

# **Health Services Research, Policy and Administration**

MS and PhD Degree Programs

Division of Health Policy and Management

## **2008-2009 Student Guidebook**

**UNIVERSITY OF MINNESOTA**

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**School of Public Health**

All students are responsible for knowing the rules and policies that govern their academic program. This guidebook contains important information that you need to know to complete your degree. Please keep it with you and refer to it often.

Additional University and School of Public Health policies can be found on the web on the SPH website for current students, under resources for students at:

<http://www.sph.umn.edu/current/incoming/resources/home.html>

*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.*

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# DIVISION OF HEALTH POLICY AND MANAGEMENT

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## Introduction

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Welcome! Health Policy and Management (HPM) is one of four Divisions in the School of Public Health (SPH). The Division of HPM offers four degree programs:

**The M.P.H. degree in Public Health Administration and Policy** provides management training in public health administration, focusing on the public health functions of management, analysis, and policy. The program emphasizes a population-based health improvement approach to public health.

**The M.S. degree in Health Services Research, Policy and Administration** emphasizes a policy/population orientation, a research perspective, analytic methods, and broad exposure to the field. Graduates enter careers in policy analysis, clinical outcomes research, and health services research positions in public and private sector organizations such as state legislatures, public health agencies, managed care organizations, large multi-specialty medical group practices, and hospital/physician organizations.

**The Ph.D. in Health Services Research, Policy and Administration** trains students for positions as researchers and teachers in top research universities, in government agencies at the state and federal level, and in the research arms of private health insurance, provider, or consulting organizations. The program is known for its rigorous training in statistical methods and for its emphasis on economic, sociological and political theory as a basis for organizing thought.

**The Master of Healthcare Administration** degree is the traditional preparation for those who want to build their careers in the management, financing, and marketing of healthcare delivery. Students pursue coursework in the classic management disciplines and apply those concepts to the healthcare industries. M.H.A. graduates are employed in a variety of settings such as, clinics and hospitals, consulting firms, managed care and insurance companies, and medical device and pharmaceutical companies.

It is important to understand these distinctions because policies and requirements vary by degree and program.

Students in the MHA and MPH degree programs are School of Public Health students. Degree program requirements, along with tuition rates, are controlled by the SPH.

Students in the MS and PhD degree programs have dual association with the SPH and the Graduate School. MS and PhD students are required to adhere to Graduate School regulations and benchmarks, and pay tuition based on the Graduate School rates, yet are also considered part of the School of Public Health.

Each degree program has its own student handbook that outlines policies and procedures.

## Student Mailboxes

All division students have a mailbox and should check it frequently for information.

- MHA student mailboxes are located in the MHA Program Office in Mayo D262.
- MPH, MS, and PhD student mailboxes are located in Mayo D367. This room is locked at all times. The combination to the door can be obtained from any of the HPM coordinator staff (Maureen Andrew, Drew Hatton, or Diane McClellan)

## Student Study Area

A study area with computers is located in D367 Mayo. Students can contact any member of the HPM coordinator staff for the door combination and passwords for the computers (Maureen Andrew, Drew Hatton, or Diane McClellan. All are located in Suite D-262 Mayo).

## Division Calendar

Events, seminars and meetings are posted on the Division calendar, which can be viewed at: <http://www.hpm.umn.edu>. At the home page, click on HPM Events Calendar under Quick Links.

## Seminar Series

The Division of Health Policy and Management sponsors two seminar series:

**Health Services Research Seminars (HSR)** - Nationally and internationally known leaders in health services research speak on current topics. These seminars, offered 2-4 times each academic year, are free and open to the public. HPM will announce the the speaker, topics and location prior to each seminar.

**Work in Progress Seminars (WIP)** - Work in Progress Seminars feature Division faculty, visiting colleagues, and other University faculty, students and research staff. These seminars provide an opportunity to discuss current work and share ideas. Seminars take place on Wednesdays, 12:15-1:15 PM. The location and topic will be announced prior to each seminar. Dates of each seminar during the 2008-09 academic year as follows:

### 2008

September 10, 17, 24

October 1, 8, 15, 22, 29

November 5, 12, 26

December 3, 10

### 2009

January 21, 28

February 4, 11, 18, 25

March 4, 11, 25

April 1, 8, 15, 22, 29

May 6

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## Joint/Dual Degree and Collaborative Programs

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The Division of Health Policy and Management offers the following joint/dual degree and collaborative programs. These programs contain some coursework that is shared with the partner degree, thus permitting the student to complete two degrees in less time than if pursued separately. **Students must apply for admission and acceptance to each program separately. Admissions requirements, including entrance exams, may vary by program.**

### Joint Degree In Law, Health and Life Sciences

Joint Degree in Law, Health, and the Life Sciences with a JD in Law and one of the following:

- MPH in Public Health Administration and Policy.
- MS in Health Services Research, Policy, and Administration.
- PhD in Health Services Research, Policy, and Administration.

The joint degree requires separate applications to the Law School (which includes completion of the LSAT entrance exam) and Admissions Application to either:

Graduate School via the School of Public Health for the MS and PhD programs in HSRP&A (with completion of the GRE entrance exam); or

School of Public Health for the MPH degree (with completion of the GRE or LSAT).

This joint degree trains experts in the legal, ethical, and policy problems posed by health services in the 21<sup>st</sup> century. Students are educated to become leaders in managed care and health policy, intellectual property issues in biotechnology, law and policy. The program presents an on-going speaker's series, colloquia, and other meetings to draw scholars to campus. For more information, see [www.jointdegree.umn.edu](http://www.jointdegree.umn.edu).

PHAP students may also contact coordinator, Drew Hatton at: [hatton@umn.edu](mailto:hatton@umn.edu).

MS and PhD students may contact coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### Master's of Public Policy and Master's of Health Services Research, Policy and Administration (HSRP&A) Joint Degree

The joint MPP/MS combines the skill and knowledge sets of public policy and health services research, policy and administration. The joint curriculum prepares graduates with the skills necessary to carry out research, formulate policy options, carry out sophisticated empirical studies, analyze results, shape and implement policies, evaluate policies once implemented, and work effectively in the public arena.

For more information see: [www.hhh.umn.edu](http://www.hhh.umn.edu).

MS and PhD students may also contact coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### **Medical Degree and PhD in Health Services Research, Policy and Administration**

Medical School requires the completion of the MCAT entrance exam. See the Medical School website for more information at [mdphd.med.umn.edu/index.html](http://mdphd.med.umn.edu/index.html).

To fulfill the requirements of this joint degree, students complete their first two years of Medical School prior to entrance into the PhD program in HSRP&A. Upon completion of the PhD in HSRP&A, the student returns to Medical School to complete their coursework and residency. Students may also contact coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### **Doctoral Program in Occupational Health Services, Research and Policy**

This PhD program is a collaboration between the divisions of Environmental and Occupational Health Sciences, and Health Services Research and Policy within the School of Public Health, at the University of Minnesota. The program's curriculum integrates statistics, research design, sampling, survey methodology, economics, occupational and environmental epidemiology, toxicology, exposure assessment, and policy.

Students in this collaborative program major in one Division and minor in the other. For example, a student who majors in the doctoral program in HSRP&A would minor in Environmental and Occupational Health. This minor is individually tailored to the particular needs and objectives of the student. For more information, PhD students may contact coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### **Master of Healthcare Administration and Master of Business Administration**

The MHA/MBA Dual Degree Program meets both the MHA and MBA requirements. A strong curriculum integrates the skills and breadth of understanding needed for leadership both the delivery of healthcare and the medical industry.

To be considered for the MHA/MBA Dual Degree applicants must apply to both the Full-Time MHA and the Full-Time MBA Programs. Applications are available at:

- The Full-Time MHA Office, 612-624-9588, D262 Mayo
- The Full-Time MBA Office, 612-625-5555, 2-210 Carlson School of Management

For more information, students may also contact Lynnette Redd, Student Services Director, at: [redx010@umn.edu](mailto:redx010@umn.edu)

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## **Division Travel Policy for HPM Division Students**

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Students are encouraged to participate in professional meetings or conferences related to their field of study. The MHA, PHAP and HSRP&A PhD programs have some funding to help defray the costs for such travel. (No travel funding is available for HSRP&A MS students). Please refer to your academic program for additional information on travel funding assistance such as availability, student eligibility, and disbursement of funds.

Preapproval of all travel is required BEFORE making any travel arrangements. To make an initial request for travel funds, follow this process:

- Obtain an expense worksheet from Betty Herring in D262 and fill it out with proposed expenses prior to obtaining department approval.
- Obtain approval and signature form the Program Chair (or designee).
- Obtain final approval of proposed travel expenditures from Assistant to the Division Head--Patty Homyak. These signed approvals are required BEFORE making any travel arrangements.
- Read the University of Minnesota's current travel policy on the Travel Services website at <http://travel.umn.edu>. Rates are often dictated by IRS rules and change frequently.

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# PLAGIARISM

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## The Division of Health Policy and Management Prohibition against Plagiarism

There is a general assumption that students engaged in graduate level work understand the concept of plagiarism and the prohibitions against it. In general, it is considered unacceptable behavior to use the intellectual work of others without giving the source proper credit for the ideas. It is even less acceptable to use another person's direct words and appear to claim them as your own.

This sort of unacceptable behavior can take several forms:

1. Taking the work of others directly and claiming it as your own. This would involve directly quoting someone else's work and providing neither references to acknowledge the source nor quotation marks. This and subsequent categories include using material from non-print sources such as the web.
2. Taking the work of others directly and failing to show that it is a direct quote through the use of quotation marks. In this case, you might provide a reference but use someone else's words without using quotation marks.
3. Using someone else's ideas (although not their specific words) and failing to reference the source. This might include paraphrasing someone else's writing.
4. Having someone else write a work for you and claiming it as your own.

## The University of Minnesota Student Conduct Code defines scholastic dishonesty as follows:

**Scholastic Dishonesty:** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Part of the problem with plagiarism may stem from a failure to appreciate what level of work is expected of a graduate student. It is not sufficient to simply recite the work of others, even of your professors. You are expected to know that material and then to use it to synthesize new ideas, weaving ideas together to produce a rational and coherent argument. It is permissible and encouraged to use citations, but simply reciting the work of others is not sufficient. It is never acceptable to claim the work of others as your own.

Selective use of quotations may help to bolster an argument but excessive quoting suggests a failure to master the material. Your work should reflect an understanding of the topic.

If you have questions about what constitutes plagiarism or academic dishonesty, you should talk with your faculty advisor or you might want to look at the following web site: <http://www.dartmouth.edu/%7Esources/about/what.html>

## For Additional Information:

**University of Minnesota Center for Writing** is an excellent resource for all types of writing support, including definitions and examples of plagiarism. See: <http://writing.umn.edu/tww/index.htm> and click on Preventing Plagiarism.

**Office for Student Academic Integrity (OSAI)** endeavors to promote scholastic responsibility and skill on the part of individual students; to aid faculty and instructional staff in providing a positive learning environment through the prevention and detection of cheating; and to serve as a centralized forum for the fair and even-handed resolution of reported cases of student scholastic dishonesty. Consultations, workshops and other resources are made available through OSAI to students as well as faculty to foster academic integrity and to help define, recognize, and deter instances of scholastic dishonesty. In the resolution of scholastic dishonesty cases, OSAI's work is closely aligned with Student Judicial Affairs, which administers the University Student Conduct Code. See <http://www.osai.umn.edu/> for more information.

**Student Judicial Affairs** has responsibility for administering matters arising from student conduct on campus. The office uses educational strategies and disciplinary counseling as catalysts for self-understanding and personal growth. Student Judicial Affairs mission is to provide a forum for these educational encounters within the services of its own

office and through consultation and advisement of colleges, individuals, and administrative units within the University. Student Judicial Affairs is responsible for the creation, revision and review of policies and procedures that provide for the administration of a procedurally fair and lawful system of student discipline. Student Judicial Affairs handles most complaints on an informal, person-to-person basis with emphasis on educational development whenever possible.

See: <http://www.sja.umn.edu/> for more information.

**DIVISION POLICIES ON GRADUATE ASSISTANTSHIPS**

**Tuition Benefits:** The purpose of this policy is to clarify tuition reimbursement guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management.

In order to hold a graduate assistantship during fall or spring semester, students are required to be registered for credit (audit registration only is not acceptable). For regular assistantships, six credits of registration are required; for Advanced Master’s and Ph.D. candidate positions, one credit is required. Registration during May Intersession and summer term are not required to hold an assistantship.

Typically graduate/ professional students in the Division take classes during the fall and spring semesters—summer courses are not typically required by the degree programs.

As such, graduate students will be hired into job classifications during the fall and spring terms that include tuition benefits. Tuition reimbursement is not automatic for appointments during summer session. During the summer all graduate assistants will be hired in a non-tuition bearing job class unless they can document a specific extenuating need to take a course(s) required for graduation during the summer. The Principal Investigator must approve summer tuition benefits if hired on a sponsored account. If hired on an account using Division funds the program chair overseeing the student’s degree program must approve the need to take the course(s) during the summer.

**Compensation:** The purpose of this policy is to define compensation guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management.

The floor and top of the range for graduate assistant compensation in the Division will be set at the salary range established by the University of Minnesota for these positions. The mid-level salary will be established by HPM at the beginning of each fiscal year and will be within the University’s range. The following salary levels will be used for all graduate students employed as Research Assistants, Teaching Assistants and Administrative Fellows in HPM:

<b>Degree Status of Student</b>	<b>Salary Level</b>
Baccalaureate degree	Floor level of University range
Master’s degree	Mid-level of HPM range
PhD student without a Master’s degree who has completed all preliminary written exams	Mid-level of HPM range
Doctoral/Professional degree (relevant field)	Up to top of University range - at Principal Investigator’s discretion

Should a student earn a Master’s degree or pass all of the preliminary written exams during an appointment period as a RA, TA or AF, the individual’s salary will increase at the start of the next appointment period after which they become eligible for such increase.

Students with a foreign medical degree who hold an RA or TA and who have the Educational Commission for Foreign Medical Graduates (ECFMG) certificate will be paid at the Doctoral/Professional degree level. Those who do not will be paid at the Master's degree level.

All employees in these job classes will receive salary increases based on mandated changes of the University's fixed salary range for these job classifications, regardless of length of employment

## HPM Division Faculty and Coordinator Staff

### Faculty

Faculty	Title	Office Location	Phone	E-mail Address
Jean Abraham, PhD	Asst. Professor	15-227 PWB	625.4375	abrah042@umn.edu
Jim Begun, PhD	Professor	D262 Mayo	624.9319	begun001@umn.edu
Lynn Blewett, PhD	Associate Professor	15-217 PWB	626.4739	blewe001@umn.edu
Lester Block, DDS MPH	Professor Emeritus	NA	NA	block001@umn.edu
Kathleen Call, PhD	Assoc. Professor, DGS	15-223 PWB	624.3922	callx001@umn.edu
Jon Christianson, PhD	Professor	D262 Mayo	625.3849	chris001@umn.edu
Michael Davern, PhD	Asst. Professor	2221 University	625-4835	daver004@umn.edu
Bright Dornblaser, MHA	Professor Emeritus	D275 Mayo	624-9502	dornb001@umn.edu
Bryan Dowd, PhD	Professor	15-213 PWB	624.5468	dowdx001@umn.edu
Roger Feldman, PhD	Professor	15-205 PWB	624.5669	feldm002@umn.edu
Susan Foote, JD	Professor	D-360 Mayo	626.2851	foote003@umn.edu
Judith Garrard, PhD	Professor/Assoc. Dean	A-305 Mayo	625.8772	ygarrard@umn.edu
Les Grant, PhD	Assoc. Professor	D262 Mayo	624-8844	grant004@umn.edu
Ayse Gurses, PhD	Assistant Professor	D376 Mayo	625.2302	gurse001@umn.edu
Robert Kane, MD	Professor	D351 Mayo	624.1185	kanex001@umn.edu
Rosalie Kane, DSW	Professor	D527 Mayo	624.5171	kanex002@umn.edu
Pinar Karaca-Mandic	Assistant Professor	15-232 PWB	624.8953	pkmandic@umn.edu
John Kralewski, PhD	Professor Emeritus	15-229 PWB	624.2912	krale001@umn.edu
Karen Kuntz, ScD	Professor	15-232 PWB	625.9333	kmkuntz@umn.edu
Ted Litman, PhD	Professor Emeritus	D275 Mayo	626.7344	litm001@umn.edu
Donna McAlpine, PhD	Associate Professor	15-230 PWB	625.9919	mcalp004@umn.edu
Marshall McBean, MD, MSc	Professor	A369-1 Mayo	625.6175	mcbea002@umn.edu
Jeffrey McCullough, PhD	Assistant Professor	15-231 PWB	625.9328	mccu0056@umn.edu
Ira Moscovice, PhD	Professor	15-215 PWB	624.8618	mosco001@umn.edu
Gordon Mosser, MD	Associate Professor	D375 Mayo	624-4371	gmosser@umn.edu
John Nyman, PhD	Professor	15-219 PWB	626.4425	nyman001@umn.edu
Sandra Potthoff, PhD	Assoc. Professor	D262 Mayo	624.9019	potth001@umn.edu
William Riley, PhD	Assoc. Professor	D375 Mayo	625.0615	riley001@umn.edu
Todd Rockwood, PhD	Associate Professor	C313 Mayo	625.3993	rockw001@umn.edu
Francois Sainfort	Professor and Division Head	15-205 PWB	626.0929	Sainf001@umn.edu
Robert Town, PhD	Associate Professor	15-221 PWB	626.4683	rjtown@umn.edu
Robert Veninga, PhD	Professor Emeritus	NA	NA	venin001@umn.edu
Beth Virnig, PhD	Associate Professor	A365 Mayo	624.4426	virni001@umn.edu

Vern Weckwerth, PhD	Professor	D262 Mayo	624.9000	weckw001@umn.edu
Douglas Wholey, PhD, MBA	Professor	D373 Mayo	626.4682	whole001@umn.edu
Daniel Zismer, PhD	Associate Professor	D-362 Mayo	625.5148	Zisme006@umn.edu

## Coordinator Staff

Staff	Title	Office	Phone	E-mail
Maureen Andrew	HSRP&A (MS and PhD) Major Coordinator	D262 Mayo	624.9432	andre031@umn.edu
Rebecca Johnson	Payroll	C-305 Mayo	624.9480	johns043@umn.edu
Drew Hatton	PHAP Major Coordinator	D262 Mayo	625.9480	hatton@umn.edu
Diane McClellan	MHA Major Coordinator	D262 Mayo	626.7349	mccle005@umn.edu
Lynnette Redd	Student Services Director	D262 Mayo	624-9588	reddx010@umn.edu
Mona Rath	Program Associate	D262 Mayo	626.7378	mrath@umn.edu
Betty Herring	Executive Office Support Specialist	D262 Mayo	624.8818	eherring@umn.edu

\* All phone numbers are in area code **612**

## HPM Division Course Descriptions

The following courses are taught by Division faculty and are part of at least one of the four teaching program's required curriculum. Students should always refer to their program curriculum for required courses, but may want to consider any of the following for course planning.

### **PubH 3801 Health Economics and Policy (3cr)**

Economics of health care markets. Problems faced by consumers/health care services. Builds on principles of supply/demand for health, health care/insurance, and role of government. Theoretical/empirical models/applications.

### **PubH 3810 Math Review for Public Health I (1 cr)**

Review of calculus, linear algebra, and statistics designed to prepare students for the rigor of doctoral level statistics and health economics courses.

### **PubH 6535 Health Services Accounting (3 cr)**

Instructor TBA. How markets work, how positive economic rents (profits) are made, and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

### **PubH 6541 Statistics for Health Management Decision Making (3 cr)**

Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

### **PubH 6542 Management of Healthcare Organizations (3 cr)**

Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

### **PubH 6543 Health Policy and Ethics (2 cr)**

Overview of public policies and ethics underlying financing, organization and delivery of healthcare services.

### **PubH 6544 Principles of Problem Solving in Health Services Organizations (3 cr)**

Lectures, seminars, and demonstrations on problem-solving theory and technique. Management problem solving of cases. Solving a management problem within a health services organization and presenting a report.

### **PubH 6545 Advanced Problem Solving in Health Services Organizations (4 cr)**

Defining, analyzing, and solving significant senior management-level operational or health public policy problems by student groups in Twin Cities health services organizations.

### **PubH 6547 Healthcare Human Resources Management (2 cr)**

Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits,

personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

**PubH 6549 Long-Term Care Administration (2 cr)**

Administrative issues in long-term care; public policy, client needs, institutional and non-institutional settings.

**PubH 6550 Long-Term Care Industry (2 cr)**

Organization, financing, and delivery of long-term care services to the aged. Demographic trends, financing structures, public policies, solicited responses to long-term care issues.

**PubH 6551 Contemporary Problems (2 cr)**

Current concepts, problems, principles and future developments of health and healthcare selected by students; developing models, based on current literature and research; verbal and written presentations from policy and issue perspectives.

**PUBH 6553 Health Care Management Ethics (1 cr)**

Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

**PubH 6554 Healthcare Marketing and Strategy (2 cr)**

Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

**PubH 6555 Topics in Health Economics (2 cr)**

This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

**PubH 6556 Health and Health Systems (2 cr)**

Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.

**PubH 6557 Health Finance I (3 cr)**

Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

**PubH 6558 Health Finance II (3 cr)**

Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.

**PubH 6560 Operations Research & Quality in Health Care (2 cr)**

Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

**PubH 6561 Quantitative Methods Applied to Health Administration Problems (2 cr)**

Applying quantitative methods to secondary data including analysis of cyclicities, data handling systems, linear regression, discriminant analysis and inventory control used in the solution of health problems at various administrative levels.

**PubH 6562 Information Technology in Healthcare (2 cr)**

How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

**PUBH 6563 Integrated Delivery Systems (2cr)**

This course examines the integrated models of health care delivery with an emphasis on: organizational design, governance, operations, strategy, resource development, and the role of "embedded medical practice." A practical and applied "case-based" approach will be applied.

**PubH 6564 Managed Care (2 cr)**

Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

**PUBH 6565 Health Care Delivery Design and Innovation (2cr)**

Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

**PUBH 6568****Interprofessional Teamwork in Health Care (2cr)**

Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

**PUBH 6569****Healthcare Policy (1cr)**

Public policy environment surrounding health care and public health systems. Political context of health policy. Approaches to policy formation/analysis. Tools/strategies for influencing health policy outcomes.

**PubH 6570, Section 1 The Nature of Clinical Care (2 cr)**

Provides an understanding of clinical care for future health care professionals who are not health care professionals. The primary aim for this course is to enable administrators in health care delivery or public health to feel comfortable in discussing clinical matters with their clinical colleagues and to participate as peers in managing health care performance in hospitals, medical groups, and other settings. The course is also suitable for future health services researchers who do not have clinical backgrounds. Medical terminology, basic human anatomy, common diseases, the scope of practice for medial and surgical specialties, common medical and surgical procedures, and the culture of health care clinical professionals are covered.

**PubH 6575****Pharmaceutical Industry: Business and Policy (2 cr)**

The pharmaceutical industry is a large, growing component of the health sector with unique market characteristics, regulatory processes, and vigorously-debated public policy issues that differentiate it from other industries and deserve specialized study. This course focuses on those business and policy issues that are specific to the pharmaceutical industry. It is intended to provide future managers in the pharmaceutical industry and health sector generally with in-depth understanding of the field. This objective will be enhanced by interdisciplinary perspectives and active involvement by industry leaders.

**PubH 6589****Medical Technology Evaluation and Market Research (2 cr)**

Provides knowledge of the skills, data and methodology required to critically evaluate new medical technologies in order to meet financial investment as well as regulatory compliance objectives, such as FDA approval. This course is designed to provide the analytic tool kit for a manager of a new medical technology to formulate the evaluation necessary for this enterprise as well as effectively disseminate results in order to get a new product to market.

**PubH 6596****Legal Considerations in Health Services Organizations (3 cr)**

Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

**PubH 6700****Foundations of Public Health (3 cr)**

Organization of public health, predominately in the United States. Role of public health administration. Problem-solving skills necessary for effective administration.

**PubH 6705****Community Health Assessment (3 cr)**

Two of the three core functions of public health: health assessment, assurance. Lectures, discussion, group activities, oral presentations.

**PubH 6711****Public Health Law (2 cr)**

Basic concepts of law, legislative process, and legal bases for existence/administration of public health programs. Legal aspects of current public health issues/controversies, regulatory role of government in health services system.

**PubH 6717****Decision Analysis for Health Care (2cr)**

Introduction to methods/range of applications of decision analysis and cost-effectiveness analysis in health care technology assessment, medical decision making, and health resource allocation.

**PubH 6721****Leading Collaborations (1 cr)**

How mental health care providers located in individual organizations coordinate their activities so that care of clients is integrated. Coordination of labs and county health departments. Organizations such as rural health networks and community health information networks to achieve community-based goals.

**PubH 6723                      Lean Management in Healthcare (1 cr)**

Organizing to maximize customer value while minimizing waste. Lean management applied in Phillips Neighborhood Clinic. Observing waste. Developing basic value flow diagrams. Using problem-solving techniques to improve quality continuously.

**PubH 6724                      The Healthcare System and Public Health (3 cr)**

Overview of health care delivery, finance systems within public health context. Components of health care system: financing, role of employers/public programs, health care delivery system, managed care. Collaborative interventions between managed care, public health.

**PubH 6726                      Medical Device Industry: Business and Public Policy (3 cr)**

Business, public policy, regulatory, technology management issues concerning medical device/biotechnology industries. Nature/effects of private-public sector interactions. Involvement by leaders in Minnesota organizations.

**PubH 6727                      Health Leadership and Effecting Change (2 cr)**

Applications of a broad theoretical base in planned change to solve managerial/organizational problems in health professions.

**PubH 6730                      International Comparative Health Systems (2 cr)**

History/development of health systems from a socio-political perspective. Overview of relative importance and meaning of health outcomes data. Role of WHO. Students use OECD health database.

**PubH 6732                      Topics and Methods in Global Health Assessment (2 cr)**

Evaluation of health populations relative to specific topics important to global health, including methodology appropriate to examining a particular issue. Focuses on developing countries.

**PubH 6741                      Ethics in Public Health: Professional Practice and Policy (1 cr)**

Introduction to ethical issues in public health practice/policy. Ethical analysis, recognizing/analyzing moral issues.

**PubH 6742                      Ethics in Public Health: Research and Policy (1 cr)**

Introduction to ethical issues in public health research/policy. Ethical analysis. Recognizing/analyzing moral issues.

**PubH 6751                      Principles of Management in Health Services Organizations (2 cr)**

Role of health-care services administrators, principles of management, administrative process. Lectures, case studies.

**PubH 6755                      Budgeting and Planning for Public Health (2 cr)**

The basic principles of budgeting, planning, forecasting and analyzing with a focus on nonprofit and government organizations are applied to health care administration and public health in a single course.

**PubH 6758                      Managing Public Health Systems (2 cr)**

Three essential skills are developed within the context of managing and organizing public health core functions and essential services: Problem Solving, Process Management and Quality Improvement, and Collaboration and Partnership Management.

**PubH 6762                      Health Finance Applications (2 cr)**

Top management perspective of healthcare financial management responsibility in context of strategic issues. Emphasizes balancing theory and applications. Capstone course.

**PubH 6765                      Continuous Quality Improvement: Methods and Techniques (3 cr)**

Understanding and applying statistical process control techniques to health care management and clinical problems. Provides a comprehensive overview of the history, methods, and issues in quality within the health care system.

**PubH 6780                      Topics: Public Health Administration and Policy (1-4 cr)**

New courses or topics of interest in public health administration/policy.

**PubH 6800                      Community Mental Health (3 cr)**

Provides an overview of social and social-psychological processes that shape the experience of mental health and illness and the consequences of disorders for individuals, families, and communities, and examines these issues in the context of public health rather than attributes of individuals.

**PubH 6800                      Health Disparities Research: Measures, Methods and Data (2 cr)**

Explore research methods using publicly available data sources. Course covers conceptualization of disparities, measurement and analytic choices, and debates strengths and weaknesses within topic areas to produce sound decisions in disparities research.

- PubH 6801 Health and Human Rights (2 cr)**  
Explores the relationship of health and human rights in the context of public health. It examines philosophical frameworks and groundings of human rights, development of the nexus between health and human rights, and a variety of historical and contemporary topics at the crossroads of health and human rights.
- PubH 6802 Managing Electronic Health Information (3 cr)**  
Overview of data collection tools in health care studies. Workflow design. Scanned/faxed, web-based forms. Voice response, palmtop computers, relational databases. Managing workflow. Selecting tools to ensure data quality and low cost. Case studies.
- PubH 6803 Conducting a Systematic Literature Review (2cr)**  
How to conduct systematic literature review. Draws on skills/experience of staff at Minnesota Evidence-based Practice Center, an AHRQ-funded program
- PubH 6806 Principles of Public Health Research (2 cr)**  
Evaluation of public health research literature and planning for independent research projects. Formulation of research question, research design, sampling techniques, use of research concepts, and data analysis. Data collection techniques, including questionnaires, interviews, and data analysis.
- PubH 6809 Advanced Methods in Health Decision Science (3cr)**  
Methods applicable to issues of medical decision making. Analyses of environmental/safety decisions. How to apply methods at cutting-edge of clinical decision science.
- PubH 6810 Survey Research Methods (3cr)**  
Theory/application of survey research in data collection. Sampling, item development, instrument design/administration to conduct survey or be aware of issues related to design/implementation. Identification of sources of error in survey research.
- PubH 6832 Economics of the Health Care System (3 cr)**  
Development of traditional issues in health economics. Production of health, demand for health capital and health care, insurance theory and markets, managed care, pricing, physician's services, production and costs in health care institutions, role of government, cost effectiveness analysis, reform.
- PubH 6835 Health Services Policy (2 cr)**  
Social, political, and economic context within which U.S. health-care system developed. Influence of these contextual elements on public policies guiding/regulating organization/delivery of health services.
- PubH 6845 Using Demographic Data for Policy Analysis (3 cr)**  
How to pose researchable policy questions, locate existing data, turn data into a usable format, understand data documentation, analyze data, communicate findings according to standards of the professional policy community. Quantitative issues.
- PubH 6852 Program Evaluation in Health and Mental Health Settings (3 cr)**  
Provides an overview of evaluation, models of evaluation, objectives of an evaluative study, sampling of subjects, methods of data collection, methodological designs, interpretation of data, preparation of final report, ethical/political considerations.
- PubH 6855 Medical Sociology (3 cr)**  
Introduction to common theoretical/empirical approaches used by sociologists to study health/illness. How content reflects social inequalities in health/illness. Social processes that shape experience of health/illness.
- PubH 6861 Health Insurance (2 cr)**  
Financing personal health care: theory of insurance, health insurance markets, cost sharing, HMOs, PPOs, public and catastrophic health insurance, and the uninsured. Emphasis on public policy.
- PubH 6862 Cost-Effectiveness Analysis in Health Care (3 cr)**  
Government regulations. New technologies. Diagnosis/treatment protocols. Strengths, limitations, appropriateness of different approaches.
- PubH 6863 Understanding Health Care Quality (2 cr)**  
Introduction to assessing/assuring quality of care. Emphasizes both process and outcomes approaches, paralleling interest in appropriateness/effectiveness of care. Issues around creating needed behavioral changes.
- PubH 6864 Conducting Health Outcomes Research (3 cr)**  
Major concepts/principles in conducting health outcomes research that evaluates medical care. Developing study designs matched to research questions. Frequently used study designs. Evaluating health outcomes. Analytical approaches.
- PubH 7596 MHA Clerkship (2cr)**  
Survey and solution of management problems within a local health services organization, preparation of a formal report.

- PubH 7784**                    **Master's Project Seminar: Public Health Administration and Policy (1cr)**  
Students participate in exercises to improve written/verbal communication, enhance skills related to giving constructive feedback. Ways that public health administration/policy is practiced. How to integrate knowledge into individually designed master's project.
- PubH 7794**                    **Master's Project: Public Health Administration and Policy (2 cr)**  
Students work with their adviser to complete one of three types of master's projects: research project, critical literature review, or applied field project.
- PubH 7796**                    **Field Experience: Public Health Administration and Policy (2 cr)**  
Supervised public health administration and policy field study in health or public health setting under academic/professional supervision. Emphasizes application of acquired knowledge/skills to relevant issues/problems.
- PubH 8801**                    **Health Services Policy Analysis: Theory (3 cr)**  
Integrated overview of U.S. health services policy. Related theoretical/empirical literature. Analysis of alternative policy-making models, political/philosophical underpinnings of those models.
- PubH 8802**                    **Health Services Policy Analysis: Applications (2 cr)**  
Emphasizes relationships between health services research and policy, and uses case studies to examine how research influences policy and vice versa.
- PubH 8803**                    **Long-Term Care: Principles, Programs, and Policies (2 cr)**  
Long-term care policy for functionally impaired persons, particularly the elderly. Team taught from healthcare and social services perspective; grounded in research literature on evidence of program effects. Innovative programs addressing current fragmentation of services.
- PubH 8805**                    **Sociology of Health and Illness (3 cr)**  
Affect of social structure on health outcomes/behaviors. Current/historical events/issues from perspective of sociological/social psychological theories. Students apply theories to a topic they identify.
- PubH 8810**                    **Research Studies in Health Care (3 cr)**  
Introduction to philosophy of science, conceptual modeling, experimental design, survey/sample design, issues relevant to health services research.
- PubH 8811**                    **Research Methods in Health Care (3 cr)**  
Research methods commonly used in analysis of health services research and health policy problems.
- PubH 8813**                    **Measurement of Health-Related Social Factors (3 cr)**  
How social factors such as innovativeness, compliance, religiosity, and stress are measured and tested for reliability and validity. Relationships between theory, concepts, variables, data.
- PubH 8820**                    **Health Economics I (3 cr)**  
Application of microeconomic theory to healthcare decisions of consumers and producers under different assumptions about market structure and behavior.
- PubH 8821**                    **Health Economics II (3 cr)**  
Examines application of microeconomic theory to health services research through selected reading from published and unpublished health economics literature.
- PubH 8830**                    **Writing for Research (2 cr)**  
This is a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.
- PubH 8831**                    **Writing for Research (2 cr)**  
This is a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

# HEALTH SERVICES RESEARCH POLICY & ADMINISTRATION MS AND PHD DEGREE PROGRAMS

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## PROGRAM POLICIES

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### Expectations of Students

The MS and PhD programs in Health Services Research, Policy, and Administration (HSRP&A) are very rigorous. Students should expect to make a substantial time commitment their program, to fully participate in all aspects of the education to ensure timely completion of the degree. The MS and doctoral programs in HSRP&A are built on a mentoring philosophy. For PhD students there is a great deal of interaction between students and faculty, therefore it is very important for students to spend as much time as possible on campus working with the faculty. In the case of the MS students, interaction with faculty and internship mentors are key to professional development. In addition to the formal coursework, students are expected to participate in the regularly scheduled Division seminars and the ad-hoc seminars that occur during the year. These activities, coupled with additional responsibilities of work expectations associated with research assistantships, internships, traineeships and fellowships, represent a substantial time commitment. Therefore, full-time students are encouraged to carefully consider their workload before committing to work outside the program.

### Responsible Conduct of Research

University of Minnesota policy states that research shall be conducted in a responsible and ethical way. The Division of Health Policy and Management ensures that their researchers, (both students and faculty), obtain adequate training to meet this requirement and several training formats are available. Researchers will be notified when the training is offered.

Students should consult with the principal investigator (PI) of their project whether they need to obtain approval for the research from the University's Research Subjects' Protection Program. Procedures and application materials are available from their office in D528 Mayo, Box 820. Depending on the nature and methodology of their project, students may be able to file for exemption from the Committee review. For further information call 612.626.5654 or go to [www.irb.umn.edu](http://www.irb.umn.edu). The nature of the research will determine which form needs to be completed.

### Ethics Training

The Graduate School requires that all MS and PhD students complete training in ethics. The curriculum includes a one-credit research ethics course that is required for the MS and PhD degree programs.

### Incomplete Coursework

HSRP&A students are expected to complete all courses during the semester they are taken. Those who are unable to complete a course on time may ask the instructor if they are eligible for an incomplete ( grade of "I"). If the instructor is amenable, a formal written contract between the student and instructor is required. The contract should include the assignments for the course that are still due, and a deadline for completion. Missing the deadline may result in the "I" being changed to a fail ("F"). Incomplete coursework will also be included in the annual review of the student's progress.

### Minimum Grade Requirements

The MS and PhD programs in HSRP&A require a 3.0 grade point average for students by the time of graduation. (This is a higher requirement than the Graduate School minimum grade point average of 2.8).

See the specific MS and PhD sections for additional grade requirements.

### Letter Grades Required

All coursework for the MS and PhD degrees must be taken on a A-F grade basis; no pass/fail (S/N) permitted. This includes elective credits, and those in a minor or supporting program. The one exception is the MS Plan B Project, which will be graded on an S-N (pass/fail) basis.

## Leave of Absence

Students seeking a leave of absence (LOA) from the program may submit a written request to their advisor and the DGS that includes the reason for the LOA request, starting date of the LOA and the date you wish to return. Periods in which a student is on an approved LOA are included in the Graduate School maximum timeframes for completion of the degree. Graduate School policy allows a maximum of seven years to complete the MS degree. PhD students have five years from the date of passing their oral preliminary exam to graduate.

It is recommended that students on an approved LOA maintain their active student status by registering every fall and spring for GRAD 0999. There is no tuition charged or credit earned for this special registration. Students who register under Grad 0999 are not eligible for student loan deferments or to have graduate assistantships. More information about this can be found in the Graduate School Catalog at [www.grad.umn.edu](http://www.grad.umn.edu).

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## Advisors

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Each MS and PhD student, upon entering the program, will be assigned an academic advisor. When the student is considering a topic for their MS Plan B project or MS or PhD thesis, they are encouraged to seek a thesis advisor if there is another faculty member with expertise in their topic area. HPM faculty members are from diverse academic and professional backgrounds, and are a rich resource for students in the advisor-advisee relationship.

Faculty membership status in the Graduate School determines the level of advising in which faculty may engage. Program faculty with Senior Member or Affiliated Senior Member status in the Graduate School may serve as academic advisors to both PhD and MS students. Those with Member/Advising or Affiliate Member/Advising status may serve as advisors to MS students, and co-advisors to PhD students. Faculty with Member, Affiliate Member, or Examining status cannot advise students, but may serve on student examining committees.

Faculty Member	Grad School Appmnt	Faculty Member	Grad School Appmnt
Abraham, Jean	Member/Advising	Kane, Rosalie	Senior Member
Allison, Kirk	Member/Advising	Karaca-Mandic, Pinar	Member
Begun, James	Senior Member	Kralewski, John	Senior Member
Blewett, Lynn	Senior Member	Kuntz, Karen	Senior Member
Call, Kathleen	Senior Member	McAlpine, Donna	Member/Advising
Christianson, Jon	Senior Member	McBean, Marshall	Senior Member
Begun, James	Senior Member	McCullough	Member/Advising
Connor, Robert	Senior Member	Moscovice, Ira	Senior Member
Dahl, Tor	Affiliate Member	Mosser, Gordon	Member/Advising
Davern, Michael	Member/Advising	Nyman, John	Senior Member
Dowd, Bryan	Senior Member	Parente, Stephen	Senior Member
Feldman, Roger	Senior Member	Potthoff, Sandra	Senior Member
Finch, Michael	Senior Member	Radosevich, David	Member
Foote, Susan	Senior Member	Rockwood, Todd	Senior Member
Garrard, Judith	Senior Member	Riley, William	Member/Advising
Grant, Leslie	Senior Member	Sainfort, Francois	Senior Member
Holtzman, Jeremy	Member	Town, Robert	Senior Member
Johnson, Pamela Jo	Affiliate Member	Virnig, Beth	Senior Member
Jonk, Yvonne	Member Advising	Weckwerth, Vernon	Senior Member
Kane, Robert	Senior Member	Wholey, Douglas	Senior Member

The student or advisor may propose a change of academic advisor at any time. Contact the academic coordinator if you would like to change advisors.

## Role of the Academic and Thesis Advisor

Academic advisors are responsible for providing guidance towards the development of a program of study with the student. They are the student's primary faculty mentor, assuring appropriate exposure to the academic culture and counseling students regarding both career and professional growth. The student and advisor should meet at a minimum of at least once per semester. The academic advisor may also advise the student about employment opportunities within the program (i.e., specific research assistantships) but the advisor has no claim on the student's time and the student has no work responsibilities as part of the advisor/student relationship.

The academic advisor is also required to sign-off on various required Graduate School forms that document the student's academic progress through the MS and PhD programs. These documents are to be filed with the Graduate School at various points throughout the program as required by the Graduate School policies. See the Graduate School policies on line at [www.grad.umn.edu](http://www.grad.umn.edu).

The thesis advisor is the student's primary consultant for the development of the MS master's project or PhD dissertation thesis. When the topic for the project or dissertation has been identified, the student should begin looking for a faculty member to serve as their thesis advisor. The thesis advisor should have particular knowledge and expertise in the topic area. Students are encouraged to ask their academic advisor for assistance in finding a thesis advisor. In some cases, the academic advisor may be the most appropriate person to serve in this role.

The School of Public Health has advising initiatives in place to facilitate a high quality advising experience. The following are advising guidelines for students. Faculty advisors are expected to follow similar guidelines .

## SPH GRADUATE STUDENT ADVISING

### 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, SPH, and the University.
  - Administrative advising is typically provided by Maureen Andrew, coordinator in the MS and PhD programs in Health Services Research, Policy and Administration (HSRP&A).
- 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.
  - Academic advising is typically provided by your academic advisor in the MS or PhD program in HSRP&A program.  
NOTE: An academic advisor will be assigned to you at the start of the program.  
Students may change advisors if another faculty member is a better fit.  
Contact the program coordinator if you want to change advisors.
- 3. MS Plan B Project/MS Thesis/Doctoral Dissertation Advising:** specific and targeted direction on a MS project, MS thesis, or a PhD dissertation including, but not limited to development, completion and in some cases publication.
  - MS Project/Thesis/Dissertation advising is typically provided by your thesis advisor in the MS or PhD in HSRP&A program.  
NOTE: Students choose a thesis or dissertation advisor when they begin to determine a topic for the project/thesis.

#### 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.

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## Required Forms

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The Graduate School requires the following forms. Failure to submit required Graduate school forms in a timely manner might cause registration holds, de-activation of student status, prevent a student from scheduling an oral exam, or prevent graduation. Most forms can be downloaded from [www.grad.umn.edu/Current\\_Students/forms/index.html](http://www.grad.umn.edu/Current_Students/forms/index.html).

Form	When Needed	Which Program(s)
Degree Program	After completion of 10 credits	MS
Degree Program	At least two terms prior to the oral preliminary exam	PhD
Preliminary Written Examination Report	Upon completion of written prelims ( <i>HPM submits to Grad School</i> )	PhD
Preliminary Oral Scheduling Form	At least 1 week prior to taking the prelim oral exam	PhD
Preliminary Oral Examination Report	Upon completion of exam	PhD
Thesis Proposal	After passing preliminary oral exam	PhD
Graduation Packet (contains various forms)	After Grad School approves Degree Program	MS and PhD
Thesis Reviewer's Report	Prior to Final Exam	MS (Plan A) & PhD
Final Exam Report	By last working day of graduation month	MS(Plan A) & PhD

Other special purpose forms are:

Form	Purpose
Registration Exception	For changing registration after published deadlines
Petition	To make a change on previously submitted <i>Degree Program</i> form
Change of Status	For readmission to the Graduate School or change of major/degree

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## Financial Support Options for MS and PhD Students

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### Graduate Assistantships: Research, Teaching, and General Assistantships

Both MS and PhD students are eligible for graduate assistantship positions. A graduate assistantship is a part-time on-campus job. Assistantship types fall into three categories:

1. Research assistantships (RA): Students work with/for faculty on research projects.
2. Teaching assistantships (TA): Students provide teaching and administrative support to professors.
3. General graduate assistantships (GA): These jobs provide clerical or other administrative support to departments within the University.

There are many benefits to obtaining an assistantship including:

- Tuition benefits. Graduate assistants receive a tuition subsidy based on the number of hours worked per week, and their rate of tuition. Non-Minnesota residents also receive a waiver that covers the non-resident portion of tuition.

- Health insurance coverage of at least 47.5%.
- Invaluable working experience and opportunity to work on-campus, and work closely with faculty.
- International students who are in the U.S. on student visas are eligible to work in graduate assistantships jobs.

The Division of HPM has various RA positions available, and a only a few TA positions. Looking for graduate assistantship employment is very competitive, as the students seeking positions far exceed the number of jobs available. Students looking for an assistantship should approach it like any job search, and prepare a brief biography and resume to have available for prospective openings. Computer skills such as SAS, SPSS, and other statistical software skills are in great demand for research assistantships with HPM. Students may also look for graduate assistantship jobs outside of the department, through the University's Office of Human Resources at [www.umn.edu/ohr/gao/](http://www.umn.edu/ohr/gao/). Other graduate assistantship positions within the School of Public Health are also available in the SPH Career Services Center, which can be viewed at [www.sph.umn.edu/career/](http://www.sph.umn.edu/career/).

The University requires non-native English speakers who want to obtain a TA position, to first pass an English-speaking test. This test is administered by the Center for Teaching and Learning Services, [www.umn.edu/ohr/teachlearn/](http://www.umn.edu/ohr/teachlearn/); see the relevant section of this guidebook for more information.

## **Fellowships and Traineeships for PhD Students**

*(MS students are not eligible for internally administered fellowships or traineeships)*

A fellowship is a type of financial support awarded to doctoral students. Fellowships may subsidize tuition, some pay for health insurance, and/or may pay a stipend. Most fellowships do not require the student to work. HPM has funding from a federal training grant (often referred to as a traineeship), that is designed to support doctoral students who will eventually become contributors to the field of health services research. Traineeships usually subsidize tuition and pay the student a stipend. The dollar value of fellowships and traineeships varies. Funds for fellowships and traineeships come from various sources such as government agencies, private organizations, or the University. Most fellowships and traineeships require United States citizenship. The funding levels for fellowships and traineeships are limited, thus are targeted to students who have demonstrated high academic performance and other accomplishments that predict likely success in the program and the field. All newly admitted doctoral candidates are automatically reviewed for fellowship and traineeship eligibility as part of the admissions process.

### **Examples of funding sources for fellowships and traineeships are:**

- National Institutes of Health
- Agency for Health Care Research and Quality (AHRQ)
- National Research Service Award (NRSA)
- Howard Johnson Fellowship
- University of Minnesota Graduate School
- Environmental and Occupational Health and HPM Training Grant
- Graduate School Block Grant Fellowship
- HPM John Kralewski Fellowship

## **Plan B MS Program Paid Internship**

MS students in the Plan B, Research and Policy concentration have opportunities for an internship. Many of these internship positions are paid. The organizational sponsor provides the funds to pay the student an hourly wage, (12-20 hours per week), pay for half the tuition and half of the health insurance.

## **Student Loans**

The Office of Student Finance that is housed in the One Stop student center, administers student loan programs. For information contact One Stop at: [www.onestop.umn.edu](http://www.onestop.umn.edu), or visit the One Stop walk in center in 200 Fraser Hall on the East Bank campus.

## **School of Public Health Scholarships**

The SPH administers a variety of scholarships. All admitted applicants are automatically considered for SPH scholarships.

# HSRP&A MASTER OF SCIENCE DEGREE PROGRAM

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## Plan Options and Degree Requirements

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The MS degree in Health Services Research, Policy and Administration (HSRP&A) prepares graduates for a wide variety of Health Policy and Management roles in the health care field. Students are expected to complete the degree within a two-year time frame. Students unable to finish within two years must petition for an extension.

### Options

HPM offers two MS degree concentrations, each with a distinctively different focus to address the needs of individuals across the spectrum of experience.

Students electing the Outcomes Research concentration will be enrolled as Plan A students. The Plan A Outcomes Research concentration was originally designed for physicians and other health professionals. Plan A students are required to write a thesis and pass a final oral exam. Students electing the Research Analysis concentration will be enrolled as Plan B students. Plan B students write a research paper as their Plan B project, pass an oral exam, and complete an internship. Both options are rigorous two-year programs.

### Outcomes Research Concentration – Plan A

The Plan A option requires completion of either 49 or 52 credits:

- 33-36 credits in the required core
- A minimum of 6 elective credits in related field(s) outside the major
- A master's thesis (10 master's thesis credits)
- Final oral examination

### Research and Policy Concentration – Plan B

The Plan B option requires completion of 45-47 credits:

- 36-38 credits in the required core
- A minimum of 9 elective credits in a structured interest area or design your own
- A Plan B project and internship
- Final oral examination

### Grades

- The MS program requires that students maintain a grade point average of 3.0 or better.
- The Biostatistics courses must be completed with a grade of no less than a "B-."
- All required courses, including the core courses and electives in the minor or related fields, must be taken on an A-F grade basis, EXCEPT for the Plan B Project credits, in which an S/N (pass/fail) grade is permitted

### Seminar Requirement for Plan B MS Students

MS students in the Research and Policy (Plan B) concentration are required to attend a minimum of 4 Division sponsored seminars per academic year. Sign-in sheets will be available at all Division seminars to document attendance. The Division sponsors two seminar series that bring in presenters who speak on timely topics.

- **Health Services Research Seminars (HSR)**

Nationally and internationally known leaders in health services research speak on current topics. These seminars are free and open to the public. Announcements for these seminars will be distributed by email. There are usually 2-3 HSR seminars per academic year. Announcements will be sent via email prior to each HSR seminar.

- **Research in Progress Seminar Series**

Faculty, student, and other person's research is highlighted in this seminar series which provides an excellent forum for ideas and insight into conducting your own future research. Research in Progress seminars are presented weekly in an informal setting. Announcements about each seminar will be sent via email prior to each seminar.

## 2008-09 Research in Progress Seminar Schedule

Every Wednesday during fall and spring semester the Research in Progress seminar meets from 12:15-1:15 PM. Seminar topics, presenters and location will be announced by email, weekly. Feel free to bring your lunch.

### Optional Internship for Plan B MS Students

MS students in the Plan B, Research and Policy concentration have opportunities to work in an internship with an organization in the community that conducts health services research. Internships enrich the student's experience and academic growth by providing an opportunity for experiential learning, and practical application of newly acquired skills.

Internships are obtained in two possible ways: 1) HPM develops paid community internships in which many students will be placed. The paid internships include an hourly wage, and a subsidy that pays for part of the student's tuition and University student health insurance. *Paid internships are not guaranteed and their availability depends on the participation and sponsorship by organizations in the community.* 2) Students may pursue, on their own, an internship in the community, or an appropriate research assistantship in which to obtain some hands-on experience with health services research.

The advisor plays an important role in the success of internships. Students are expected to check-in with them at least twice per semester regarding their internship experience. In turn, the advisor and MS Program Director will periodically contact the internship site to monitor the student's performance in the internship. These frequent communications are to ensure that the experience is positive for the student and the organization, and if problems or concerns arise, to enable them to be dealt with promptly.

### Final Examinations for MS Degrees

Both the Plan A and Plan B MS degree requires a final oral examination. The final exam follows the completion of all coursework, including satisfying any incompletes, and the completion of the Plan A thesis or Plan B project. For Plan A, the final exam will be an oral defense of the Plan A thesis. For the Plan B, the exam will be a presentation of the Plan B project paper. Final MS examinations are conducted with the student's MS examining committee. The MS degree final oral exams are closed exams and not open to the public.

Students must coordinate the scheduling of the final exam with their examining committee members to ensure all of them are available. In addition, a room in which to take the final oral exam will need to be located and reserved. Students may contact the HSRP&A coordinator to reserve a room. A digital projector and laptop computer may also be available for the final exam. Check with the coordinator to reserve a room and equipment.

### The MS Final Oral Exam Committee

The Final Oral Examination Committee is composed of at least three members, all of whom must have Graduate School appointments. Two are required to have Graduate School appointments in HPM, and one must have an appointment outside of HPM. The outside member should represent the student's Plan B or MS thesis. The names of all the committee members must be reported to the Graduate School on the Degree Program form, well in advance of the exam. The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, Affiliate Member, and Examining Status. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of at least Member/Advising are permitted to chair MS examining committees. See the graduate School website for more information about exam committees at [www.grad.umn.edu](http://www.grad.umn.edu). A list of HPM and Adjunct faculty levels of appointment is found in this guidebook.

Additional final exam committee members without Graduate School appointments, may be permitted to serve on examining committees. Generally, individuals with particular expertise in the Plan B or thesis topic may be appropriate to serve on the committee. Committee members without a Graduate School appointment cannot vote, but can participate in the oral exam and provide feedback to the student and the other committee members regarding the paper. For more

information please see the Plan B Guidelines below or contact the HPM coordinator for information about adding final exam committee members.

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## **Plan A Master's Thesis Guidelines**

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Guidelines for the completion of the Master's Plan A thesis are available on the Graduate School website at: [www.grad.umn.edu](http://www.grad.umn.edu).

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## **Plan B Project Guidelines**

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In the second year, MS students register for credits in PubH 7894, MS Plan B Project, one credit fall, and one credit spring. Also required is the course, PubH 7784, Masters Project Seminar, one credit each, fall and spring.

### **Purpose**

The purpose of the Plan B Project is to have students demonstrate:

- familiarity with the tools of research or scholarship in the field of health services research;
- the ability to work independently;
- the ability to effectively present the results of their investigation in written and oral form.

### **Preparation for the Plan B Project**

Students must discuss their ideas for the Plan B Project with their academic advisor to ensure that their ideas for the project are compatible with the MS degree. Students who plan to use their internship as the basis for their Plan B project also need to discuss their plans with the organizational internship mentor, to ensure that the project does not infringe on the organization's confidentiality clauses and that it is consistent with the student's responsibilities in the internship. In the course, Masters Project Seminar, students will develop their project to keep the progress of the project moving forward.

### **IRB Approval and Potential Time Constraints**

Research projects that involve using human subjects, or data sets that contain information about people, are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval. IRB approval can be a lengthy process and students should contact the IRB office prior to beginning the research on their MS Plan B Projects to ensure that their planned project will be approved. The IRB website: [www.irb.umn.edu](http://www.irb.umn.edu) contains information about the policies, procedures, and forms that are required. Students should consult with their advisors with their proposal before submitting it to the IRB for review.

### **MS Plan B Examining Committee and Final Oral Exam**

The Graduate School requires MS students to convene an examining committee who will grade the Plan B Project and administer a final exam. The final exam consists of a presentation of the Plan B Project, followed by questions from the committee members. Your MS examining committee should be organized as soon as you have a topic identified. Committee members are an excellent resource for suggestions and assistance during the development of the Plan B project. The MS examining committee must have a minimum of 3 members with appointments in the Graduate School. Two committee members must have HPM faculty appointments, one must have a Graduate School appointment outside of HPM. Consult the faculty roster on the Graduate School website ([www.grad.umn.edu](http://www.grad.umn.edu)) to determine if your committee members have eligible appointments. Students whose Plan B Project is based on their internship may include, if they chose, a fourth member from the sponsoring organization. This member will usually be the internship mentor, but could be anyone in the organization with familiarity and involvement with the project. This fourth member is welcome to serve on the committee and attend the final oral exam. No formal approval by the Graduate School is required for the additional member. The

additional member will not be listed on Graduate School documents or sign-off on Graduate School forms.

For further information about examining committees, Graduate School faculty committee membership requirements, and faculty appointments, see the Graduate School web site at [www.grad.umn.edu](http://www.grad.umn.edu).

### **Registration and Grading of the Plan B Project**

During the fall and spring of the second year of the MS program, students will register for 1 credit in each semester for the MS Plan B Project, PubH 7894. A total of 2 credits of Plan B Project registration is required for the MS degree in HSRP&A. The registration for these credits should correspond to the Plan B Project advisor. A permission number is required. Students may obtain a permission number from the program coordinator. The grading basis for the Plan B project is S/N (pass/fail).

Two terms of registration are required for the Plan B Project, but a final grade will not be entered until the final oral exam has been completed.

During the first term of registration (fall of the second year), no grade will be issued. Instead, a place-holder of “K” will appear on the transcript to indicate that the Plan B project is continuing into the next semester. Upon completion of the second term of Plan B Project registration, and completion of the Plan B project final oral exam, a grade of either S or N (indicating either pass or fail), will be issued for both the fall and spring semester at the end of spring.

### **Submit Bound Copy of Plan B Project**

Provide a bound final copy of your Plan B project to the HSRP&A coordinator. The paper should be bound with a Velo Bind Cover with a clear cover and black vinyl back. MS Plan B projects will be stored in the Division and will be available for review by others upon request.

### **Time Commitment For Plan B Project**

The Plan B Project should represent a minimum of 120 hours effort.

### **Project Options**

The purpose of the Plan B project is to give students the opportunity to demonstrate competence in health services research. The project is usually developed from the internship experience, but may also be a research project, or critical literature review project. Virtually any relevant topic may be considered. Possible topics include:

- Business plan
- Cost benefit analysis/cost effectiveness analysis
- Policy analysis
- Clinical trial
- Critical literature review and recommendations

### **Topic Selection**

Students may select topics as a result of their MS program internship, prior experience, coursework, research study of a particular HPM faculty member, or other meaningful and relevant areas of interest. Students are encouraged to discuss ideas with their advisor and internship mentor.

### **Project Ethics**

Students are expected to abide by the University's Student Conduct Code in completing their Plan B Project. Particularly important is the issue of plagiarism. Please see the University's Student Conduct policy at [www.umn.edu/regents/policies/academic/studentconduct.pdf](http://www.umn.edu/regents/policies/academic/studentconduct.pdf)

Students who conduct research using human subjects, or use data from human subjects, are required to comply with IRB regulations and may be required to obtain approval for their project.

Consult with your Academic Advisor whether you need to obtain approval for your Plan B Project from the University's Research Subjects' Protection Program, (via IRB). Procedures and application materials are available from their office in D528 Mayo, MMC 820. Depending on the nature and methodology of your project, you may be able to file for exemption from the Committee review. For further information call 612-626-5654, or see <http://www.research.umn.edu/subjects/index.html>

Compliance with regulations under HIPAA is also required. For information about HIPAA, see [www.irb.umn.edu/topics/hipaa/](http://www.irb.umn.edu/topics/hipaa/)

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## Plan B Project Format and Style

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Papers should be typed, double-spaced, and normally 30-40 pages in length including references. Tables, charts and conceptual models can be used to illustrate and summarize information.

For reference and guidance on style, the following style manuals are suggested:

- American Medical Association, American Medical Association Manual of Style. 9<sup>th</sup> ed. Chicago, IL: American Medical Association, 1998.
- American Psychological Association, Publication Manual of the American Psychological Association. 5<sup>th</sup> ed. Washington, DC: American Psychological Association, 2001.

Examples of project formats are listed below.

### Internship Based Project

HSRP&A MS students who are placed in an internship may base their Plan B Project on their internship experience. The project could address topics of current relevance to the organization or the field of health services research, which may include program evaluation, organizational objectives, community needs assessment, and assessment of current practices or policies, data systems, screening methods, etc.

#### Objectives

- To determine the student's ability to develop or evaluate program plans and priorities.
- To demonstrate the student's ability to plan and organize a body of technical information into a cohesive and acceptable report format.
- To demonstrate the student's ability for assessing the relevance of the findings of the project and translating this knowledge into policy and programmatic implications.

#### Components

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
  - A. Statement and development of problem, including its significance to health services research
  - B. Conceptual model or theoretical framework (if appropriate)
  - C. Statement of purpose
- VI. Literature Review and Analysis

- VII. Methodology
  - A. Study design
  - B. Description of data base/population and sample selection procedures including nature of response and non-response, as appropriate
  - C. Analytic technique used - quantitative, qualitative, as appropriate
- VIII. Results
- IX. Discussion
  - A. Description of how findings confirm/depart from those of others
  - B. Strengths and weaknesses of study
  - C. Implications for public health administration
  - D. Conclusion
- X. References
- XI. Appendices (include copies of instruments, surveys, records used)

### **Critical Literature Review Project**

This option gives students the opportunity to perform a comprehensive, integrative review of the published literature in a specific area that is relevant to health services research.

#### **Objectives**

- To demonstrate the student's ability to initiate and successfully complete a comprehensive review of the literature in an area of health services research.
- To demonstrate the student's ability to critically and systemically evaluate the scientific, programmatic, or practice and policy implications of a literature review to the selected health services research content area.
- To demonstrate the student's ability to recognize gaps in existing knowledge as well as those areas that need further clarification.
- To demonstrate the student's ability to assess the relevance of the existing literature as it pertains to the practice of health services research.

#### **Components**

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
  - A. Statement and development of problem, including its significance to health services research
  - B. Conceptual model or theoretical framework (if appropriate)
  - C. Statement of purpose
- VI. Methodology
  - A. Method used to collect articles
  - B. Criteria for including or excluding articles in review
  - C. Criteria for assessing articles
- VII. Integrative Literature Review and Analysis

- VIII. Discussion
  - A. Summary of trends in the literature
  - B. Strengths, weaknesses, and gaps in literature including
    - 1) Measurement of concepts (including validity and reliability)
    - 2) Populations and data sources
    - 3) Study designs
    - 4) Analyses and data presentation techniques and their adequacy
    - 5) Appropriateness of conclusions
  - C. Implications for health services research
  - D. Conclusion
- IX. References
- X. Appendices

## **RESEARCH PROJECT**

This option is available for students who would like to apply research skills and analyze data (either primary or secondary). This project focuses on pertinent questions or issues relating to health services research.

### **Objectives**

- To demonstrate the student's ability to conduct research using scientific methods.
- To demonstrate the student's ability to organize a body of information into a cohesive and acceptable analytic format.
- To demonstrate the student's ability for assessing the relevance of the findings of the project and translating this knowledge into future research, policy, and programmatic implications.

### **Components**

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
  - A. Statement and development of problem, including its significance to health services research
  - B. Conceptual model or theoretical framework (if appropriate)
  - C. Statement of purpose
- VI. Literature Review and Analysis
- VII. Methodology
  - A. Study design
  - B. Description of data base/population and sample selection procedures including nature of response and non-response, as appropriate
  - C. Analytic technique used - quantitative, qualitative, as appropriate
- VIII. Results
- IX. Discussion
  - A. Description of how findings confirm/depart from those of others
  - B. Strengths and weaknesses of study

- C. Implications for health services research
- D. Conclusion
- X. References
- XI. Appendices (include copies of instruments, surveys, records used)

## Outcomes Research Concentration (Plan A) Curriculum

### Coursework

Course	Title	Offered	Credits
PubH 6341	Epidemiological Methods I	Fall	3
PubH 6342	Epidemiological Methods II	Spring	3
PubH 6343	Epidemiological Methods III	Fall	4
PubH 6450	Biostatistics I	Fall/Spring	4
PubH 6451	Biostatistics II	Spring	4
PubH 6724	The Health Care System and Public Health ( <i>optional per advisor</i> )	Fall/Spring	3
PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring	1
PubH 6862	Cost-Effectiveness Analysis in Healthcare	Spring	3
PubH 6863	Understanding Health-Care Quality	Fall	2
PubH 6864	Conducting Health Outcomes Research	Spring	3
PubH 8810	Seminar: Research Studies in Healthcare	Fall	3
PubH 8813	Measurement of Health-Related Social Factors ( <i>Offered alternating years</i> )	Spring 2010, 2012, etc.	3
<i>Electives*</i>	<i>Varies</i>	<i>Varies</i>	6
<b>PubH 8777</b>	<b>Thesis Credits: Master's</b>	<b>Fall/Spring</b>	<b>10</b>
*Electives may be completed at any time during the program.			
<b>TOTAL CREDITS 49 or 52</b>			

## Plan A Yearly Core Course Schedule

	Fall	Spring
<b>Year One</b>	PubH 6450, Biostatistics I (4) PubH 6341, Epidemiological Methods I (3) PubH 6724, The Health Care System and Public Health (3) <i>Optional per advisor recommendation</i> PubH 6863, Understanding Health Care Quality (2)	PubH 6451, Biostatistics II (4) PubH 6342, Epidemiological Methods II (3) PubH 6864, Conducting Health Outcomes Research (3) Elective Credits (3)*
<b>Year Two</b>	<b>PubH 8810, Research Studies in Healthcare (3)</b> PubH 6343, Epidemiological Methods III(4) Elective Credits (3)* PubH 8777, Thesis (5)	PubH 6742, Ethics in Health Care: Research and Policy (1) PubH 6862, Cost-Effectiveness Analysis in Health Care (3) PubH 8813, Measurement of Health-Related Social Factors (3) PubH 8777, Thesis (5)

## Research and Policy Concentration (Plan B) Curriculum

Coursework Course	Title	Offered	Credits
PubH 6450	Biostatistics I	Fall	4
PubH 6451	Biostatistics II	Spring	4
PubH 6724	The Health Care System and Public Health	Fall	3
PubH 6752	Public Health Management	Fall	3
PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring/Summer	1
PubH 6802	Managing Electronic Health Information	Fall	3
PubH 6832	Economics of the Health Care System	Fall	3
PubH 6835	Principles of Health Policy	Spring	2
PubH 6341	Epidemiological Methods I	Fall	3
PubH 6855	Medical Sociology	Spring	3
PubH 6806	Principles of Public Health Research	Fall	2
PubH 7894	MS Plan B Project	Fall	1
PubH 7894	MS Plan B Project	Spring	1
PubH 7784	Masters Project Seminar	Fall	1
PubH 7784	Masters Project Seminar	Spring	1
<i>Required Electives*</i>	<i>Choose a structured Interest Area or design your own</i>	<i>Varies</i>	9
<b>TOTAL CREDITS 45-47</b>			

### Plan B Yearly Core Course Offering Schedule

	Fall	Spring
<b>Year One</b>	PubH 6450, Biostatistics I (4cr) PubH 6806, Principles of Public Health Research (2cr) PubH 6802 Managing Electronic Health Information (3cr) PubH 6724, The Health Care System and Public Health (3 cr)	PubH 6451, Biostatistics II (4cr) PubH 6835, Principles of Health Policy (2cr)
	Total Core Credits: 12	Total Core Credits: 6
	Fall	Spring
<b>Year Two</b>	**PubH 6751, Principles of Management (2cr)  PubH 6832, Economics of the Health Care System (3cr) PubH 6341, Epidemiological Methods I (3cr) PUBH 6470 SAS Procedures and Data Analysis (3cr)	PubH 6855, Medical Sociology (3cr)  PubH 7894, Plan B Project (1cr)  *PubH 6742, Ethics in Public Health: (1cr) PubH 7784, Masters Project Seminar (1cr)

	PubH 7894, Plan B Project (1cr) PubH 7784, Masters Project Seminar (1cr)	
	Total Core Credits: 13	Total Core Credits: 6

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## Interest Areas for the MS Plan B

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### Research Design and Analysis

This interest area builds on the foundation of quantitative and analytic courses required in the MS degree program, but allow students to pursue the courses that best meet their interest and desired area of competency. (Students may request consideration of other courses from MS Program Chair and their Advisor.)

**Courses are offered in the terms indicated**

**Select a minimum of 9 credits from the following list**

**Offered Fall Semester:**

- PubH 6343 Epidemiological Methods III (4) [prereq 6342 and 6451]
- PubH 6344 Epidemiological Methods IV (2) [prerequisite 6342, 6343 & 6451]
- PubH 6800 Topics: Health Disparities Research: Measures, Methods & Data (2)  
(Offered alternating years-2009, 2011, etc.)
- PubH 6717 Decision Analysis for Health Care (2)
- PubH 8140 Validity Concepts in Epidemiologic Research (2)
- PubH 6863 Understanding Health Care Quality (2)

**Offered Spring Semester**

- PubH 6862 Cost-Effectiveness Analysis in Health Care (3)
- PubH 6845 Using Demographic Data in Policy Analysis (3)
- PubH 6342 Epidemiological Methods II (3) [prerequisite 6341]
- PubH 6852 Program Evaluation in Health and Mental Health Settings (2)
- PubH 8142 Epidemiologic Uncertainty Analysis (2) [prerequisite PubH 8140]
- PubH 8141 Observational Inference (2) [prerequisite PubH 8140] *Fall and Spring*
- Nurs 8171 Qualitative Research Design and Methods (3-4) [prerequisite Nurs 8170 or equiv]
- PubH 6864 Conducting Health Outcomes Research (3)
- PubH 8813 Measurement of Health-Related Social Factors (3) *Spring\**(offered alternating years: 2010, 2012, etc.)

\*The following measurement courses can be substituted if PubH 8813 is not offered:

EdPsych or SAPH8840

## Analytic Management in Health Care

This interest area builds on process improvement and systems engineering skills introduced in PubH 6752 Public Health Management, to develop industrial engineering, operations management, and quality improvement analytic skills. Introduction to Operations Research provides a foundation in operations research models and methods such as linear programming, integer programming, networks, forecasting, Markov chains, and queuing systems. PubH 6765 Continuous Quality Improvement provides a foundation in quality improvement and statistical process control in health care settings.

**Courses are offered in the terms indicated.**

### Required Courses (6 credits)

- IE 5112 Introduction to Operations Research (3) *Fall*
- PubH 6765 Quality Improvement in Health Care: Methods and Techniques (3) *Fall*

### Select a minimum of 3 additional credits from the list below

#### Offered Fall Semester

- PubH 6560 Operations Research and Quality in Healthcare (2)
- PubH 6717 Decision Analysis for Health Care (2)
- PubH 6565 Health Care Delivery, Design and Innovation (2)

#### Offered Spring Semester

- PubH 6723 Lean Management in Health Care (1)

## HSRP&A DOCTORAL DEGREE PROGRAM

### Overview and Degree Requirements

The doctoral program in Health Services Research, Policy and Administration (HSRP&A) is designed primarily for students interested in academic careers or senior research positions in government or the private sector. The core of the curriculum is a multidisciplinary examination of the social, political, and economic forces that affect the organization, financing, and delivery of health care services. There is a strong emphasis on theory, modeling, and quantitative methods. In addition to the core coursework, students will choose an Area of Emphasis that is concentrated in a specific field. Each Area of Emphasis is overseen by a team of faculty who are experts in that particular area.

The program prepares graduates to conduct sophisticated empirical studies and formulate policy options using a wide range of quantitative and qualitative analytic techniques. The coursework is supported by the student's ongoing involvement with the faculty on research projects and is

linked to the health care field by these projects, and by coursework focused on health and health services. In addition to the coursework, supervised research and teaching experiences, the program provides students with an opportunity for further interchange with faculty through a series of research seminars and doctoral colloquia.

The doctoral program includes core coursework from various disciplines including: statistics, health services research methods, economics, epidemiology, research ethics, and social/psychological theories to health. In addition to the required core coursework, students will select an Area of Emphasis of their choice that will become the theme for their remaining academic work. The Area of Emphasis includes courses specific to a particular field. The supporting program will also be in the Area of Emphasis. PhD students also are required to pass 2 written preliminary exams. One of the exams is in research methods, and all doctoral students will take that exam. The other exam relates to the student's chosen Area of Emphasis. An oral preliminary exam is required prior to beginning the dissertation. When the thesis is finished, a final oral defense is required.

The Division's goals for the PhD degree emphasize timely completion of coursework, preliminary exams, prompt notification of academic progress benchmarks to the Graduate School, and completion of the dissertation thesis. Earning a doctoral degree is a challenging and rewarding endeavor that requires a high level of discipline and personal commitment. To ensure that your degree is completed within targeted time frames, an effective start is essential; therefore, we strongly recommend that all required coursework be completed during the first two years in the program. It is also recommended that Area of Emphasis coursework begin as soon as possible.

### **Grades and Other Requirements at a glance**

- The doctoral program in HSRP&A requires a grade point average of 3.0 or better. (This exceeds the Graduate School minimum of GPA of 2.8).
- All required courses must be taken on an A-F grade basis. This includes core courses and those in the supporting program or minor, and the optional course, Grad 8101, which is used as a substitute for the teaching requirement.
- All required core courses must earn a grade of B- or better. Those not meeting this minimum may be repeated once to improve the grade.
- PhD students must fulfill a teaching requirement.
- PhD students must pass written and oral preliminary exams by specified deadlines.
- PhD students must register for 4 credits per academic year during advanced writing of dissertation. The course number that will be available to fulfill this requirement is currently under development.
- PhD students must formally declare a chosen Area of Emphasis by the end of spring of their first year. (A form is available for this purpose).

### **Student Progress Review Process for Doctoral Students**

The progress of each student through his or her program of study will be reviewed by the program faculty during the spring semester of each year. A student progress report will be prepared by the academic advisor and the student for review by the Student Progress Review Committee (SPRC) and the faculty as a whole. Once a student is "all but dissertation" (ABD), this report need not be completed but progress will continue to be monitored by the advisor and faculty. The report lists the student's completed coursework, plans for future coursework, status of preliminary written examinations and the preliminary oral examination, and progress towards completion of the degree (e.g., selection of thesis topic, committee members, and progress on the research and writing of the dissertation, and use of pre-thesis credits). If the committee, in its review, deems the student's progress unsatisfactory, the committee recommends to the full faculty that the student be informed in writing of the specific tasks required to bring the progress to a satisfactory level. If unsatisfactory progress is ongoing, termination from the program can be recommended. The faculty will vote on the recommendation and the DGS will inform the student

in writing of the faculty's decision. All students receive a letter from the DGS noting the status of their progress. The review is a part of the student's permanent file.

### Limited Use of Doctoral Pre-Thesis Credits

Pre-thesis credits (PubH 8666) may be used by PhD students to maintain full time student status, who have completed all their coursework, but have not passed the preliminary oral exam. Beginning summer, 2007, the Graduate School will limit to 6 credits of PubH 8666 for which a doctoral student may register in any fall, spring or summer term. This applies to all students without regard to when they entered the program. The Graduate School will also limit registrations of PubH 8666 to two instances and 12 credits without department permission. Students who have not passed the oral prelim by that point must obtain consent from the department to register for additional terms of PubH 8666, for a total maximum accumulation of 24 credits. Students admitted prior to fall, 2007 may accumulate a maximum of 60 credits of PubH 8666. The use of pre-thesis credits will be part of the annual student progress review.

### Mandatory Registration for Advanced PhD students

Doctoral students are required to register for 24 thesis credits following the passing of their oral preliminary exam. Students who are not finished with their dissertation upon completion of the 24 thesis credits are required to register for 4 credits per academic year until finished.

### Five Year Limit Following Oral Preliminary Exam

Students must complete their dissertation and all other degree requirements within a maximum of five calendar years from the semester following completion of the preliminary oral exam. To maintain "active" student status, students must register each fall and spring semester. Summer registration is not required. Failure to register each fall and spring semester will cause the student's status to revert to "inactive." Inactive status requires readmission to the Graduate School.

### Graduate School and HSRP&A Academic Progress Benchmarks and Reporting

Graduate School policy requires students to maintain academic progress by successfully completing all benchmarks, and submitting various forms that document their progress at various points throughout the program. The table below illustrates HPM and Graduate School academic progress benchmarks.

#### Four-Year Timetable and Benchmarks for the PhD Degree

1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
Take core coursework and Area of Emphasis courses	Complete core coursework and Area of Emphasis courses	Teaching Experience*	Submit Thesis Proposal forms to the Graduate School
	Submit proposal to the Area of Emphasis faculty for supporting program or minor	Select examining committee for oral exams	Obtain Graduation Packet from Graduate School
	Begin written preliminary examinations (all must be passed by the end of summer of the 3rd year)	Submit Degree Program form to Graduate School	Schedule PhD defense

		Submit thesis proposal to examining committee for approval	Defend dissertation
		Schedule preliminary oral exam and submit scheduling form to Graduate School	<b>GRADUATE!!</b>
		Take preliminary oral examination (absolute deadline Dec. 30 of 5 <sup>th</sup> year)	

\*2nd or 3rd year.

## PhD Curriculum

All doctoral students will complete the core courses, additional required Area of Emphasis courses, and supporting program or minor courses. The supporting program or minor is required to contain a minimum of 12 credits. The supporting program will be within the chosen Area of Emphasis. If a student instead chooses to minor, it must be approved in advance by the Area of Emphasis faculty.

### Core Courses Required For All Doctoral Students

Course	Title	Offered	Credits
PubH 7401	Fundamentals of Biostatistical Inference	Fall	4
PubH 7402	Biostatistical Modeling and Methods	Spring	4
PubH 8810	Seminar: Research Studies in Healthcare	Fall	3
PubH 8811	Research Studies in Healthcare	Fall	3
PubH 8830	Writing for Research	Fall	2
PubH 8831	Writing for Research	Spring	2
PubH 6832	Economics of the Health Care System	Fall	3
PubH 6341	Epidemiological Methods I	Fall	3
PubH 6855	Medical Sociology	Spring	3
PubH 6742	Ethics in Public Health: Research and Policy	Fall/Spring	1
PubH 6835 OR PubH 8801	Principles of Health Policy (2) OR Health Services Policy Analysis (3) SEE AREA OF EMPHASIS FOR ITS REQUIRED POLICY COURSE	Spring  Fall	2  OR 3
<b>Total Core Credits</b>			<b>30 OR 31</b>

### Areas of Emphasis

Students will select an area of emphasis that includes course options within a particular theme.

- Multidisciplinary Social Sciences

- Sociology of Health and Illness
- Health Decision Science
- Health Organization and Management Science
- Clinical Outcomes Research
- Health Policy
- Health Economics

**See the following tables for each Area of Emphasis**

### Multidisciplinary Social Sciences

The multidisciplinary social sciences (MULTI) area of emphasis is designed for doctoral students who want a broad introduction to analytic perspectives from economics, sociology and political science, along with statistics and econometrics. In addition to the core coursework, students are required to take a second course in economics and sociology or organization theory, a course in American politics, and a third course in either economics or sociology/organizations, depending on their choice of preliminary written examination.

<b>Multidisciplinary Social Sciences</b>
<b>Required Core Policy Course</b>
PUBH 8801 - Health Services Policy Analysis: Theory (fall) (3)
<b>Area of Emphasis Required Coursework</b>
POL 8301 - American Politics (3) (fall/spring offered when feasible)
<b>EITHER:</b> PUBH 8820 - Health Economics I (3) (spring)
<b>OR:</b> APEC 5151 - Applied Microeconomics: Firm and Household (3) (fall)
<b>Choose one additional theory course-to be decided with your advisor</b>
<b>Sample options:</b>
PubH 6861-Health Insurance (2) (spring)
PubH 6862- Cost Effective Analysis in Health Care (3) (spring-not offered spr 2008)
PubH 8821- Health Economics II (3) (spring)
APEC 8203- Applied Welfare Economics and Policy (3) (spring)
<b>Supporting Program</b> <b>Student chooses a minimum of 12 credits for the supporting program with the approval of the MULTI faculty. It also has to be submitted to the Graduate Faculty for approval.</b>
<b>Total Course Credits 50-52</b> (includes core and Area of Emphasis)
<b>Prelim Exams:</b> Methods and a choice between the in-house econ exam which is a 5 hour classroom format <b>OR</b> the sociology exam which is the writing of a research paper.
<b>MULTI Faculty: Bryan Dowd, lead member, and all other Graduate Faculty in the Division of HPM</b>

## The Sociology of Health and Illness

The sociology of health and illness supporting project emphasizes fundamental issues in medical sociology, such as social stratification, the social construction of health and illness, population dynamics and demographic forces. A supporting program in this field prepares students for research focused on how social structures, organizations and relationships shape the experience of health and illness. Students may instead choose a minor in sociology (Sociology department), or demography (Minnesota Population Center). Students will also learn about methods appropriate for analyses of social behavior. Examples of research topics in the Sociology of Health and Illness include: analysis of health disparities; social predictors of health care utilization and costs; analysis of social stress; and understanding variation in illness behavior.

<b>Sociology of Health and Illness</b>
<b>Required Core Policy Course</b>
<b>EITHER:</b> PUBH 8801 - Health Services Policy Analysis: Theory (3) (fall)
<b>OR</b> PubH 6835- Principles of Health Policy (2) (spring)
<b>Area of Emphasis Required Coursework</b>
<b>Theoretical Foundations (6 credits)</b>
<b>Sample courses. Area faculty must approve.</b>
PubH 8805-Sociology of Health and Illness (3) (spring-alternating years)
SOC 8701- Sociological Theory (4) (fall)
SOC 8711- Theories of Social Organization (3)
SOC 8721- Theories of Social Psychology (3)
<b>Supporting Program (Must total minimum of 12 credits)</b>
<b>Minimum of 8 credits in area of specialization (disparities, demography, social networks, family, etc.) AND 4-6 credits in advanced methodology</b>
<b>Sample specialization courses (8-9 cr)</b>
SOC 8201-Social Stratification and Mobility (3) (Spring alternating years)
SOC 8490- Advanced Topics in Social Organization (3)
SOC 8501- Sociology of the Family (3)
SOC 8221- Sociology of Gender (3)
<b>Sample advanced methodology courses (4-6 cr)</b>
PubH 8813- Measurement of Health Related Social Factors (3) (spring alternating years)
STAT 8201- Topics in Sampling (3)
POL 8126- Qualitative Methods (3)
PubH 6845- Using Demographic Data for Policy Analysis (3) (spring)
PSY 8881- Seminar in Quantitative and Psychological Measurement (1) (Fall)
<b>Total Course Credits 48-52</b> (Includes core and Area of Emphasis)
<b>Prelim Exams:</b> Methods and Sociology exam, which is a paper with sociology focus
<b>Sociology Faculty: Kathleen Call, Jim Begun, Mike Davern, Rosalie Kane, Donna McAlpine, Todd Rockwood, Doug Wholey</b>

## Health Decision Science

The field of health decision science consists of a collection of quantitative methods used to evaluate decision making under uncertainty. There are many areas relevant to medical decision making, which include decision analysis, meta-analysis, predictive modeling, disease simulation modeling, cognitive psychology, shared decision making, quality-of-life assessment, utility elicitation, health outcomes assessment, cost-effectiveness analysis, health economics, pharmacoeconomics, technology assessment, evidence-based medicine, medical informatics, and discrete event simulation. The concentration in decision sciences prepares students for research careers that involve the application of these methods to public health and clinical problems. Examples of research topics in health decision sciences include: cost-effectiveness analysis of medical technologies and pharmaceuticals; optimal screening policies for cancer and other chronic diseases; measurement and evaluation of health outcomes, including quality of life; policy simulation modeling of diseases such as coronary heart disease, cancer, and asthma; and optimal resource allocation for biomedical research.

<b>Health Decision Science</b>
<b>Required Core Policy Course</b>
PubH 6835- Principles of Health Policy (2) (Spring)
<b>Area of Emphasis Required Coursework</b>
PubH 6717- Decision Analysis for Health Care (2) (Fall)
PubH 6862- Cost Effectives Analysis in Health Care (3) (Spring-not offered spring 2008)
PubH 6809 Advanced Methods in Health Decision Science (planned), (3) (Spring)
<b>Choose a minimum of 2 credits from the following</b>
IDSC 8721- Behavioral Decision Theory (2) (Offered alternating even years)
IDSC 8722- Heuristic Decision Making (2) (Offered alternating odd years)
IDSC 8511- Conceptual Topics and Research Methods in Information and Decision Sciences (4)
<b>Supporting Program must total a minimum of 12 credits</b>
<b>Sample supporting program courses</b>
IE 5112- Introduction to Operations Research (3)
PubH 7450- Survival Analysis (3)
PubH 7420- Clinical Trials: Design, Implementation and Analysis (3)
PubH 7440- Introduction to Bayes Analysis (3)
<b>Total Course Credits 52-53</b> (Includes core and Area of Emphasis)
<b>Prelim Exams:</b> Methods and Decision Science exam which is a 5 hour classroom format.
<b>Decision Science Faculty: Karen Kuntz and John Nyman</b>

## Health Organizations and Management Science

The Health Organization & Management Science doctoral track is designed for doctoral students interested in research and/or academic careers in the organizational and management sciences. HOMS is collaborative effort between Health Policy & Management faculty and faculty in other University of Minnesota departments to provide you access to national leaders in organizational and management sciences. The HOMS core provides you a theoretical foundation in two of the core management areas - organizational theory, organizational behavior, decision-making, or operations management – and assists in developing your methodological skills in social networks and/or qualitative research. HOMS students are expected to use their supporting programs to develop more expertise in organizational and management sciences and apply this material in a health care setting of their choice.

### Health Organizations and Management Science

#### Required Core Policy Course

**EITHER:** PUBH 8801 - Health Services Policy Analysis: Theory (3) (Fall)

**OR** PUBH 6835 - Principles of Health Policy (2) (Spring)

#### Area of Emphasis Required Coursework

Sample courses. Area of Emphasis - faculty must approve.

#### Theoretical Foundations (6-8 credits)

MGMT 8301 - Seminar in Organizational Behavior (4) (Fall, alternates years with MGMT 8302)

MGMT 8302 - Seminar in Organizations Theory (4) (Fall, alternates years with MGMT 8301)

HRIR 8840- Organizational Behavior ( 1-4) (spring)

SOC 8490 - Theories of Organizations (3) (Fall, taught when SOC 8412 is not offered)

IDSC 8511 - Conceptual Topics and Research Methods in Information and Decision Sciences (4) (Fall)

IDSC 8711 - Cognitive Science (4) (Fall)

OMS 8721 - Management of Technical Operations (3) (Spring)

IE 5111 - Systems Engineering (2) (Fall)

#### Methods Foundations (3 credits)

SOC 8412 - Social Network Analysis (3) (Fall, taught when SOC 8490 is not offered)

NURS 8171 - Qualitative Research Design and Methods (3-4) (Spring)

SOC 8890 - Advanced Topics in Research Methods (3) (Spring)

#### Supporting Program (must total minimum of 12 credits)

**Student selects courses with their advisor and obtains approval from the Area of Emphasis faculty.**

#### Total Course Credits: 51-54

(Includes core and Area of Emphasis)

**Prelim Exams:** Methods and HOMS prelim exam which requires a paper in this area.

**HOMS Faculty:** Jim Begun, Jon Christianson, Mike Davern, John Kralewski, Gordon Mosser, Sandy Potthoff, Vern Weckwerth, Doug Wholey

## Clinical Outcomes Research

The Clinical Outcomes Research track is designed to train health services researchers who wish to study clinical care, costs and outcomes. Their research may be conducted using observational (quasi-experimental) studies, randomized clinical trials or analyses of secondary data sets, including administrative data. Honing these skills requires a combination of epidemiology, statistics, measurement, and interpretative expertise. These individuals would develop their epidemiology skills and take courses to expand their understanding of how to measure outcomes of health care. Many will want to include work in cost-effectiveness as well.

<b>Clinical Outcomes Research</b>
<b>Required Core Policy Course</b>
<b>EITHER:</b> PUBH 8801 - Health Services Policy Analysis: Theory (3) (Fall)
<b>OR</b> PubH 6835- Principles of Health Policy (2) (Spring)
<b>Area of Emphasis Required Coursework</b>
PubH 6342- Epidemiology (2)
PubH 6343- Epidemiology (3)
PubH 6864- Conducting Health Outcomes Research (3)
PubH 6863- Understanding Healthcare Quality (2)
<b>Supporting Program (Must total minimum 12 credits)</b> <b>Courses not listed here may be used with approval of the Area of Emphasis director or designee.</b>
PubH 6717- Decision Analysis for Healthcare (2)
PubH 6862- Cost Effectiveness Analysis in Health Care (3)
PubH 8813- Measurement of Health-Related Social Factors (3)
PubH 6802- Conducting a Systematic Literature Review (3)
PubH 7430- Statistical Methods of Correlated Data (3)
PubH 6810- Survey Research Methods (3)
<b>Total Course Credits 52-53</b> (Includes core and Area of Emphasis)
<b>Prelim Exams:</b> Methods and the Clinical Outcomes exam which is a 4 hour, classroom format exam.
<b>Clinical Outcomes Faculty: Bob Kane, Beth Virnig, Marshall McBean, John Kralewski</b>

## Health Policy and Analysis

The emphasis area in Health Policy is designed to prepare students for careers in research, teaching, and public service in academic, governmental and public policy settings. The focus of this area includes multi-disciplinary training in the social sciences; application of quantitative research methods; rigorous writing and communication skill-based training. Students will receive the core doctoral-level training in health services research with an emphasis on U.S. Health Policy and applied Policy Analysis. It is expected that graduates will play key leadership roles in creatively addressing the current state and national issues in health policy including efforts to improve the health of populations; approaches to measuring and assuring quality of care; and efforts to improve health care financing, delivery and access to care.

<b>Health Policy and Analysis</b>
<b>Prerequisites</b>
PubH 6724- Public Health and the US Health Care System (3) Take or test out by end of 1 <sup>st</sup> year
PubH 6835- Principles of Health Policy (2) (spring)
<b>Required Core Policy Course</b>
PUBH 8801 - Health Services Policy Analysis: Theory (3) (Fall)
<b>Area of Emphasis Required Coursework</b>
PubH 8802- Applications in Health Services Policy (2) (Spring)
PubH 6845- Using Demographic Data for Policy Analysis (3) (Spring)
<b>Supporting Program (must total minimum 12 credits)</b> <b>Choose one political science course from the selection below.</b>
PoliSci 8301- American Politics (3)
PoliSci 8312- Legislative Process (3)
PA 8490 –Welfare State Theories and Policy (3)
<b>Focus on Methods: Choose 9 credits from the list Below.</b>
PubH 6717- Decision Analysis for Health Care (2) (Fall)
PubH 6862- Cost Effectiveness Analysis (3) (Spring-not offered spring 2008)
PubH 8813- Measurement of Health Related Social Factors (3) (Spring alternating years)
PubH 6800- Health Disparities in Research: Measures, Methods, & Data (2) (Fall)
<b>Topic Area Focus</b>
PubH 6861- Health Insurance (2) (Spring)
PubH 8803- Long Term Care Policy (3) (Spring alternating years)
PubH 6726- Medical Device Industry: Business and Public Policy (3) (Spring)
PubH 8820- Health Economics I (3) (Spring)
PubH 8821- Health Economics II (3) (Fall)
<b>Total Course Credits 47-48</b> (Includes core and Area of Emphasis)
<b>Prelim Exams:</b> Methods exam and Policy exam which is under development
<b>Policy Faculty: Lynn Blewett, Bob Kane, Rosalie Kane, Susan Foote, Ira Moscovice, Bryan Dowd</b>

<b>Health Economics</b>
<b>Prerequisites</b>

### **Health Economics**

The goal of this Area of Emphasis is to train health economists who will out-compete PhDs from the top economics departments for all jobs except those in economics departments. The curriculum includes a broad menu of health economics related courses in addition to the multidisciplinary core courses.

Calculus and micro-economics
<b>Required Core Policy Course</b>
PUBH 8801 - Health Services Policy Analysis: Theory (3) (Fall)
<b>Area of Emphasis Required Coursework</b>
PubH 6832- Economics of the HealthCare System (3) (Fall)
PUBH 8821- Health Economics II (3) (spring offered alternating years)
ECON 8001-2-3-4- Microeconomic Analysis (8)
<b>Supporting Program (must total minimum 12 credits) Choose two methods courses from the selection below.</b>
ApEc 8211-12- Econometric Analysis (4)
Econ 8205-6-7-8- Applied Econometrics (4)
HRIR 8811- Advanced Quantitative Research Methods in HRIR (2-4)
Econ 8117-8- Non-cooperative Game Theory (4)
ApEc 8202- Mathematical Optimization in Applied Economics (3)
ApEc 8205- Applied Game Theory (3)
ApEc 8991- Dynamic Optimization (3)
<b>Additional Supporting Program Options:</b>
Econ 8xxx- Graduate Courses in in Economics (3)
ApEc 8xxx- Graduate Field courses in Applied Economics (3)
PubH 6862- Cost Effectiveness Analysis in Health Care (3)
<b>Area of Emphasis Credits</b>
<b>Required Core Credits</b>
<b>Total Course Credits 56-57</b> (Includes core and Area of Emphasis)
<b>Prelim Exams:</b> Methods and the Econ Area exams (2): a 5 hour classroom format exam AND the micro economics exam for econ minors (in the econ department)
<b>Econ Faculty: Roger Feldman, John Nyman, Bob Town, Jean Abraham, Jon Christianson, Jeff McCullough, PinarKaraca-Mandic</b>

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## Doctoral Supporting Program or Minor

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The Graduate School requires that students are to complete their choice of either a supporting program **or** minor of at least 12 credits. Most HSRP&A students complete a supporting program. The minor or supporting program provides an opportunity to expand knowledge and skills as needed for the dissertation, and to build skills to achieve desired career goals. Minor or supporting program course work is taken primarily in other Divisions of the School of Public

Health and units throughout the University, such as the Carlson School of Management, the Departments of Economics, Statistics, Sociology, Political Science, Information and Decision Sciences, and Applied Economics.

Students design the supporting program with the advice and approval of their Area of Emphasis faculty. It is recommended that the supporting program be approved by the Area of Emphasis faculty PRIOR to taking courses that comprise the supporting program.

Students who instead chose to minor should discuss this with their Area of Emphasis faculty and obtain approval PRIOR to taking classes for the minor to ensure that the minor fits the Emphasis Area theme. Minors are available in many academic departments outside of HPM, such as Epidemiology, Environmental and Occupational Health Sciences, and other University departments outside of the School of Public Health. Most minor programs are very prescribed, and generally require the student to already possess competency in the discipline. The department where the minor resides also has to approve it.

### **Proposal for Supporting Program or Minor**

The supporting program and minor must be approved by the Area of Emphasis faculty. The student should contact the Area of Emphasis faculty and submit a selection of courses they would like included in the supporting program or minor. There is a form in the Appendix for the Area of Emphasis Supporting program that you should use. Students are advised to not take those courses until Area of Emphasis faculty have approved the supporting program or minor. When approved, the student should provide a signed copy of their supporting program or minor to the program coordinator to be retained in the student file.

Students in the Multidisciplinary Social Sciences Area of Emphasis and Health Organization & Management Sciences also must have their supporting program or minor approved by the full Graduate faculty. After the Area of Emphasis faculty has reviewed the proposed supporting program or minor, a formal proposal should be submitted to the program coordinator for review by the faculty a monthly Graduate Faculty meeting. Proposals are due at least one week before the meeting. The proposal should include your rationale for the chosen courses, and a list of all the course numbers, titles, number of credits, and if available, the grades earned.

### **Grading Requirement for PhD Supporting Program or Minor**

All course work in the PhD supporting program or minor must have a letter grade, A-F. Pass/Fail (S/N) is not acceptable.

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## **Teaching Requirement**

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Doctoral students must obtain some training and experience in teaching during the course of their studies and there are two options available to satisfy this requirement:

1. Complete the Graduate School course, Grad 8101 – Teaching in Higher Education, taken for an A-F letter grade basis; **OR**
2. Teach a class while serving as a TA, or teach and advise while participating in the ISP program.

The student's advisor will determine which of these choices is most appropriate, and will certify fulfillment of the teaching requirement on the HPM Annual Progress Report. No additional faculty approval is required.

Eligible teaching experiences include placement in a position as a teaching assistant (TA). Some TA positions are available through HPM. Other TA positions can be found through the University's Office Of Human Resources at [www.umn.edu/ohr/gao/](http://www.umn.edu/ohr/gao/), and the SPH Career Services at [www.sph.umn.edu/career](http://www.sph.umn.edu/career). Also available are teaching opportunities in the Independent Study Program (ISP) within the University. If a student has had a previous teaching experience, HPM has a process through which a student may request to petition out of the teaching requirement by way of submitting a formal proposal to the faculty for their approval. This should be done in consultation with the student's advisor.

Students who have had previous teaching experiences may request a waiver of the above options to fulfill the teaching requirement policy. To request a waiver to the teaching requirement, a formal proposal must be submitted to the entire Graduate Faculty at one of their monthly meetings for review and vote. The request must be in writing and should include documentation that substantiates the previous teaching experience, including the time period that the teaching occurred.

### **Test for Non-native English Speaking Students Who are Prospective Teaching Assistants**

University of Minnesota policy requires that all non-native English speaking TAs or prospective TAs who are or will be assigned to teaching, tutoring, or advising duties (including office hours) must: 1) Take the SPEAK Test that is administered by the Center for Teaching and Learning Services, and 2) Score 55 or 60 on the SPEAK Test. Students are encouraged to contact the Center for Teaching and Learning, 120 Fraser Hall, 612.625.3041, website: [www.umn.edu/ohr/teachlearn/](http://www.umn.edu/ohr/teachlearn/) as soon as possible once on campus.

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## **Student Examinations for the PhD Program**

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Doctoral students are required to complete and pass preliminary written and oral exams, and a final oral examination. The examinations are designed to cover areas of study in a comprehensive, integrative manner, rather than focusing on specific courses. Exams may draw from information available in the larger body of literature, and extend beyond standard texts. Each examination will indicate the format of the exam: research paper, in classroom, or take home.

### **Preliminary Written Examination**

The Graduate School requires that PhD students must complete and pass a written preliminary exam as designed by the individual department. The purpose of the written prelim is to evaluate the student's comprehensive knowledge of the subject matter. The HSRP&A written preliminary exam is split into two different subject areas. Students must complete and pass both exams by the deadlines.

#### **Timeframe for Completion**

All the written preliminary exams must be completed before the end of summer (August 30), of the third year. This includes re-takes of failed exams. Students who delay taking the exams will not be permitted to re-take a failed exam if the 3 year timeline requirement has been exceeded. To ensure that students meet this timeline, preliminary written examinations should be started as soon as it is feasible in the second year. Preparing for written prelims and possible re-takes of failed exams is essential in order to meet the timeline. Failure to meet this timeframe will result in termination from the program. In cases of extenuating circumstances, students may submit an appeal to request additional time for completion of the written prelim exam.

A "completed" exam is defined as having been written by the student and submitted to the examining committee by the due date.

#### **Written preliminary exams may be taken twice.**

If a written preliminary exam is failed, the exam committee will determine the timeframe of the make-up exam. The make-up exam is subject to the same timeline requirement for written prelim exams. Any written prelim that is failed twice will result in termination from the program.

#### **Written Preliminary Exam Availability**

##### **ALL STUDENTS TAKE TWO WRITTEN PRELIMINARY EXAMS:**

- Methods Exam: January or on an individual basis to be scheduled with Examining Committee. 72 hour take home exam format.
- Area of Emphasis exam. Student should contact the faculty of their chosen Area of Emphasis to schedule the exam.

**NOTE:** The Economics Area of Emphasis also requires students to take the Economics Department exam for Minors in addition to the Area-specific exam. The Econ Exam for Minors may be taken as many times as necessary until it is passed, but it must be passed within the same timetable as the written prelim exams.

The examining committees have a three week deadline to notify the student of the exam results. The notification will be in writing.

### **Preliminary Oral Examination**

The preliminary oral examination is the student's oral defense of their dissertation topic. It completed after the written exams, but prior to beginning the writing on the dissertation. The student assembles an examining committee to whom the student presents their thesis proposal. The purpose of the preliminary oral exam is to confirm that student is ready to begin work on the dissertation. The Graduate School requires that students formally schedule the preliminary

oral at least one week in advance of taking the exam. A Graduate School form is available for this purpose at: [www.grad.umn.edu](http://www.grad.umn.edu).

## Dissertation Proposal Guidelines

### Purpose of the dissertation proposal defense

The dissertation proposal defense (as opposed to the defense of the dissertation itself) serves as the preliminary oral examination. In theory, the dissertation committee members could ask about any topic related to the student's educational program, but in the HSRP&A program, the dissertation proposal defense has evolved into a process for vetting the dissertation, rather than a broader examination.

The purpose of the dissertation proposal defense is for the dissertation committee is to evaluate a student's dissertation topic chosen by the student in consultation with his or her advisor and other committee members. The dissertation committee can approve, approve with reservations, or not approve. Approval constitutes a mutual understanding

between the student and dissertation committee that if the work as proposed in dissertation proposal is completed, the dissertation will be deemed to be completed. For students who are obtaining an official minor their dissertation topic must relate to their minor field. Approval should be based on the following criteria:

1. The topic is interesting and important enough to warrant expenditure of the student's time and effort to write a dissertation on it. There are several sub-dimensions to this criterion.
  - a. The topic is original enough to represent a substantial contribution to the literature.
  - b. The topic would be considered important by experts in the general area addressed by the dissertation. One test of this concept would be that a paper on this topic would have a good chance of being published in a reputable journal.
  - c. The topic fits well with the student's research interests.
  - d. The topic will serve the student well in the short-run (possible dissertation grant funding, placement in first post-doctoral job, and publications) and the longer term (providing a foundation for the students initial reputation in the field and possible continued research for the first few years of their career – particularly if they are seeking academic employment).
2. There are no fatal flaws in the research design, data availability, or analysis plan
3. The student is prepared academically (e.g., coursework and methods) and financially (e.g., arrangements to acquire expensive data) to complete the dissertation.

The approval process is not foolproof, and passing the dissertation proposal defense does not guarantee successful completion of the dissertation. However, the possibility of undesirable outcomes can be minimized by a detailed proposal. The proposal should follow the same outline as any research proposal and thus should contain the following sections:

1. Statement of purpose, including hypotheses to be tested (if applicable) or specific aims.
2. Background, importance of topic. The study should be grounded in a policy, practice, or theoretical context. There should be some indication of how the findings might be used, for example, to make management or policy decisions, or how the findings will make a theoretical contribution. The proposal should demonstrate the study's significance and demonstrate its contributions in policy, practice, or theory.
3. A thorough literature review that explains what is known about the topic, what is important but unknown, and exactly what gaps the dissertation will fill. This does not rule out a dissertation that examines hypotheses tested in previous research, but in that case, this section should explain the advantages of the proposed test over previous tests. This section might also address methodological issues, for example, how a technique used elsewhere will be employed here in a creative way.
4. A clear exposition of the theory relevant to the topic, including a conceptual model. The exposition of the theory should take into account theoretical foundations in related literatures.
5. A clear exposition of the methodology used in the data collection and analysis.
6. For empirical dissertations, a description of the data that will be used in the dissertation, including a clear exposition of the way in which theoretical constructs are actually measured, or "operationalized" in the data. Ideally, the student would prepare a table showing the source of each major dependent and independent variable and its form. The student also should provide evidence that the key variables in the analysis are empirically useful (have adequate variance, few missing values, etc.). For projects involving primary data

collection, the student should describe how the data will be collected. For secondary analyses, the student should describe the current state of the data and how it can be used for the proposed analysis.

7. For empirical dissertations, an analysis plan should anticipate and address estimation problems that are likely to be encountered in the analysis. There should be an analysis plan for each research question or hypothesis.

### **Faculty Roles and Obligations**

HSRP&A dissertation committees are composed of five faculty members: three with Graduate School appointments within the HSRP&A program (major field) and, two with Graduate School appointments outside the HSRP&A program (minor or related fields), with preference for outside committee members without a dual appointment in HSRP&A. These five faculty members are selected based on their individual and collective substantive or methodological contributions to the student's dissertation research.

The dissertation advisor plays the greatest role in guiding the student through the various phases of their dissertation research. The advisor provides guidance as the student selects a topic and refines the research question(s); works with the student to formulate their dissertation committee; reviews all drafts of the dissertation proposal and helps determine when it is developed enough to involve other committee members in the review and refinement process; and, works with the student and other committee members to determine whether the proposal meets the criterion outlined above and is ready for defense.

The dissertation chair runs and moderates the formal oral defense meetings. For the prelim oral defense, the student's dissertation advisor can serve as chair of the committee. According to Graduate School rules, the dissertation advisor may not serve as chair at the final dissertation oral defense. Typically another faculty member with a Graduate School appointment within HSRP&A chairs the final oral defense.

### **Timeframe for Completion of the Preliminary Oral Exam**

The preliminary oral exam should be scheduled as soon as possible after passing the written prelims, and passed absolutely no later than December 30 of the fifth year. Failure to meet this timeframe will result in termination from the program. In cases of extenuating circumstances, students may submit an appeal to request additional time for completion of the oral prelim exam.

### **The Preliminary Oral Exam Committee**

The preliminary oral exam committee is composed of five members who are selected by the student. It is the responsibility of the student to identify the committee members and ascertain their availability and willingness to serve. Three of these must have Graduate School appointments in the HSRP&A academic major, and two must have Graduate School appointments in programs outside of HSRP&A. The outside committee members should have particular knowledge and expertise in the student's supporting program or minor. The HSRP&A five-person committee requirement exceeds the Graduate School policy of four committee members. Confirming the participation of committee members and scheduling the oral exam to accommodate committee member's schedules can be time consuming. Students should be certain to allow adequate time to organize the preliminary oral exam.

Committee members must have eligible Graduate School appointments. In some cases, the fifth member need not have a Graduate School appointment if he or she has particular expertise in the dissertation topic. To facilitate including an "outside" person on the examining committee, the DGS has to submit a petition to the Graduate School on the student's behalf. To initiate the process, the student should send a written request via email, to the DGS, (be certain to also cc the program coordinator), asking to include the person on the committee. Please provide a justification why that person should serve on your committee. Attach that individual's CV or resume. The Graduate School makes the final decision. Getting approval for an outside committee member can take several weeks. A substantial advance notice is recommended in the event the petition is rejected.

To change the composition of a previously approved committee, follow a similar process. Send an email request to the DGS requesting a committee substitution, (be sure to cc the program coordinator). Include the justification for the change. If the new committee member has a Graduate School appointment, it is not necessary to attach a CV. If the new committee member does not have a Graduate School appointment, follow the procedure in the previous paragraph. The Graduate School makes the final decision regarding committee substitutions.

The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, and Affiliate Member. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of Senior Member and Affiliate Senior member are permitted to chair examining committees. See the graduate

School website for more information about exam committees at [www.grad.umn.edu](http://www.grad.umn.edu). A list of HPM and Adjunct faculty levels of appointment is found in this guidebook.

### **Examination Process**

The preliminary oral examination is administered by the student's examination committee. It is the student's responsibility to schedule the examination with the committee. When a time and date have been agreed to, the student needs to find a room in which to have the exam. Contact the program coordinator to reserve a room. The preliminary oral exam must also be scheduled with the Graduate School, by submitting an official Graduate School form at least one week before the examination.

After passing the preliminary oral exam, students are required by the Graduate School to submit a Thesis Proposal form. The form includes space for an abstract of their thesis proposal. The thesis proposal generally should include:

- The research objective
- A brief summary of related research
- The theory or the conceptual model
- A tentative outline of proposed methods and data

See the Graduate School website for more information about the thesis proposal requirements at: [www.grad.umn.edu](http://www.grad.umn.edu).

### **Thesis Advisor**

Students are encouraged to seek out a thesis advisor when considering a topic for the thesis. In some cases, the academic advisor may be the best qualified to serve in this role. The thesis advisor is the primary consultant to the student during the phase of conducting research and writing the dissertation. The thesis advisor is not eligible to chair the final oral exam committee, but does assume primary responsibility for supervising the thesis. Students having difficulty identifying a thesis advisor should ask their academic advisor or Area of Emphasis faculty for assistance.

### **Final Oral Examination-Defending the Thesis**

To be eligible for the final oral examination, students must have completed the writing of their dissertation, completed all required coursework, including satisfying all incomplete coursework, and must have passed both the preliminary written and oral examinations. The examination covers the candidate's thesis.

The final oral examination committee conducts the examination after the thesis has been certified by the readers as ready for defense. It will not exceed three hours. Students must schedule the final defense exam with their committee members. When a date and time have been agreed to, contact the program coordinator to reserve a room. When a location has been determined, the exam students must schedule the examination with Graduate School via a Doctoral Final Defense Scheduling Form, at least one week in advance. The examination will be a seminar to which the relevant scholarly community is invited to hear the presentation of the thesis by the candidate for the first hour. After one hour the audience is excused and the committee members meet privately with the student. For a complete statement of the process, see the Graduate School Bulletin, [www.grad.umn.edu](http://www.grad.umn.edu).

### **The Final Oral Exam Committee**

The Final Oral Exam Committee requires a total of five members. Committee members must have eligible Graduate School appointments: Three of these must have Graduate School appointments in the academic major HSRP&A and two must have Graduate School appointments in programs outside of HSRP&A. The outside members usually will have particular knowledge of the student's dissertation topic.

Normally the final oral examination committee is composed of the same members as the oral preliminary exam committee, although they may differ at the student's discretion (e.g., a faculty member's expertise in an area relevant to the thesis). Students who want to make changes to their examining committee may submit a written request via email to the Director of Graduate Studies, and also send a copy of the request to the program coordinator. The request should include the rationale for the change, names of members who will be removed, and the names of the new members. If the changes are accepted by the DGS, she will submit a petition to the Graduate School. The Graduate School makes the final decision. A substantial advance notice is recommended in the event the petition is rejected.

The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, Affiliate Member, and Examining Status. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of Senior Member and Affiliate Senior member are permitted to chair examining committees.

The academic advisor or thesis advisor cannot chair the committee. See the graduate School website for more information about exam committees at [www.grad.umn.edu](http://www.grad.umn.edu). A list of HPM and Adjunct faculty levels of appointment is found in this guidebook.

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## Appeals

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Students concerned that they will not be able to meet the timeframe requirements of the written and oral preliminary exams due to extenuating circumstances must submit an appeal to request additional time to complete the exam. Extenuating circumstances are situations beyond the student's control. Examples of extenuating circumstances are illness, hospitalization, physical injury, family emergency, or other negatively life-altering circumstances. Students facing these circumstances should consider taking a leave of absence. Poor time management, job conflicts, not knowing when exams are offered, etc. are NOT extenuating circumstances. The procedure for submitting an appeal requires a written request addressed to the Director of Graduate Studies **in advance of the deadline**. The DGS will forward the appeal to the Appeals Committee that will make a preliminary decision whether a time extension will be permitted, and will submit its recommendation to the Graduate Faculty for final approval. All decisions are final and cannot be appealed.

### Appeals Committee

The Appeals Committee of five members is selected by Graduate Faculty vote. A three-vote majority is required for decisions that will be referred to the Graduate Faculty for final approval.

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## PhD Student Travel Covered from AHRQ Traineeships or Division Funds

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Current AHRQ Trainees receive \$1,000 for travel to ONE professional meeting. The grant does not require the meeting to be the AcademyHealth meeting.

AHRQ has occasionally provided up to \$700 per trainee slot (we currently have eight slots) for current or past trainees to attend the AHRQ/NRSA trainee conference that meets one day prior to the start of the AcademyHealth Annual meeting. This funding enables students to attend both conferences if they wish.

As a policy for travel to AHRQ/NRSA and AcademyHealth, trainees will first use the \$700 from AHRQ. Current trainees may spend up to \$300 additional funds from their training grant to equal \$1,000. Past trainees may spend up to the amount provided by AHRQ, which is expected to be \$700.

Current trainees who do not wish to travel to AHRQ/NRSA Trainee Conference or AcademyHealth Annual Meeting, may use their travel allowance for travel to any other professional meeting. Contact the student services coordinator for more information.

In addition the Division will make available \$800 each to up to four International students or others who do not otherwise have access to the traineeship to travel to national meetings. These funds will be available each year on a first come first served basis. In order to be eligible for the funds the student 1) must be giving a presentation or poster at the national meeting and 2) not have access to funds from any other source such as a traineeship or a sponsored research project for which they are a research assistant.

All of the support for student travel will be based on:

- Availability of funds from AHRQ
- Number of trainee slots
- Availability of department funds
- First-come, first-served basis

Note: The money may be used for airfare, hotels, meals, ground transportation, conference registrations, and other related expenses. See the travel policy for complete information. All travel expenses must be approved BEFORE making reservations. See the Division travel policy in the Division section of this Guidebook. Contact the student services coordinator to check on availability and to request funds.

# APPENDIX

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## ***School of Public Health and University Student Policies and Procedures***

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See a live webpage with active links to this information at: [www.sph.umn.edu](http://www.sph.umn.edu)

- **University of Minnesota Board of Regents' Policies**
- **Scholastic Dishonesty and Plagiarism**
- **School of Public Health Educational Policies**
- **Satisfactory Progress**
- **University Senate Policies**

- **Health Insurance**
- **Privacy**
- **FERPA (Family Educational Rights and Privacy Act): Student Records**
- **HIPAA (Health Insurance Portability and Accountability Act)**
- **Immunizations**
- **Criminal Background Checks**
- **Use of Human Subjects in Research**
- **Complaints and Grievances**
- **Course Evaluations**
- **School of Public Health Annual Student Survey**
- **International Student Requirements**

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## **University of Minnesota Board of Regents' Policies**

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

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

- **Student Conduct Code (PDF)**
- **Sexual Harassment (PDF)**

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## **Scholastic Dishonesty and Plagiarism**

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, [www.osai.umn.edu](http://www.osai.umn.edu)).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity at [writing.umn.edu/tww/plagiarism/](http://writing.umn.edu/tww/plagiarism/).

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

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

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## **School of Public Health Educational Policies**

SPH Educational Policies

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## Satisfactory Progress

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

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

For more information, please contact your Major Coordinator.

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## University Senate Policies

The University Senate is an elected body of faculty, academic professionals, civil service staff, and students which discusses and approves matters that effect the entire University. There a specific policies approved by the Senate/Assembly including the following:

- Uniform Grading and Transcript Policy
- 

## Health Insurance

All Academic Health Center students (this includes all SPH students, including those in MS and PhD programs) will be enrolled and charged automatically for the Academic Health Center (AHC) Student Health Benefit Plan. For more information, go to [www.bhs.umn.edu/insurance/ahc.htm](http://www.bhs.umn.edu/insurance/ahc.htm).

Students can have the plan waived if they are enrolled in an employer-based insurance plan, the University Sponsored Graduate Assistant Plan, or Minnesota Care. To waive the plan, they must provide proof of insurance in the form of a certificate of coverage to the Student Insurance office at Boynton Health Service.

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## Privacy

The School of Public Health is committed to protecting the privacy of students, staff, and research participants. Students have privacy rights that assure confidentiality of their student records. Research Participants have many rights that guarantee their safety and their privacy.

Often School of Public Health students work as Teaching Assistants and Research Assistants [that may require exposure] to private information. Please be [aware] of privacy laws, complete required privacy trainings, and act with the highest honor towards all private information.

For further information, go to [privacy.ahc.umn.edu/](http://privacy.ahc.umn.edu/).

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## FERPA (Family Educational Rights and Privacy Act): Student Records

FERPA grants four specific rights to a post-secondary student:

1. To see the information that the institution is keeping on the student.
2. To seek amendment to those records and in certain cases append a statement to the record.

3. To consent to disclosure of his/her records.
4. To file a complaint with the FERPA Office in Washington.

In addition:

- U of MN Faculty and Staff have a legal responsibility, under FERPA, to protect the confidentiality of your student educational records.
- Student information stored in electronic format must be secure and available only to those entitled to access that information.

Student educational records are considered confidential and may not be released without written consent of the student.

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### **HIPAA (Health Insurance Portability and Accountability Act)**

HIPAA is a federal law related to the privacy of an individual's health care information.

All students in the Academic Health Center (AHC), including School of Public Health students, must complete the University's online HIPAA Privacy training.

All SPH students are required to complete two courses:

- The HIPAA Privacy and Security video (7 minutes)
- Safeguarding PHI on Computers (30-40 minutes)

Login to [my.umn.edu](http://my.umn.edu) and click on the **my Toolkit** link to complete the training.

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### **Immunizations**

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Academic Health Center (AHC) degree-seeking students are required to have a health clearance as a condition of enrollment. (Not required for certificate program students.)

More details and the downloadable Student Immunization Record form are available from Boynton Health Service at [www.bhs.umn.edu/services/AHC.htm#AHC](http://www.bhs.umn.edu/services/AHC.htm#AHC).

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### **Criminal Background Checks**

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

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### **Use of Human Subjects in Research**

Students at the University of Minnesota who conduct any research using human subjects (even if the subject's data has been collected under IRB approval) are required to submit their research proposal to the University of Minnesota

Institutional Review Board (IRB) for approval prior to conducting their study. This applies to projects conducted inside or outside the University. For research conducted outside of the University, students still need IRB approval from the University even if approval has been obtained from an external agency.

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

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

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

Students will need a copy of the questions they intend to ask, their protocol for collecting data, as well as a consent form, if necessary. If students will be using participant recruitment materials (letters, advertisements, etc.), they should provide a copy with the application.

Students should consult with a faculty member who does similar work about what kind of review procedures they will have to go through. Students can also talk to fellow students who recently went through a review process.

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

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

Research Subjects Protection Program  
MMC 820  
D528 Mayo Memorial Bldg  
420 Delaware Street SE  
Minneapolis, MN 55455-0392

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## Complaints and Grievances

The School of Public Health seeks to be aware of and responsive to student issues and complaints. There are numerous ways for you to channel your academic and student life concerns:

- provide comments on the annual student survey (in May)
- meet with your advisor and/or major coordinator
- raise the issue with your major chair or director of graduate studies, either individually or in a meeting set up for this kind of feedback
- attend one of the two "Talk With Us" forums for students hosted by the Dean and Associate Dean for Student Affairs each year

The SPH takes all student input seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Judith Garrard, Senior Associate Dean for Academic Affairs & Research at [jgarrard@umn.edu](mailto:jgarrard@umn.edu).

The University provides resources as well. Report incidents of bias, discrimination, or harassment to the University Office of Equal Opportunity and Affirmative Action at [eoaffact.umn.edu](http://eoaffact.umn.edu). For student issues that are not resolved through SPH channels or for which you seek external support, the Student Conflict Resolution Center will assist in resolving campus-based problems or concerns [www.umn.edu/sos/](http://www.umn.edu/sos/).

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## **Course Evaluations**

Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses. Depending on the individual course, evaluations may be done on paper or online at the end of each term.

- Course Evaluation (PDF format)
- Course Evaluation for Division of Epidemiology (PDF format)

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## **School of Public Health Annual Student Survey**

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

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## **International Student Requirements**

Go to [www.iss.umn.edu](http://www.iss.umn.edu) for the most up-to-date information on requirements for international students including:

- Document check and orientation
- Student and Exchange Visitor Information System (SEVIS)
- Academic Status
- Address Change

Division of Health Policy and Management  
**COURSE WAIVER OR TRANSFER REQUEST**  
**for the MS or PhD in HSRP&A**

NAME: \_\_\_\_\_ U of MN ID: \_\_\_\_\_

Your Degree Program:  MS  PhD

**Courses completed at other schools prior to admission into the HSRP&A PhD program may be considered for transfer or waiver of required courses. The previous coursework must be equivalent to the PhD required course for which this request is being made. Please attach a syllabus from each previous course for which this request is being made.**

**This request is for (check one) : \_\_\_\_\_Waiver of Required Course(s)  
 \_\_\_\_\_Transfer Previous Courses into my degree**

<i>Previous Coursework for Consideration</i>					<i>HSR&amp;A Course That Appears Equivalent</i>
School	Title of Course	# Credits	Grade	Date Completed	
1.					
2.					
3.					
4.					
5.					

*Attach a syllabus for each previous class and grade transcript.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Return this form and accompanying materials to the academic program coordinator, Maureen Andrew.**

**Office Use Only**

Approved  Not Approved

Director of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**Division of Health Policy and Management**  
**PhD in Health Services Research Policy and Administration**  
**Area of Emphasis Declaration Form**

Doctoral Students,

You are required to declare your Area of Emphasis within one year of entering the doctoral program.

Your chosen Area of Emphasis must be documented for internal tracking purposes. To report your Area of Emphasis, please do the following:

- Use this form to inform the doctoral program of your chosen Area of Emphasis. Please complete this form and give it to the PhD program coordinator, Maureen Andrew., D-262 Mayo.
- Contact the faculty of the Area of Emphasis you have chosen to discuss your intention to pursue that Area.

Student Name \_\_\_\_\_

Year you entered the PhD Program \_\_\_\_\_

Your chosen Area of Emphasis \_\_\_\_\_

Areas of Emphasis-New PhD Program as of Fall, 2008	Lead Faculty Member of this Area of Emphasis
Multidisciplinary Social Sciences	Bryan Dowd
Sociology of Health and Illness	Donna McAlpine
Health Decision Science	Karen Kuntz
Health Organization and Management Science	Doug Wholey
Clinical Outcomes Research	Bob Kane
Health Policy	Lynn Blewett
Health Economics	Roger Feldman

Your Signature \_\_\_\_\_ Date \_\_\_\_\_

Return this form to the program coordinator, Maureen Andrew, D-262 Mayo.

**Division of Health Policy and Management**  
**PhD in Health Services Research Policy and Administration**  
**Area of Emphasis Supporting Program**

Your supporting program must be approved by the Area of Emphasis faculty and a copy provided to the program coordinator, Maureen Andrew, D-262 Mayo.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Area of Emphasis \_\_\_\_\_

Area of Emphasis faculty members who approve your supporting program: \_\_\_\_\_

**Supporting Program Courses (must be a minimum of 12 credits)**

Course #	Title of Course	# Credits	Term & Year

**This supporting program is approved by the Area of Emphasis Faculty**

Area of Emphasis Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**More information can be found at: [www.grad.umn.edu](http://www.grad.umn.edu)**

## **Master's Degree Requirements for Graduation**

All Graduate School requirements for graduation are listed below. Unless stated otherwise, you should submit all forms to 316 Johnston Hall. Forms may be picked up at the locations listed above. Note: all students must submit an Application for Degree to 200 Fraser Hall or 130 Coffey Hall on or before the first working day of the intended month of graduation.

### **Plan A**

1. Degree Program submission is based on departmental requirements, but must be filed with The Graduate School **no later than one term** prior to graduation.
2. Once the Degree Program has been approved by The Graduate School and the thesis is ready to go to the reviewers, request a graduation packet by clicking [here](#), or by visiting 316 Johnston Hall. The Thesis Reviewers Report form will be issued at that time. Remember to allow your committee *at least* 2 weeks to read the thesis.
3. Submit the Application for Degree to 200 Fraser or 130 Coffey by the **first** working day of the intended month of graduation.
4. Submit the signed Thesis Reviewer's Report form to 316 Johnston Hall. The Final Examination Report Form will be issued at that time. You must have the Final Exam Form before you report for the exam.
5. Return the Final Examination Report form by the last working day of the intended month of graduation.
6. Submit two *unbound* copies of your thesis, both signed by your adviser(s), by the last working day of the intended month of graduation.

### **Plan B/Coursework Only**

1. Degree Program submission is based on departmental requirements, but must be filed with The Graduate School **no later than one term** prior to graduation.
2. Once the Degree Program has been approved by The Graduate School, pick up the Final Examination Report form and the graduation packet prior to the final oral examination. You must have the Final Exam Form before you report for the exam.
3. Submit an Application for Degree to 200 Fraser or 130 Coffey by the **first** working day of the intended month of graduation.
4. Return the Final Examination Report form by the last working day of the intended month of graduation.

***Graduate School registration requirement: As a Graduate School student you are required to register every fall and spring term to maintain active status up through and including the term in which you will officially complete your degree. Failure to maintain your active status will result in the discontinuation of your student status and require applying for readmission.***

More information and forms can be found at: [www.grad.umn.edu](http://www.grad.umn.edu)

## Doctoral Degree Requirements for Graduation

All Graduate School requirements for graduation are listed below. Unless stated otherwise, you should submit all forms to 316 Johnston Hall. Forms may be picked up at the locations listed above. Note: all students must submit an Application for Degree to 200 Fraser Hall or 130 Coffey Hall on or before the first working day of the intended month of graduation.

1. Degree Program submission is based on departmental requirements, but must be filed with The Graduate School **no later than one term** prior to your Preliminary Oral Exam.
2. After completion of all Preliminary Written Exams and *at least* one week before the Preliminary Oral Exam, submit the Preliminary Written Examination Report form. (HPM submits this form to the GS for you)
3. Schedule the Preliminary Oral with The Graduate School *at least* one week in advance of the exam. The Prelim Oral must take place at least one academic term (15 weeks) before the Final Oral Defense.
4. Within one working day of completion of the Prelim Oral exam, submit the signed Preliminary Oral Examination Report form.
5. **At least** one term prior to the Final Oral Exam, file a Thesis Proposal form.
6. Anytime after the Thesis Proposal has been approved by The Graduate School, you can request your graduation packet by clicking here, or by visiting 316 Johnston Hall. The Thesis Reviewer's Report form will be issued at that time.
7. Submit an Application for Degree to 200 Fraser or 130 Coffey by the **first** working day of the intended month of graduation.
8. Submit the signed Thesis Reviewer's Report form and schedule the Final Oral Defense *at least* one week prior to the exam.
9. Return the signed Final Oral Examination Report form no later than one working day following completion of the Final Oral Defense.
10. Submit a copy of the dissertation abstract and a copy of the dissertation (all signed by the advisor[s] ) plus the Microfilm Agreement Form and the Survey of Earned Doctorates by the last working day of the intended month of graduation.
  - o Electronic Dissertation Submission

***Graduate School registration requirement:*** *As a Graduate School student you are required to register every fall and spring term to maintain your active status up through and including the term in which you will officially complete your degree. Failure to maintain your active status will result in the discontinuation of your student status and require applying for readmission.*