Acquired	How Measured	Other Departments With Possible Courses *
Theory	PubH 6050, field experience, master's project	Course evaluations, student grades, student and preceptor evaluations of field experience, master's project	AdEd, CAPy, EdPA, EPsy, Gero, Jour, Mgmt, Psy, SW, WHRE, WoSt
Uses theories of behavior and social change to inform the planning and evaluation of health interventions			
Health Behavior and Policy Interventions	PubH 6051,6000, 6049, 6055, 6061, 6066, 6078, 6082, 6123, 6281, 6606, 6607, 6627, 6634, 6645, 6903, 6914, SW 8505, field experience, master's project	Course evaluations, student grades, student and preceptor evaluations of field experience, master's project	AdEd, CAPy, CI, EdPA, EPsy, FE, FPCH, FsoS, HRD, InMd, Jour, Nurs, PA, Pol, PubH, Rhet, Soc, Spch, SW, WHRE, YoSt
Identifies individual, community, and policy level interventions that are effective in promoting healthy behaviors and social conditions			
Designs and implements effective individual, community, and policy level interventions for a variety of health behaviors			
Assessment and Analytical Methods	PubH 6034, 6035, 6320, 6341, 6101, 6102, 6414, 6450, 6415, 6451, field experience, master's project	Course evaluations, student grades, student and preceptor evaluations of field experience, master's project	EPsy, FsoS, Geog, Jour, PA, PubH, Rhet, Stat, WHRE
Assesses the health status of individuals and communities			
Utilizes appropriate data collection strategies and qualitative and quantitative methods to evaluate health interventions			
Cultural Competency	PubH 6021, 6055, 6281, field experience, master's project	Course evaluations, student grades, student and preceptor evaluations of field experience, master's project	Afro, Chic, CI, CSpH, EdPA, EPsy, HMed, InMd, Nurs, PA, PubH, Rhet, SW, WHRE, WoSt
Identifies the role of cultural, social, and behavioral factors in influencing health behaviors and status			

Develops and adapts approaches to problems that take into account cultural differences			
Leadership and Management	PubH 6034, 6049, 6066, 6741, 6742, 6751, field experience, master's project	Course evaluations, student grades, student and preceptor evaluations of field experience, master's project	CMBA, EdPA, EngC, EPsy, HRD, Law, Nurs, OMS, PA, Phil, PubH, Rhet, SW
Communicates health information effectively both in writing and orally			
Advocates for public health programs and resources			
Collaborates with public health agencies and other constituency groups			
Coordinates and manages health programs/services			
Relates ethical considerations and values to one's professional practice			

* This column lists departments that may have courses that will meet the competency area. Please use the University class schedule at onestop.umn.edu to search the course listings for these departments. Departments not included in this column may also have courses that could meet the desired competencies so students are encouraged to look at other departments that may have relevant courses.

2.2 Other MPH Degree Requirements

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. OR
- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee, OR
- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by 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 6751 Principles of Management in Health Services Organizations – 2 cr.

Behavioral Science

PubH 6050 Community Health Theory and Practice I – 3 cr.

Biostatistics

PubH 6414 Biostatistical Methods I – 3 cr.
 PubH 6415 Biostatistical Methods II – 3 cr.
 PubH 6450 Biostatistics I – 4 cr.
 PubH 6451 Biostatistics II – 4 cr.

Environmental Health

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

Epidemiology

PubH 6320 Fundamentals of Epidemiology – 3 cr.
 PubH 6341 Epidemiologic Methods I – 3 cr.

Ethics

PubH 6741 Ethics in Public Health: Professional Practice and Policy – 1 cr.

PubH 6742 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.

Course Numbers and Graduate Credit

5xxx, 6xxx, 7xxx and 8xxx-level courses are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student's Major Chair – 4xxx-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**Grade Point Average**

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

S-N Grade Option

MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S-N basis.

Public Health Core Courses

Courses designated as part of the public health core must be taken for a letter grade (A-F). Students will be required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses at their own expense until they achieve a grade of B- or better.

However, a retaken course may be counted only once toward degree requirements in the student's study plan.

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

Field Experience

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience; see *section 2.5*.

MPH Study Plan

Students are required to submit a completed 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.

Master's Project

MPH students must complete a master's project; see *section 2.4*.

Comprehensive Examination

MPH students must complete a written and/or oral examination as specified by the major; see *section 2.6*.

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

Effective with students entering the program in Fall 2007, a student may seek transfer of no more than 40% of their total graduate or professional program credits taken prior to the MPH program matriculation at the University of Minnesota or at another college or university. 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, 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 found at <http://www.epi.umn.edu/students/guidebook.shtm>

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 at <http://www.epi.umn.edu/students/guidebook.shtm>.

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. Students should apply for approval before they take the course whenever possible as permission could be denied. Students should:

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 offering the course. 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 the advisor. S/he will complete the Department section of the *Petition* form and indicate whether or not s/he approves 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 6751/6752, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6101/6102, epidemiology-PubH 6320/6341, ethics-PubH 6741/6742), 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 the Student Service Center to be presented to the appropriate SPH Educational Policy committee members. The student will be notified via e-mail of the committee's decision. If the 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://www.epi.umn.edu/students/guidebook.shtm>. Students are encouraged to submit the form in their first semester of matriculation.

2.3 Standard Sample Schedule

Students are strongly encouraged to meet with their academic advisors each term prior to registration. Doing so will ensure that you are on track for graduation and that any complications are resolved in a timely manner.

NOTE: part-time schedules are available upon request from one of the Major Coordinators. Careful planning must be considered when attending part-time to make sure courses that are sequential in nature are taken in the appropriate order. Contact Kathryn Schwartz at Schwa139@umn.edu for assistance with your schedule.

Full-Time in Two Years [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6050	Community Health Theory and Practice I	3
PubH 6101	Environmental Health (1 st half of the semester)	2
PubH 6751	Principles of Management in Health Services Organizations (2 nd half of the semester)	2
PubH 6414	Biostatistical Methods I	3
PubH 6741	Ethics in Public Health: Professional Practice & Policy	1

Spring Semester I

PubH 6051	Community Health Theory and Practice II	3
PubH 6034	Program Evaluation for Public Health	3
PubH 6320	Fundamentals of Epidemiology	3
PubH 6415	Biostatistical Methods II	3

May/Summer Session I

PubH 7096	Field Experience	2
	1 Elective Course	2

Fall Semester II

PubH 6035	Applied Research Methods	3
	2 Intervention Courses *	4
	2 Elective Courses *	4

Spring Semester II

PubH 7094	Master's Project **	2
	2 Intervention Courses *	4
	2 Elective Courses *	4

* Many course options are available to meet Intervention and Elective requirements. For planning purposes, we have assigned two credits for each Intervention, but this is flexible.

**Sign up for PubH 7094 after you have a master's project advisor lined up and have completed the *Master's Project Approval* form. Most students do not complete their master's project credits in the same semester that they register for 7094. The credits remain a "K" for "work in progress" on your transcript until you complete your project and pass your oral exam.

Other Curriculum Suggestions

Theory Coursework

The core foundation courses should be taken in the first year, in sequential order.

Health Behavior and Policy Interventions and Electives

These courses will make up the majority of the coursework in the second year. Keep in mind that some courses are offered every other year.

Assessment Methods

- PubH 6414 should be taken in fall semester first year; and PubH 6415 spring semester first year, (full- or part-time).
- PubH 6034 should be taken in the spring semester of the first year (or second year if part-time).
- PubH 6035 should be taken in the fall semester of the second year (or third year if part-time).

NOTE: Students with a very strong background in research methodology should discuss their biostatistics options with their advisor; coursework options may include more advanced biostatistics, epidemiology and/or research methods coursework.

Public Health Core

- Full-time students should take their epidemiology course in the first year; part-time students should take it by the fall semester, second year.
- PubH 6101/6102 and 6751/6752 are offered in fall and spring semesters, and can be taken anytime during the course of the program.
- Public Health core classes are offered online throughout the year.

2.4 Master's Project

All CHE students must complete a master's project. Additionally, depending on which master's project option you select, you may also need to complete a supervised field experience. There are two strategies available to students to meet these requirements. **Remember, you only need to select one strategy.** Professional experience prior to enrolling in the CHE program will not exempt students from this requirement. Work on research projects, including data collection, data analysis, or intervention for the project, carried out in conjunction with a unit of the University of Minnesota or some other research institution, will not fulfill the fieldwork requirement for the CHE program. If you want to conduct work with a unit of the University of Minnesota for your Masters Project, you must choose Strategy Two.

Strategy One

This strategy allows students to complete both their master's project and field experience requirements by doing a needs assessment, a program evaluation, or a program development project (project options one or two from the list below) within an organization other than the University of Minnesota. This is the most efficient way for students to complete degree requirements. However, this option may not be appropriate for students desiring an internship opportunity or those students wanting to acquire research or data analysis skills. Students completing strategy one register for PubH 7094: Master's Project for 2 credits.

Example: Phoung entered the CHE program with over 4 years experience working in a public health organization. She does not think an internship is necessary, and her advisor concurs. Phoung also has well-developed research and data analysis skills and feels she would be best served by doing Strategy One to complete both her field experience and master's project. After discussing this choice with her advisor, they agree that this option would be best for Phoung. Phoung elects to do a needs assessment in a non-profit family clinic and complete both her field experience and master's project requirements with this one project.

Strategy Two

The second choice is to complete 120 hours of field experience **in addition** to a master's project. Only students who complete a separate field experience may do the research or data analysis project format of the master's project. Students choosing this option can also elect to complete the other master's project

options. Students choosing Strategy Two register under PubH 7096 for 2 credits for the field experience credits, and PubH 7094 for 2 credits for Master's Project credits.

Example: Al has little experience with data analysis and recognizes that this skill set is valuable to his future career as a public health professional. While some data analysis training is provided in the CHE curriculum, Al's advisor explains that doing a master's project that concentrates on data analysis would be a good idea for him. Al completes an internship with a non-profit community health clinic, and then goes on to do a master's project analyzing an existing data set to research the effectiveness of a new smoking cessation program being run by an HMO.

Purpose

The master's project serves as a capstone or culminating experience to demonstrate the student's ability to integrate and apply skills and knowledge from several areas of course work and can take several forms, as described below. The choice of the form of the master's project is determined by the student and master's project advisor, depending on the student's interests, skills, experience, and goals. Only students who have fulfilled the field experience requirement using Strategy Two may choose to carry out a Research or Data Analysis Project.

Before starting their project, students can gain a perspective on the depth, breadth, and length expected in the master's project as well as some ideas about potential subjects and/or community agencies by viewing completed master's projects. Copies are located outside of 398E in WBOB – ask a Major Coordinator for access to the file cabinet.

Project Options

Students are encouraged to think about topics for their project early. The summer after the first year (for full-time students) is a good time to identify topics and evaluate their feasibility.

1. Needs Assessment or Program Evaluation Project

Students who select either of these options must:

- Identify an existing community group or agency that has an existing or planned program for which they would like a needs assessment or program evaluation. The selected agency must agree to collaborate on the evaluation methodology, provide access to program participants and controls, if appropriate, and help in the logistics of the evaluation. Students are responsible for working with their master's project advisor to identify a suitable topic and public health organization or community agency with which to work.
- Describe the population and/or program to be evaluated, or the needs assessment to be conducted, including the health topic or disease involved, targeted group, behavior change sought, and health education modality used. A theoretical model should be chosen which will guide the needs assessment or program evaluation process. A description of the public health importance of this project should be written, based on available data and literature.
- Review the methodologies and outcomes of other needs assessments or evaluations of programs related to the topic.
- Develop the evaluation plan. This includes an acceptable and feasible study design, sample selection, control group, questionnaires, and analysis methods. Students will present and defend their study designs, evaluation instruments, and reliability and validity data for the instruments. A needs assessment using qualitative data analysis techniques is also acceptable.
- Conduct the needs assessment or evaluation by actual implementation of the questionnaires with program participants and controls, if appropriate, according to the study design.
- Analyze the evaluation data and write recommendations. The needs assessment or evaluation methods should also be critiqued, based on their usefulness, areas of weakness, and suggested changes for future evaluations.

2. Program Development Project

Students who select a development project should have a primary interest in program design. Students will:

- Select a topic based on interest, skills, and needs. Students are responsible for working with their master's project advisor to identify a suitable topic and public health organization or community agency with which to work. The topic should relate to:
 - A specific health topic or disease (e.g. AIDS, heart disease, alcoholism),

- A targeted group (youth, elderly, poor, minority),
- An identified behavior (eating, smoking, drug use), and
- A particular health education modality (mass media, direct education, health policy, community organization, correspondence, environmental change).
- As described above, this should be done in conjunction with an organization or agency that has identified a need for such a program and is willing to help arrange pilot study sites.
- Write a rationale or defense of the topic selected, based on available data and literature.
- Review existing evaluated programs related to the topic.
- Develop the educational program. This includes the selection or adaptation of a theoretical model to guide program design, review of the already available materials on the topic, and the actual development of program materials. Students will have a training manual, education materials, media productions, etc. that are ready for implementation.
- Conduct a pilot study, including the actual implementation of the program, with a group from the target audience in the community, and quantitative and/or qualitative evaluations of the program materials. The program should be evaluated, based on its adherence to components of the theoretical model, receptivity or change by the pilot study participants, and its potential for broader implementation. Students will critique the developed program and suggest changes in future revisions.

3. Research or Data Analysis Project

Students who have interests in research and analysis may choose this option. They will also need to complete Strategy Two to fulfill their field experience requirement. Students can design an original research project and collect their own data, or design a question to be answered using data from another source, such as a research project within the Division of Epidemiology and Community Health.

The research question should be relevant to a community health education intervention problem or issue.

Students who select this option will need to:

- Develop a research proposal which defines an original research question,
- Identify the resources required to address the question, and
- Implement data collection and analysis methods necessary to answer research questions.

Master's Project Advisor

All students must have an advisor to guide and approve the steps in the master's project process. The project advisor does not have to be the same faculty member as the student's academic advisor. However, the project advisor must be a member of the CHE faculty (see *section 8.8* for a list of CHE faculty members). Because of the extensive time commitment involved in advising master's projects, the CHE faculty suggests students seek a match of academic interests, community contacts and/or personal compatibility with a project advisor.

Students who do not have a specific faculty member in mind by the time they are ready to start on the project should discuss potential project advisors with fellow students, the Major Coordinators, their academic advisor, and/or the CHE Major Chair.

When a faculty member agrees to serve as their project advisor, students should inform their academic advisor of the name of the project advisor and the subject or working title of their master's project. The role of the master's project advisor varies with the project. Advisors should negotiate with students the appropriate scope and amount of work/credits for the project. Students can expect their project advisor to:

- Be available for consulting with the student at all stages of the project.
- Review and approve all project protocols and methods.
- Provide guidance about the format and content of the final report.

Master's Project Committee

The master's project and oral examination committee must include at least three faculty members:

1. The master's project advisor, who must be a CHE faculty member, will chair the committee;
2. The student's academic advisor must be the second member. If the academic advisor is the master's project advisor, then the second committee member must be some other CHE faculty member, and
3. One outside faculty person; this person must be a regular or adjunct faculty member from within the University, but outside the CHE Major. This person is selected by the project advisor and the student.

A list of CHE faculty members is available in *section 2.8*; any of the individuals on this list may serve as a project advisor for a CHE student. Students having questions about any faculty member's appointment should contact one of the Major Coordinators for clarification. If a student wishes to have someone from an outside agency or organization sit on the committee, that is permissible, but that person would not sign the student's official Study Plan form and will not be considered an official committee member. Students should meet with committee members to outline the scope of the project before it begins to minimize the amount of 'last minute' work needed to satisfy all committee members as the project nears completion.

Approval Process and Registration

Students are required to submit a 1-2 page proposal describing their project's objectives, research questions or hypotheses, design, and implementation. Plans for analyzing data from the project should also be included and stated in general terms. The proposal should reflect the agreement between student and project advisor on the project scope and tasks to be accomplished.

The number of credits, 2-5, is determined by the scope of the work, and is negotiated between the student and project advisor. Almost all students register for two credits; however, more credits may be used as electives. Students can choose either the S-N or A-F grading option, which also must be approved by their project advisor and should be decided before registering.

The proposal and *Master's Project Approval Form* should be submitted to the project advisor for approval prior to initiating work on the project. The form can be found at <http://www.epi.umn.edu/students/guidebook.shtm>. Students must have this form completed and submitted to Kathryn Schwartz, Major Coordinator, before they can start work on their master's project. Students also need permission to register and will not be issued permission until Kathryn has this form. The outline should include a detailed description of the scope of the master's project. A timeline would also be helpful to include in the description; however, it is not required. Students then register for master's project credits under PubH 7094.

Human Subjects Information

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. For forms and information about IRB applications, go to <http://www.research.umn.edu/irb/>.

Project Completion

Upon completion of the master's project, each student is expected to submit a report. The report can take several forms depending upon the type of project and the audience for the report:

- A report to the agency or organization with which you collaborated,
- A manuscript for publication, or
- A more traditional thesis-type report.

In each case, the report should include:

- A thorough literature review;
- A statement of the problem;
- A complete description of the target population, intervention goals, theoretical model, and intervention (where appropriate);
- A description of all intervention, data collection and analysis methods used in the project;
- Detailed results of the project, including appropriate data presentation; and
- A discussion of the implications of the results, limitations of the study, and recommendations to the organization (where appropriate).

Detailed guidelines for preparation of the report and the final presentation are available at <http://www.epi.umn.edu/students/guidebook.shtm>. Students should review these guidelines prior to beginning work on their project.

The final report should include a copy of the approval letter for the project from the University of Minnesota Institutional Review Board. Copies of former students' research projects are located near cubicle 398E on the

third floor of WBOB. Students may browse through these but cannot take them from the student study area. A list of master's research project titles is available on-line at www.epi.umn.edu/academic/mstrproj.shtm

Students should prepare the report in consultation with their project advisor and submit it to their committee members for review at least two weeks before the oral exam. Kathryn Schwartz, Major Coordinator, (schwa139@umn.edu) must also be notified of the date, location, and project title at least two weeks before the oral exam. A final copy (unbound and unstapled) of the report must be submitted to Kathryn Schwartz after revisions suggested during the oral exam are incorporated.

Costs Associated with the Master's Project

Students are responsible for costs associated with completing their master's projects. Costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from the Division of Epidemiology and Community Health by applying for the J. B. Hawley Student Research Award; see section 2.6. Students who choose the data analysis option may find the research project with which they are associated can cover the costs of their project. There are also resources available for statistical computing. The Division of Epidemiology and Community Health will provide their MPH, MS and PhD students working on research projects free access to the Division's research computers. This policy is addressed to those students who need computer access for faculty-sponsored research that is part of their Master's or PhD Project. Computers with SAS and STATA can be found in 397F WBOB.

The following rules apply if students need access to the specialized analysis software available only on the Epi main system:

- A sponsoring faculty member should initiate access for the student and specify the time period that the access is needed.
- Access beyond the initial time period is renewable at the request of the faculty member and subject to approval by the Computer Resources committee.
- To be courteous, the student should run only one job at a time.
- The computer may not be used for other coursework.
- This access is limited to the main research computers .
- Any technical problems should be reported to the faculty sponsor, not the computer support staff or Major Coordinators.
- Detailed guidelines for the Master's Project and Field Experience can be found at <http://www.epi.umn.edu/students/guidebook.shtm>.

2.5 Field Experience

An additional field experience is required if students choose Strategy Two.

Goals of the Field Experience

The goals of the field experience (sometimes referred to as an internship) are that students will gain one or more of the following:

- Experience in application of theory to current problems in the field;
- Exposure to organizational settings for community health education practice;
- An understanding of community health education and how it relates to other professions and public health;
- New skills relating to practice and professional development;
- The ability to apply theoretical, practical, and methodological skills in a practice setting;
- Knowledge concerning the opportunities and constraints of settings in which the health education profession is practiced;
- Experience in working with professionals from other fields and nonprofessional groups and individuals on public health problems; and
- An identity as a public health education professional.

The student's role should be to help the organization assess the need for, define, plan, develop, implement and/or evaluate some programmatic aspect of their public health-related work. The experience should reflect an expressed need of the organization. The student or the organization can initiate the

consultation/collaboration, but the student should not work independently of the direction of the organization. The consultation/collaboration process is integral to the field experience.

How to Register and Complete the Field Experience

1. Identify a faculty advisor. The field experience faculty advisor must be a CHE faculty member but does not have to be your academic or project advisor (see *section 2.8* for a list of eligible faculty members).
2. Once a potential placement is identified, the student should make contact with the organization to define a specific project or area, determine the time commitment, and establish a site preceptor. The site preceptor will supervise the field experience. The site preceptor does not have to have a doctoral level degree but should have at least a MPH or equivalent-level degree.
3. The *Field Experience/Internship Contract* form must be completed, approved (with signatures) by all parties and submitted to Kathryn Schwartz, Major Coordinator. Electronic completion of the form is available at www.ahc.umn.edu/sphfieldexp/. Once the *Field Experience/Internship Contract* form has been submitted, Kathryn Schwartz will issue electronic permission to register for PubH 7096. Students are expected to make copies of the signed contract for their advisor, site preceptor and themselves.
4. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their fieldwork, master's project, or dissertation is in such a facility, students may be asked by the institution to submit paperwork.
5. Some agencies may ask students to sign agreements concerning confidentiality of data or other data practices. This may be especially true in those settings where students will have access to personal identifiers.
6. Upon completion of their field experience both the preceptor and student will need to complete evaluations. These evaluations are available at www.ahc.umn.edu/sphfieldexp/. A grade will not be submitted until both evaluations have been completed.

2.6 Oral Examination

The following are guidelines for the MPH examination for the Community Health Education Major. The oral examination is required for all CHE students. Detailed instructions on the oral exam and the forms mentioned below can be found at <http://www.epi.umn.edu/students/guidebook.shtm>.

Material Covered

The material covered in the oral examination is comprehensive and includes:

1. Master's project;
2. Course materials and seminars;
3. Issues of practical application.

Before the exam

Students need to complete Part I of the *Study Plan* at least one semester before completion of their coursework. The form can be found at <http://www.epi.umn.edu/students/guidebook.shtm>. Students should complete Pages 1 & 2 of the *Study Plan* and then turn in the *Study Plan* to Kathryn Schwartz (cube 398D WBOB), Major Coordinator, who will then make sure the advisor and Major Chair sign it before the form is placed in the student's file. Students are urged to keep a copy of their *Study Plan* for their own files.

Students are responsible for scheduling the oral exam with the committee members, reserving a small conference room for a minimum of two hours. Students are also responsible for arranging for any audio-visual equipment needed for the presentation through Kathryn.

- To schedule a room in the West Bank Office Building (WBOB), call 612-624-1818.

It is a good idea to reserve the room starting 30 minutes prior to the time that you want to start your presentation. Allowing that additional 30 minutes will ensure that any audio-visual equipment reserved has been set up and your presentation works as you anticipate that it will. To reserve an LCD projector and/or

laptop, please notify Kathryn at least two weeks in advance. These arrangements can usually be accommodated in WBOB conference rooms with at least two weeks notice.

At least two weeks prior to the exam, students must forward a copy of their final project to their committee members for review, and notify Kathryn (schwa139@umn.edu), of the date of the oral exam so that the proper paperwork can be forwarded to the project advisor. Please note that students cannot show up on the day of the oral and expect the paperwork to be prepared with no advance notice. If this happens, the student would hold their oral but the committee would not have the paperwork to sign. It would be the project advisor's responsibility to get the required committee signatures after the paperwork is prepared.

During the exam

At the oral exam, the student presents for roughly 20-30 minutes. When the presentation is complete and all questions have been answered, the committee will ask the student to leave the room so the committee can decide if the student passed. The committee will ask the student to re-join them, and the student is given the committee's decision. If the student passes, the committee signs the study plan. If the student did not pass, the committee explains what steps are necessary before they will approve the student's project. The MPH will not be conferred until the exam committee is satisfied with both the quality of the presentation and the Master's Project.

After the exam

The project advisor is responsible for returning (a) the student's file with the signed study plan to the Major Coordinators, and (b) submitting a grade change for the master's project research credits.

Once any necessary changes or corrections to the master's project have been completed, students must submit one unbound, unstapled copy of their master's project paper and abstract to a major coordinator.

2.7 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 http://sphsdb.ahc.umn.edu/gradsurvey/gs_login.cfm. 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.

2.8 Program Faculty List

PRIMARY FACULTY			
Name	Phone	E-mail	Research Expertise
Sonya Brady, PhD	626-4026	ssbrady@umn.edu	Health risk behavior during adolescence and young adulthood; Developmental influences on risk taking; Mechanisms linking stressful life circumstances to health risk behavior and factors promoting resiliency; Promotion of health protective behavior; Public policies affecting adolescent health.
John Finnegan, Jr., PhD	624-5544	finne001@umn.edu	Media communication and public health; community campaigns; the "Knowledge Gap" and health outcomes; digital information technology and its impact on public health
Jean Forster, PhD <i>(on sabbatical January 2008- January 2009)</i>	626-8864	forst001@umn.edu	Public health policy as a prevention strategy; Community-based strategies for chronic disease prevention; Tobacco policy
Simone French, PhD	626-8594	frenc001@umn.edu	Social and environmental influences on eating and physical activity behaviors; Community-based strategies for eating behavior change; Adolescent nutrition and physical activity

Eileen Harwood, PhD	626-1824	harwo002@umn.edu	Social Epidemiology; Health Program and Policy Evaluation Alcohol; Tobacco and Illicit Drugs
Deborah Hennrikus, PhD	626-8646	hennr001@umn.edu	Smoking cessation; Reducing environmental tobacco smoke exposure; Health education in clinical settings
Keith Horvath, PhD	624-9556	horva018@umn.edu	Internet-based Public Health Interventions; HIV Prevention Interventions; Online Survey Methodology; Minority Sexual Health
Robert Jeffery, PhD	626-8580	jeffe001@umn.edu	Health behavior change; Dietary intervention; Obesity epidemiology; treatment, and prevention
Rhonda Jones-Webb, DrPH	626-8866	jones010@umn.edu	Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; Behavioral epidemiology
Harry Lando, PhD (on sabbatical June 08-May 09)	624-1877	lando001@umn.edu	Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers
Jennifer Linde, PhD	624-0065	linde074@umn.edu	Obesity prevention and intervention; Weight control behaviors; Weight loss goals; Public health messages
Russell Luepker, MD, MS	624-6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; Health behavior; Community trials; Clinical trials
Leslie Lytle, PhD	624-3518	lalytle@umn.edu	Planning and evaluating eating behavior change interventions in children; Youth health promotion research; Theories of health behavior
Toben F. Nelson, ScD	626-9791	tfnelson@umn.edu	Health policy; organizational change; health behavior during developmental transitions; influence of sports participation on health; social determinants of health; program evaluation; prevention of alcohol-attributable harm; physical activity promotion; obesity prevention; motor vehicle safety
Dianne Neumark-Sztainer, PhD, MPH	624-0880	neuma011@umn.edu	Adolescent health and nutrition; Obesity and eating disorder prevention; Health behavior change; Nutrition education program design and evaluation
J. Michael Oakes, PhD	624-6855	oakes007@umn.edu	Quantitative Methods; Social Epidemiology; Research Ethics
João Patterson, PhD	624-1394	jasu@umn.edu	Adolescent – parent comanagement of diabetes; Behavioral risk factors among youth with cystic fibrosis; Impact of cancer on families; Child and family adaptation to childhood chronic illness and disability; Prevention of mental health problems in children; Family health promotion
Simon Rosser, Ph.D., M.P.H., L.P.	624-0358	rosser@umn.edu	HIV/STI prevention; sexual health; sex; male homosexuality; prevention for HIV+ persons; religious and sexual identity formation; Internet sex; Internet-based-Public Health surveys and interventions; virtual community health
James Rothenberger, MPH	625-5692	rothe001@umn.edu	Undergraduate health education; AIDS; Chemical use and dependency; Dying and death
John Sirard, PhD	626-1733	sirar001@umn.edu	Assessment of physical activity; the role of physical activity in the prevention and treatment of obesity in children and adolescents
Mary Story, PhD	626-8801	story001@umn.edu	Child and adolescent nutrition; Obesity prevention; Eating behaviors
Traci Toomey, PhD, MPH	626-9070	toome001@umn.edu	Policy research; Community organizing; Prevention of alcohol and tobacco-related problems; Intentional and unintentional injury prevention

ADJUNCT FACULTY			
Name	Phone	E-mail	Research Expertise
Sara Axtell, PhD	625-4489	axtel002@umn.edu	Community organizing
Donald B. Bishop, PhD	651- 281-9839	don.bishop@health.state.mn.us	Diabetes; obesity; asthma; physical activity; nutrition; tobacco use
Marla Eisenberg, Sc.D, MPH	626-2492	eisen012@umn.edu	Influences on adolescent sexual behaviors; health issues of gay, lesbian and bisexual youth; body image and weight control behaviors; teasing and bullying
Edward Ehlinger, MD, MSPH	625-1612	ehlin003@umn.edu	Health of college students; Urban health
Dana Farley, MS	625-5917	farle006@umn.edu	Prevention of alcohol and drug problems; Health behavior of college students; Mental health
Judith Garrard	625-9169	ygarrard@umn.edu	Behavioral geriatrics; pharmacoepidemiology; Research methods
Cheryl Robertson, PhD, MPH, RN	624-5412	rober007@umn.edu	Refugee family health; trauma, stress and coping; community-based interventions
Nancy Sherwood, PhD	624-4173	sherw005@umn.edu	Childhood obesity
Michelle van Ryn, PhD, MPH	625-9105	vanry001@umn.edu	Characteristics of formal and informal social relationships as they influence the quality and success of health interventions; Health behaviors, and health outcomes; Provider behavior; Race/ethnicity disparities in treatments received; Quality of cancer care

2.9 Graduation Checklist

General steps for all MPH majors

1. Student submits completed *Study Plan* at **least one semester** prior to the anticipated completion of coursework; see *section 2.6*.
 2. Student files the *Application for Degree* form (see *section 2.2*) at 200 Fraser Hall by the end of the first business day of the month in which they intend to graduate.
 3. Student completes all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.
 4. Student completes and circulates the Master's Project paper and schedules the oral exam at least two weeks before the scheduled oral examination date; see *section 2.6*.
 5. **Student notifies Kathryn Schwartz (schwa139@umn.edu) of the date of the oral exam at least two weeks prior to the exam so that their study plan can be forwarded to the project advisor; see *section 2.6*.**
 6. After the oral exam, project advisor returns the student's study plan to the Major Coordinator; see *section 2.7*.
 7. Student submits one unbound, unstapled copy of the Master's Project paper and abstract to Kathryn Schwartz. See *section 2.6*.
 8. Student submits the *Graduate Follow-up Survey*. See *section 2.7*
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All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2008 through Summer Session 2009 are eligible to participate in the School of Public Health commencement ceremony on May 18, 2009. We encourage you to attend!

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