

Maternal and Child Health

MPH Degree Program

Division of Epidemiology and Community Health

2008-2009 Student Guidebook

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

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

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

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

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

School of Public Health Directory

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

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Carol Francis, Asst Director of Student & Acad Services 624-6952 franc004@umn.edu
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Micaela Kucinski, Principal Office and Administrative Specialist 624-7660 kuci0005@@umn.edu
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Division of Epidemiology and Community Health

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Major Coordinators (general) **626-8802** **epichstu@umn.edu**
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Shelley Cooksey – Major Coordinator (Epi MPH and PubH Nutrition MPH) 626-8803 cooks001@umn.edu
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1. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

1.1 Welcome

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

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

The Division Head is Bernard Harlow, PhD.

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

Shelley Cooksey

Andrea Kish

Kathryn Schwartz

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Phone612-626-8802

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

US Mail1300 South Second Street, Suite 300, Minneapolis, MN 55454

1.2 The West Bank Office Building (WBOB)

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

Epi Shuttle

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

Parking Options for WBOB

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

Student Mailboxes

Students who have RA and/or TA positions will have mailboxes located near the receptionist on the third floor. Students who do not have RA or TA positions will be able to receive mail in the folders located next to Shelley Cooksey's cubicle (398E). Students who work on campus and have trouble getting to WBOB should email epichstu@umn.edu for alternative ways to get their mail. Student mail can be sent to a campus mail address, but

cannot be sent via regular U.S. Mail. Most information is distributed via e-mail using your U of M student e-mail account.

Forms

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

Evening and Weekend Access

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

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

Computer Lab

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

Copier and Fax Access

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

1.3 Division Communication with Students

The Division communicates information to students in the following ways:

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

1.4 Seminars

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

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

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

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

1.5 Academic Credit for Independent or Directed Coursework

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

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

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

Examples of Independent and Directed Coursework

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

Additional comments

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

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

Choosing Course Numbers

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

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

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

Procedures

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

1.6 Division Resources and Policies

Incomplete Grades

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

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

Six Credit Minimum Exemption

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

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

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

Sitting in on a Class

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

Support for Student Travel

The current Division policy is as follows:

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

Payment for TA English Program

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

SAS Access

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

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

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

J.B. Hawley Student Research Award

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

STANDARD AWARD

Who May Apply?

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

How Much?

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

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

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

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

Submission

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

Review Process

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

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

Final Report

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

DOCTORAL AWARD**Who May Apply?**

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

How Much?

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

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

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

Submission

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

Review Process

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

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

Final Report

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

Other Division Awards and Scholarships

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

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a \$2,000 award.
- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for \$1,000.
- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for \$1,000.
- The **Betty J. Hallstrom Award** is awarded to a graduating nurse in the Maternal and Child Health major who had demonstrated research competence by completing a project in an MCH area and has displayed innovative and creative planning for MCH care. The recipient of the award will receive a certificate and check.
- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.
- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a \$500 check.
- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.
- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a \$400 stipend to attend this meeting.
- The **Robert ten Bensel Scholarship** is awarded to a full-time incoming Maternal and Child Health student that has demonstrated leadership, human equity, and social justice in MCH.

Research Grants

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

Division of Epidemiology and Community Health Student Support Policies

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

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

Approved 7/1/03, revised 06/08

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

Master's Student Support Policy

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

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

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

Division of Epidemiology and Community Health Websites

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

1.7 Division Advising Information

Guidelines for Faculty/Student Interactions

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

- **Asking a student to drive you somewhere, including the airport, home, or main campus.** Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.
- **Asking student to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but you should not expect a student to work these extra hours.
- **Asking an advisee to housesit, take care of your children or pets, or help you move.** While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

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

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

Confidentiality

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

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

Guidelines for Changing Advisors

Master's Students

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

PhD Students

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

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

Student Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.

4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Students

SPH students are expected to...

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

Faculty Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

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

Advising Expectations for Faculty

Faculty advisors are expected to...

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

1.8 Division Courses 2008-2009

Number	Title	Credits	Offered	Instructor(s)
60xx	Obesity and Eating Disorders: Treatment, Prevention & Policy	2.0	Spring	Pereira/French
6000	Topics: E-Public Hlth: On-line Interventions	3.0	Fall	Rosser and Others
6015	HIV/AIDS: Epi & Pub Hlth Interventions	2.0	Fall	Rosser
6020	Fundamentals of Social and Behavioral Science	3.0	Fall	T. Nelson
6020	Fundamentals of Social and Behavioral Science (web course)	3.0	Fall/Spring /Summer	Multiple Instructors
6034	Program Evaluation For Public Health Practice	3.0	Spring	Harwood
6035	Applied Research Methods	3.0	Fall	Hennrikus
6040	Dying and Death in Contemporary Society	2.0	Spring	Rothenberger
6045	Skills for Policy Development	1.0	Spring	Toomey
6049	Legislative Advocacy Skills for Public Health	3.0	Spring	Forster/Toomey
6050	Community Health Theory and Practice I	3.0	Fall	Lytle
6051	Community Health Theory and Practice II	3.0	Spring	Toomey
6055	Social Inequalities in Health	3.0	Spring	Jones-Webb
6060	Motivational Interviewing	1.0	May '09	Patterson
6066	Building Communities, Increasing Health: Preparing for Community Health Work	2.0	Fall	Axtell
6074	Mass Communication and Public Health	3.0	Spring	Ijzer
6078	Public Health Policy as a Prevention Strategy	2.0	Spring	Forster
6080	Seminar: Policy/Politics/Ethics of PubH Decision Making	2.0	Spring	Humphrey
6085	Prevention and Control of Tobacco and Alcohol Problems	3.0	Fall	Jones-Webb
6301	Fundamentals of Clinical Research	3.0	Fall	Luepker/Hirsch
6303	Clinical Research Project Seminar	2.0	Spring	Luepker/Thomas
6305	CR: Introductory Seminar for Health Professionals	2.0	Spring	Luepker
6309	Clinical Research Career Development	1.0	Fall/Spring	Luepker
6320	Fundamentals of Epidemiology (web course)	3.0	Summer	Anderson
6320	Fundamentals of Epidemiology	3.0	Fall	Lazovich
6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	SAS Programming for Data Management	1.0	Fall/Spring (January)	Oakes
6333	Human Behavior I	2.0	Fall	Lytle
6334	Human Behavior II	2.0	Spring	Hennrikus
6336	Adv. Seminar in Infectious Disease Epidemiology	1.0	Fall	Ehresmann
6341	Epidemiologic Methods I	3.0	Fall	Flood/Spector
6342	Epidemiologic Methods II	3.0	Spring	Pankow/Munoz-Zanzi
6343	Epidemiologic Methods III	4.0	Fall	Duval/Schreiner
6344	Epidemiologic Methods IV	2.0	Fall	Steffen/Yuan
6348	Writing Research Grants	2.0	Fall	Luepker/Harlow
6355	Pathophysiology of Human Disease	4.0	Fall	Oberg/Crow
6360	Obesity & Eating Disorders: Etiology/Epidemiology	2.0	Fall	French
6363	Community Trials	3.0	Spring	Oakes/Hannan
6381	Genetics in Public Health	2.0	Fall	Demerath
6385	Epidemiology and Control of Infectious Diseases	2.0	Spring	Lifson
6386	Public Health Aspects of Cardiovascular Disease	2.0	Fall	Folsom

6387	Cancer Epidemiology	2.0	Spring	Anderson
6389	Nutritional Epidemiology	2.0	Fall	Harnack
6390	Topics: Social Epidemiology	2.0	Spring	Oakes
6600	Topics: Global Reproductive Health	2.0	Fall	Hellerstedt
6605	Reproductive and Perinatal Health	2.0	Spring	Hellerstedt
6606	Children's Health: Issues, Programs & Policies	2.0	Summer	Oberg
6606	Children's Health: Issues, Programs & Policies (web course)	2.0	Spring	Oberg
6607	Adolescent Health: Issues, Programs & Policies	2.0	Spring	Hellerstedt
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	Fall/Spring	Bretl/Turnham
6630	Foundations of Maternal and Child Health Leadership	3.0	Fall	Oberg
6634	Advocacy and Children's Rights	2.0	Spring	Oberg
6650	Community-Based Participatory Research	1.0	May	Hellerstedt/Call
6655	Principles and Programs in MCH (web course)	2.0	Summer	Patterson
6673	Grant Writing for Public Health	1.0	May	Toomey
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang/Story
6902	Maternal and Infant Nutrition	2.0	Fall	Stang
6902	Maternal and Infant Nutrition (web course)	2.0	Summer '09	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Story
6904	Nutrition and Aging	2.0	Sum	TBD
6905	Human Nutrition and Health	2.0	Fall	Nelson, M.
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	May	Pereira
6914	Community Nutrition Intervention	3.0	Spring	Neumark-Sztainer
6915	Nutrition Assessment	2.0	Spring	Himes/Harnack/Gross
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6945	Child/Adolescent Obesity	1.0	May	Stang/Nelson, M.
8377	Seminar: Chronic Disease and Behavioral Epi	1.0	Fall/Spring	Jacobs/Harlow

2. MATERNAL AND CHILD HEALTH MPH DEGREE PROGRAM

2.1 Fall 2008 Standard Program Curriculum

Standard Program [48 credit minimum]

Guide to Curriculum Notes

Please pay close attention to the following notes to assist you with your course planning.

- ① Offered in alternate academic years.
- ② Available in an on-line version at least once per academic year.
- ③ For those students entering with strong quantitative skills who are considering a research focus or future doctoral level training, the more advanced biostatistics (PubH 6450) and epidemiology (PubH 6341) courses are strongly recommended.
- ④ Available on-line only



Scientific Basis of Maternal and Child Health (8 credits)

Select four courses from the following list

Course	Notes	Title	Offered	Credits
PubH 6600	①, ④	Global Reproductive Health	Fall `08	2
PubH 6605	①	Reproductive and Perinatal Health	Spring `09	2
PubH 6606	②	Children's Health: Issues, Program and Policies	Spring, Summer	2
PubH 6607	①	Adolescent Health: Issues, Programs and Policies	Spring `09	2
PubH 6613	④	Children and Youth With Special Health Care Needs	Fall `08	2
PubH 6675	①	Women's Health	Fall `09	2
PubH 6902	②	Maternal and Infant Nutrition	Fall, Summer	2
PubH 6903	②	Child and Adolescent Nutrition	Fall, Summer	2
PubH 6906		Global Nutrition	Spring	2

Methodological and Analytical Skills (7- 14 credits)

PubH 6034		Program Evaluation for Public Health Practice	Spring	3
Select three courses from the following list				
PubH 6035		Applied Research Methods (prerequisite 6034)	Fall	3
PubH 6325		Data Processing with PC SAS	Spring	1
PubH 6342		Epidemiologic Methods II (prerequisite 6341)	Spring	3
PubH 6343		Epidemiologic Methods III (prerequisite 6342)	Fall	4
PubH 6344		Epidemiologic Methods IV (prerequisite 6343 or take concurrently)	Fall	2
PubH 6415		Biostatistical Methods II (prerequisite 6414)	Spring	3
PubH 6451		Biostatistics II (prerequisite 6450)	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6705		Community Health Assessment	Spring	3
PubH 6806		Principles of Public Health Research	Fall	2
PubH 6910		Critical Review of Research in Public Health Nutrition	Summer	1

Management and Communication Skills (1 credit)				
Course	Notes	Title	Offered	Credits
PubH 6673		Grant Writing for Public Health	May Session	1
Policy and Advocacy Skills (3 credits)				
PubH 6630		Foundations of MCH Leadership	Fall	3
Additional Management, Policy, or Advocacy Skills (2-3 credits)				
<i>Select one course from the following list</i>				
PubH 6066		Building Communities, Increasing Health: Preparing for Community Health Work	Fall	2
PubH 6074		Mass Communication and Public Health	Spring	3
PubH 6078		Public Health Policy as a Prevention Strategy	Fall	2
PubH 6634		Advocacy and Children's Rights	Spring	2
PubH 6727		Health Leadership and Effecting Change	Spring/Summer	2
PubH 6760		Healthcare Finance	Spring	2
Public Health Core (14-15 credits)				
 Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F) 				
PubH 6020	②	Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	3
PubH 6101 or PubH 6102	②	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6320 or PubH 6341	② ③	Fundamentals of Epidemiology Epidemiologic Methods I	Fall/Spring/Summer Fall	3 3
PubH 6414 or PubH 6450	② ③	Biostatistical Methods I Biostatistics I	Fall/Spring/Summer Fall/Spring	3 4
PubH 6741 or PubH 6742	② ②	Ethics in Public Health: Professional Practice and Policy Ethics in Public Health: Research and Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	②	Principles of Management in Health Services Organizations	Fall/Spring/Summer	2
Field Experience and Master's Project (4 credits)				
PubH 7694		Master's Project (see section 2.7)	Fall/Spring/Summer	2
PubH 7696		Field Experience (see section 2.6)	Fall/Spring/Summer	2
Electives (to total 48 credits)				

Elective Credits/Concentrations

Elective courses are usually taken during the second year. Students completing one of the concentrations in the School will use their elective credits to complete the concentration. At this time, interdisciplinary concentrations are available in Global Health, Complementary and Alternative Medicine, Health Disparities, and Public Health Policy. Information on the concentrations is available at www.sph.umn.edu.

2.2 Fall 2008 MCH Epidemiology Emphasis Program Curriculum

48 Semester Credit Minimum

Guide to Curriculum Notes

Please pay close attention to the following notes to assist you with your course planning.

- ① Offered in alternate academic years.
- ② Available in an on-line version at least once per academic year.
- ③ Available on-line only

Scientific Basis of Maternal and Child Health Epidemiology (6 credits)

Select one course from the following list:

Course	Notes	Title	Offered	Credits
PubH 6605	①	Reproductive and Perinatal Health	Spring '09	2
PubH 6675	①	Women's Health	Fall '09	2

Select one course from the following list:

PubH 6381		Genetics in Public Health	Fall	2
PubH 6385		Epidemiology & Control of Infectious Disease	Spring	2
PubH 6386		Public Health Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6389		Nutritional Epidemiology	Fall	2

Select one course from the following list:

PubH 6600	①, ③	Global Reproductive Health	Fall '08	2
PubH 6606	②	Children's Health: Issues, Program and Policies	Spring, Summer	2
PubH 6607	①	Adolescent Health: Issues, Programs & Policies	Spring '09	2
PubH 6613	①, ③	Children and Youth With Special Health Care Needs	Fall '08	2
PubH 6902	②	Maternal and Infant Nutrition	Fall	2
PubH 6903	②	Child and Adolescent Nutrition	Fall	2
PubH 6906		Global Nutrition	Spring	2

Methodological and Analytical Skills (13 credits)

PubH 6342		Epidemiologic Methods II (prerequisite 6341)	Spring	3
PubH 6343		Epidemiologic Methods III (prerequisite 6342)	Fall	4
PubH 6344		Epidemiologic Methods IV (prerequisite 6343 or take concurrently)	Fall	2
PubH 6451		Biostatistics II	Spring	4

Management and Communication Skills (1 credit)

PubH 6673		Grant Writing for Public Health	May Session	1
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Policy and Advocacy Skills (5- 6 credits)

PubH 6630		Foundations of MCH Leadership	Fall	3
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Select one course from the following list:

PubH 6066		Building Communities, Increasing Health: Preparing for Community Health Work	Fall	2
PubH 6074		Mass Communication and Public Health	Spring	3
PubH 6078		Public Health Policy as a Prevention Strategy	Fall	2
PubH 6634		Advocacy and Children's Rights	Spring	2

Public Health Core (15 credits)

 Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F) 

Course	Notes	Title	Offered	Credits
PubH 6020	②	Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	3
PubH 6101 or PubH 6102	②	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6341		Epidemiologic Methods I	Fall	3
PubH 6450		Biostatistics I	Fall/Spring	4
PubH 6741 or PubH 6742	② ②	Ethics in Public Health: Professional Practice and Policy Ethics in Public Health: Research and Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	②	Principles of Management in Health Services Organizations	Fall/Spring	2
Master's Project and Field Experience (4 credits)				
PubH 7694		Masters Project (see section 2.7)	Fall/Spring/Summer	2
PubH 7696		Field Experience (see section 2.6)	Fall/Spring/Summer	2
Electives (to total 48 credits)				



Elective Credits/Concentrations

Elective courses are usually taken during the second year. Students completing one of the concentrations in the School will use their elective credits to complete the concentration. At this time, interdisciplinary concentrations are available in Global Health, Complementary and Alternative Medicine, Health Disparities, and Public Health Policy. Information on the concentrations is available at www.sph.umn.edu. Because students in the epidemiology emphasis take several methods courses, it may be difficult for them to complete a concentration in two years.

2.3 Fall 2008 MCH Online/Distance Learning Curriculum

42 Semester Credit Minimum

Scientific Basis of Maternal and Child Health (5 credits)				
<i>Select a minimum of five credits from the following list. Additional courses may be offered through the Public Health Institute held annually in May.</i>				
Course	Title	Offered	Credits	
PubH 6281	Immigrant Health Issues (online)	Fall	3	
PubH 6600	Global Reproductive Health (online)	Fall `08, Fall `10	2	
PubH 6606	Children's Health: Issues, Program and Policies (online)	Spring	2	
PubH 6613	Children and Youth With Special Health Care Needs	Fall `08	2	
PubH 6902	Maternal and Infant Nutrition (online)	Summer	2	
PubH 6903	Child and Adolescent Nutrition (online)	Summer	2	
<i>Additional courses will be offered through the Public Health Institute held annually in May. The Major Chair will advise students of these courses before the start of the Institute each year.</i>				
Methodological and Analytical Skills (5 credits)				
PubH 6852	Program Evaluation (online)	Spring	2	
<i>Select a minimum of three credits from the following list. Additional courses will be offered through the Public Health Institute held annually in May. The Major Chair will advise students of these courses before the start of the Institute each year.</i>				
PubH 6650	Community Based Participatory Research	Institute Course	1	
PubH 7200	Focus Group Interviews	Institute Course	1	
PubH 7200	Data Analysis from Focus Groups	Institute Course	1	
PubH 7200	Community Health Data	Institute Course	1	
Management and Communication Skills (6.5 credits)				
Nurs 5800	Grant Writing (online)	Spring	1	

PubH 6655	Principals and Programs of MCH in the US (online)	Summer	2
PubH 6299	Public Health is a Team Sport: The Power of Collaboration	Institute Course	1.5
<i>Select a minimum of two credits from the following list. Additional courses will be offered through the Public Health Institute held annually in May. The Major Chair will advise students of these courses before the start of the Institute each year.</i>			
PubH 6700	Foundations of Public Health (online)	Fall	2
PubH 6005	Motivational Interviewing	Institute Course	1
PubH 6727	Health Leadership and Effecting Change	Institute Course	2
PubH 7200	Culturally Responsive Leadership and Management	Institute Course	1
Public Health Core (14 credits)			
 Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F) 			
PubH 6020	Fundamentals of Social and Behavioral Science (online)	Fall/Spring/Summer	3
PubH 6102	Issues in Environmental and Occupational Health (online)	Spring/Summer	2
PubH 6320	Fundamentals of Epidemiology (online)	Fall/Spring/Summer	3
PubH 6414	Biostatistical Methods I (online)	Fall/Summer	3
PubH 6741 or	Ethics in Public Health: Professional Practice and Policy (online)	Fall /Summer	1
PubH 6742	Ethics in Public Health: Research and Policy (online)	Fall/ /Summer	1
PubH 6751	Principles of Management in Health Services Organizations	Spring	2
Field Experience and Master's Project (4 credits)			
PubH 7696	Field Experience (see section 2.6)	Fall/Spring/Summer	2
PubH 7694	Masters Project (see section 2.7)	Fall/Spring/Summer	2
Electives (to total 42 credits)			

2.4 Other MPH Degree Requirements

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

Maternal and Child Health Competencies (<http://www.atmch.org>), developed by the education committee of the Association of Teachers of Maternal and Child Health and approved by the membership and the Association of Schools of Public Health MCH Council in 1993 and revised in 2000, provide the basis for curriculum development programming for MCH graduate education programs. Achieving these competencies permit MCH professionals to perform the MCH essential services within a broader context of public health core functions.

I. Scientific Basis of MCH		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Major domestic and international causes of mortality and morbidity associated with pregnancy, infancy, childhood, adolescence, and the child-bearing years • Normal patterns of individual and family growth and development from a lifespan perspective • Determinants of health & illness & includes biological, behavioral & socio-cultural perspectives • Characteristics of health care systems • Principles of population based health promotion • Principles of community organization, change and development • Comprehension of foundations of scientific inquiry & limitations of conceptual frameworks 	<ul style="list-style-type: none"> • PubH 6020, 6605, 6606, 6607, 6613, 6645, 6675, 6902, 6903, 6906 • Field experience • Master's project 	<ul style="list-style-type: none"> • Normal patterns of individual and family growth and development Course evaluations • Student grades • Student and preceptor evaluations of field experience • Master's project from a lifespan perspective

<p>Demonstration of the following skills:</p> <ul style="list-style-type: none"> • Describe MCH topics in terms of time, magnitude/severity, dispersion/location & comorbidity • Identify scientific underpinnings for MCH interventions • Apply knowledge of demographics, health, familial, community & environmental factors to the design of MCH programs • Critically analyze health disparities on race/ethnicity, SES, position & gender 		
II. Methodological and Analytical Skills		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures • Epidemiological concepts and descriptive epidemiology • Use of data to illuminate ethical, political, scientific, economic, and overall public health issues • Strengths and limitations of qualitative and quantitative methods • Data collections strategies, strengths and limitations • Key features of community assessment, program design, implementation & evaluation <p>Demonstrate the following skills:</p> <ul style="list-style-type: none"> • Prepare and interpret data from vital statistics, census, surveys & other relevant reports • Application of appropriate qualitative methods for understanding MCH health status • Use of data for asset identification, assessment, program planning, implementation & evaluation • Formulate research hypothesis and implant an analytic strategy • Evaluate the integrity & comparability of data & identify existing gaps • Extract data from primary & secondary sources with the use of appropriate statistical software 	<ul style="list-style-type: none"> • PubH 6034, 6035, 6320, 6325, 6331, 6345, 6414, 6415, 6450, 6451, 6617, 6705, 6806, 6910 • Field experience • Master's project 	<ul style="list-style-type: none"> • Course evaluations • Student grades • Student and preceptor evaluations of field experience • Master's project
III. Management and Communication Skills		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Organizational and management theories and practices, and their administration in public and private agencies. • Application of Inter-organizational theories and principles of systems development, management and analysis • The purposes, rationale, activities, staffing, data strategy and analysis plan for a MCH program • Appropriate use of networking, team building, small group process, advocacy and negotiation skills, and community organization and coalition building techniques to address MCH issues and problems • Techniques of soliciting and maintaining consumer and other constituency input at all levels of organization • The processes, organization and administration of quality management techniques in MCH <p>Demonstration of the following skills:</p> <ul style="list-style-type: none"> • Apply knowledge of management to the implementation of integrated MCH service systems 	<ul style="list-style-type: none"> • PubH 6034, 6035, 6320, 6325, 6331, 6345, 6414, 6415, 6450, 6451, 6617, 6705, 6806, 6910 • Field experience • Master's project 	<ul style="list-style-type: none"> • Course evaluations • Student grades • Student and preceptor evaluations of field experience • Master's project

<ul style="list-style-type: none"> • Integrate health promotion strategies with primary care & other health systems • Develop mechanisms to monitor and evaluate programs including the use of performance measures. • Develop a budget with justification • Develop background & significance section of a grant application • Effective written & oral communication skills applicable to multiple settings i.e., health agency, legislative, media, etc. • Develop & disseminate continuing MCH education programs • Effectively resolve conflict through management techniques • Development of linkages to community boards & coalitions • Use information technology for efficient programming. 		
IV. Values and Ethics in MCH		
Competency Area Skills	How Acquired	How Measured
Has knowledge and understanding of: <ul style="list-style-type: none"> • The philosophy, values, and social justice concepts associated with MCH • The principles and issues involved in the ethical and sensitive conduct of practice and research within MCH populations • The philosophical concepts and rationale underlying the delivery of family centered, comprehensive, community-based, and culturally competent MCH and public health services and programs, including recognition of community assets Demonstrate the following skills: <ul style="list-style-type: none"> • Ethical conduct in practice, program management, research and data collection/storage • Promotion of cultural competence concepts within diverse MCH settings • Build partnerships within MCH communities & constituencies to foster community empowerment, reciprocal learning and involvement in research design 	<ul style="list-style-type: none"> • PubH 6020, 6605, 6606, 6607, 6613, • 6630, 6645, 6675, 6741, 6742 • Field experience • Master's project 	<ul style="list-style-type: none"> • Course evaluations • Student grades • Student and preceptor evaluations of field experience • Master's project

Public Health Core Area Requirements

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

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

Pre-approved Courses Meeting Public Health Core Area Requirements

Administration

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

Behavioral Science

PubH 6020 Fundamentals of Social and Behavioral Science – 3 cr.

Biostatistics

PubH 6414 Biostatistical Methods I – 3 cr.

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

Environmental Health

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

Epidemiology

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

Ethics

PubH 6741 Ethics in Public Health: Professional Practice and Policy – 1 cr.
PubH 6742 Ethics in Public Health: Research and Policy – 1 cr.

Registration Requirement

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

Course Numbers and Graduate Credit

5xxx, 6xxx, 7xxx and 8xxx-level courses are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student's Major Chair – 4xxx-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

SPH Grading Policies

Grade Point Average

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

S-N Grade Option

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

Public Health Core Courses

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

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

Field Experience

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience; see *section 2.6*.

MPH Study Plan

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

Master's Project

MPH students must complete a master's project; see *section 2.7*.

Comprehensive Examination

MPH students must complete a written and/or oral examination as specified by the major; see *section 2.8*.

Time Frame

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

Course Transfer Credits

Effective with students entering the program in Fall 2007, a student may seek transfer of no more than 40% of their total graduate or professional program credits taken prior to the MPH program matriculation at the University of Minnesota or at another college or university. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean for Academic Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of "B" or better is required for each course requested for transfer credit.

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

1. Meet with their advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the *Petition* form, attach an official transcript on which the final grade has been posted.
2. Submit the *Petition* form to the Major Coordinator for processing. The *Petition* form can be found at <http://www.epi.umn.edu/students/guidebook.shtm>

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

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form. The *Petition* form can be obtained at <http://www.epi.umn.edu/students/guidebook.shtm>.

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

Course Substitution Procedures:

The following process should be followed when requesting that a course substitute for a required course in your degree program. Students should apply for approval before they take the course whenever possible as permission could be denied. Students should:

1. Gather the course syllabi of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).
2. Complete the *Petition* form with the following information in each section:
 - REQUEST SECTION: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution offering the course. Also list the course/requirement in your degree program for which you are asking for the substitution.
 - REASON/EXPLANATION SECTION: Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and have the request reviewed by the advisor. S/he will complete the Department section of the *Petition* form and indicate whether or not s/he approves of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751/6752, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6101/6102, epidemiology-PubH 6320/6341, ethics-PubH 6741/6742), there is an additional step to get School level approval. To complete this next step, provide two additional copies of the above materials. All of those materials should be

submitted to your Major Coordinator. Upon receipt of those materials, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to the Student Service Center to be presented to the appropriate SPH Educational Policy committee members. The student will be notified via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

Application for Degree

MPH students are required to complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. Copies of this form can be obtained from the Major Coordinator, the Student Services Center or downloaded from <http://www.epi.umn.edu/students/guidebook.shtm>. Students are encouraged to submit the form in their first semester of matriculation.

2.5 Sample Schedules

Students are strongly encouraged to meet with their academic advisors each term prior to registration to review their academic plan.

Note: Part-time schedules are available upon request from Kathryn Schwartz. Part-time students must plan carefully to make sure courses that are sequential in nature are taken in the appropriate order. Students may contact Kathryn Schwartz at schwa139@umn.edu for assistance with your schedule.

Full-Time Standard Program Option [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6320	Fundamentals of Epidemiology	3
PubH 6414	Biostatistical Methods I	3
PubH 6630	Foundations of MCH Leadership	3
	1 Scientific Basis Course	2

Spring Semester I

PubH 6034	Program Evaluation for Public Health Practice	3
PubH 6741	Ethics in Public Health: Professional Practice and Policy	1
	1 Scientific Basis Course	2
	1 Management, Policy, or Advocacy Course*	2
	1 Methodological and Analytical Course*	3

May/Summer Session I

PubH 6673	Grant Writing for Public Health	1
PubH 6102	Issues in Environmental and Occupational Health (online)	2
PubH 7696	Field Experience	2

Fall Semester II

PubH 6020	Fundamentals of Social/Behavioral Science	3
PubH 6751	Principles of Management in Health Services Organizations	2
	1 Scientific Basis Course	2
	1 Methodological and Analytical Course*	3

Spring Semester II

PubH 7694	Master's Project	2
	2 Elective Courses	5
	1 Methodological and Analytical Course*	2
	1 Scientific Basis Course	2

*Several course options with varying credit totals are available to meet Methodological and Analytical Skills, and the Management/Policy/or Advocacy requirements

Full-Time MCH Epidemiology Emphasis [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6341	Epidemiologic Methods I	3
PubH 6450	Biostatistics I	4
PubH 6630	Foundations of MCH Leadership	3
PubH 6741	Ethics in Public Health: Professional Practice and Policy	1

Spring Semester I

PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
	1 Policy and Advocacy Course	2
	1 Scientific Basis Course	2

May/Summer Session I

PubH 6673	Grant Writing	1
PubH 7696	Field Experience	2

Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6344	Epidemiologic Methods IV	2
PubH 6101	Environmental Health (1 st half semester)	2
PubH 6751	Principles of Management & Hlth Services Organizations (2 nd half semester)	2
	1 Scientific Basis Course	2

Spring Semester II

PubH 6020	Fundamentals of Social and Behavioral Science	3
PubH 7694	Master's Project	2
	1 Scientific Basis Course	2
	Elective Course(s)	2-4

*Several course options with varying credit totals are available to meet Methodological and Analytical Skills, and the Management/Policy/or Advocacy requirements

Full-Time MCH Online/Distance Learning Sample Schedule [42 credits]

Fall Semester I

Course	Title	Credits
PubH 6320	Fundamentals of Epidemiology	3
PubH 6414	Biostatistical Methods I	3
PubH 6020	Fundamentals of Social and Behavioral Sciences	3
PubH 6700	Foundations of Public Health	2

Spring Semester I

PubH 6852	Program Evaluation	2
Nurs 5925	Grant Writing	1
PubH 6751	Principles of Management in a Health Services Organization	2
PubH 6741	Ethics in Public Health	1
	Elective Course	2

Summer Semester I

	Methodological and Analytical Skills courses in the Summer Institute	3
	Scientific Basis course in the Summer Institute	1
PubH 6299	Public Health as a Team Sport	1.5
PubH 6655	Principles and Programs of MCH in the U.S.	2

Fall Semester II

	Scientific Basis course	2
	2 Elective courses	4
PubH 7696	Field Experience	2

Spring Semester II

PubH 6102	Issues in Environmental and Occupational Health	2
PubH 7694	Master's Project	2
	Scientific Basis course	2
	Elective course	2

Other Curriculum Suggestions for all MCH Students

Scientific Basis of Maternal and Child Health

Students are expected to have taken PubH 6630 *Foundations of MCH Leadership* before or concurrently with the Scientific Basis of MCH courses.

Management and Communication Skills

Standard and Epi Emphasis students are required to take PubH 6673 – Grant Writing for Public Health. Students in the online program are required to take Nurs 5800 Grantwriting. Non-credit seminars or workshops on grant writing cannot be used as a substitute for PubH 6673.

Policy and Advocacy Skills

Students in the Standard and Epi Emphasis must take PubH 6630 *Foundations of MCH Leadership*. Students in the online program must take PubH 6655 *Principles and Programs of MCH in the U.S.*

Public Health Core

It is important that students consult with their advisor about whether to take PubH 6414 or 6450 to meet the biostatistics requirement and whether to take PubH 6320 or 6341 to meet the epidemiology requirement. MCH Epi Emphasis students do not have the option: they must take 6341 and 6450.

2.6 Field Experience

Goals

The goal of the field experience is to provide an opportunity for Maternal and Child Health students to strengthen their philosophy and understanding of public health and to begin developing an identity as a professional in MCH. **This goal is achieved by working with MCH professionals in a field agency outside of the University of Minnesota to introduce the student to:**

- The broad practice and philosophy of public health as it relates to MCH;
- The administrative and organizational framework for MCH programs and services at state and local levels; and
- The application of theory and skill to practice through work experiences with professional and community colleagues.

The field experience should increase the students' confidence and ability to assess their strengths and weaknesses as members of a public health team. Field experiences provide opportunities for personal involvement in developing, planning, executing, and evaluating public health activities for MCH populations.

To achieve these goals, students, in consultation with their advisor, will identify objectives specific to their field placement. The following list provides examples of relevant objectives, but is by no means exhaustive:

- Explore and apply methods of working effectively with communities or special populations within the community;
- Participate in needs identification, planning, organizing, directing, coordinating, and/or evaluating the components of health services, programs, and projects related to MCH;
- Participate in assessing health problems of a selected population;
- Interpret current MCH research findings and their practical application to personal and community health through appropriate consultation experiences for physicians, nurses, social workers, therapists, teachers, nutritionists, or other health workers;
- Plan, direct, implement, and evaluate in-service education and orientation programs for professional and allied health workers in MCH programs;
- Participate in coordinating MCH services with related programs;
- Participate in planning, implementing, and evaluating needs assessments and health surveys that relate to MCH issues;
- Participate as a member of a multidisciplinary public health team;
- Select, plan, prepare, and evaluate teaching aids and materials to disseminate information to professional and nonprofessional audiences through various media; and
- Interpret legislation for professionals and consumers;

How to Meet the Field Experience Requirement

The field experience should be started after students have completed half of their required course work. Students are encouraged to begin seeking an appropriate site six months before they are prepared to begin. Students should consult with their academic advisor in selecting a site appropriate for achieving their educational and professional objectives.

A minimum of 2 semester credits in PubH 7696 is required. Each credit requires 60 hours of work with the agency/site.

Periodic communication with the advisor during the field experience is expected, although the faculty advisor will not observe students at their field site. The site preceptor must have a master's level degree or higher and may not be a MCH faculty member.

How to Register and Complete the Field Experience

1. Once a potential placement has been identified, the student should make contact with the organization to identify and define a specific project or area, time commitment, and a site preceptor.
2. The *Field Experience/Internship Contract* form must be completed, approved (with signatures) by all parties and submitted to Kathryn Schwartz, Major Coordinator. Electronic completion of this form is available at www.ahc.umn.edu/sphfieldexp/. The contract must be submitted before students begin the field experience. Once the signed *Field Experience/Internship Contract* form has been submitted to Kathryn Schwartz, Major Coordinator, she will enter in electronic permission to register for PubH 7696. The student will receive an e-mail from Kathryn once this has been done.
3. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their field experience, master's project, or dissertation is in such a facility, students may be asked by the institution to submit paperwork.
4. Some agencies may ask students to sign agreements concerning confidentiality of data or other data practices. This may be especially true in settings where students will have access to personal identifiers.
5. The field experience is graded on a pass/fail (S/N) basis. Upon completion of their field experience, students should provide the site preceptor with a *Preceptor Evaluation of Field Experience/Internship* form. Forms are available on-line at www.epi.umn.edu/academic/handbook.shtm. Students also need to complete a *Student Evaluation of Field Experience/ Internship* form. This form is also available at www.epi.umn.edu/academic/handbook.shtm. The completed forms should be submitted electronically to Kathryn Schwartz, Major Coordinator. She will give the forms to the students' faculty field experience advisor who will then review them and request a grade change. The completed forms will remain in the student's file.
6. It is expected that students send a letter of appreciation to their site preceptor. The advisor will send a similar letter of appreciation; therefore a complete mailing address for the site preceptor should be on the evaluation forms.

Relationship to Master's Project

The master's project and field experience should represent separate activities, though they may be related. The master's project should involve more independent work than the field experience. A master's project could evolve from a field experience with an organization, but should be defined separately; the same work cannot be counted for both. If they are related, careful consideration must be given in wording the contract to differentiate the requirements of the field experience from the master's project.

We suggest that students do an internship at one organization and their master's project with a different organization. While it is not required, doing them with different organizations has several advantages. It gives the student an insight into two organizations, expands the number of people the student can use for future references for jobs, and increases the number of places that may turn into a job opportunity.

2.7 Master's Project

Purpose

The purpose of the master's project is to enable students to demonstrate:

- Familiarity with the tools of research and scholarship in the field of Public Health;
- The ability to work independently;
- The ability to plan and carry out a systematic investigation related to a public health issue; and
- The ability to effectively present, in written form, the results of their investigation.

Project Options

Students may choose among three options for their MPH project. The choice of options should be decided in consultation with their advisor. The options are:

1. Research project;
2. Evaluation of an existing program; or
3. Critical literature review project.

Students with an MCH Epidemiology emphasis are encouraged to select the research report.

The diversity and number of research questions related to Maternal and Child Health are large. Students are encouraged to decide upon a topic as early in their program as possible. Ideally, the primary area of interest should be determined before the beginning of their second year. This should be followed by further specification of the topic for investigation and a decision about the project options. Discussions with the advisor should be used to explore opportunities and alternatives.

Students choose their topics through different avenues including:

- Prior experience that has stimulated an interest in a particular area of MCH;
- A formal course that stimulates interest in a specific area;
- Field placement projects that include sufficient scope and scholarly activity to constitute a master's project;
- Announcements from community organizations or public health agencies that have contacted the MCH program or SPH Career Center; and
- The student's advisor or other member of the faculty may be involved in a research study of interest to the student. The student may be given the opportunity to use data from a faculty research study for their master's project or be referred to a public domain database.

Option 1: Research Project

This option is available for students who would like to apply research skills and analyze data (usually secondary data). The research project will focus on pertinent questions or issues in MCH. This project will demonstrate the student's ability:

- To plan and conduct research using appropriate scientific methods;
- To assess quantitative or qualitative analysis using primary or secondary data; and
- For assessing the relevance of the findings of a project and research, policy, and programmatic implications.

Approval for the research needs to be obtained from the Human Subjects Committee (Institutional Review Board).

The research project should include the following components:

- I. Title Page: designate project option, advisor name, date, copyright permission (optional)
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
 - A. Statement and development of problem, including its rationale and significance to public health and MCH
 - B. Conceptual model or theoretical framework (if appropriate)
 - C. Statement of purpose
- VI. Methodology
 - A. Study design
 - B. Description of database/population and sample selection procedures including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic method
- VII. Results
- VIII. Discussion
 - A. Description of how findings confirm/depart from those of others
 - B. Strengths and weaknesses of study
- IX. Conclusion and implications for public health/MCH
- X. References
- XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Pending advisor's approval, students who plan to submit their master's project for publication may submit the final project in the article format specified by a professional journal. Students collaborating with other investigators have the primary responsibility for writing the article. However, revisions and editorial changes recommended by co-authors may be incorporated into the final paper to be submitted to the examining committee. Students who are seeking guidance on the format for the research project paper should examine published public health research reports in journals like the American Journal of Public Health.

Option 2: Technical Report

This option gives students the opportunity to have in-depth involvement in a public health program. Students may work with an agency or combine the field placement experience with the master's project requirement, depending on the needs of the agency and the interests of the student. The project will meet the needs of the agency, as well as the MPH requirement to produce scholarly work as the culmination of the graduate program. It is not a research study but should reflect critical thinking, problem solving and creativity. The project should address topics of relevance to the field of MCH and may reflect the product of: program evaluation; a community needs assessment; an assessment of current practices or policies, data systems, or screening methods; or the development of a curriculum or program.

The technical report will demonstrate the student's ability:

- To develop or evaluate program plans, processes, service activities or outcomes;
- To plan and organize a body of technical information into a cohesive and acceptable report format; and
- To assess the relevance policy and programmatic implications of the findings.

The technical report should be written in a style and format usable and useful to the agency, program planners and/or policy makers. The format should be determined by the student in consultation with the faculty project advisor and site supervisor. The technical report should include the following components:

- I. Title Page: designate project option, advisor name, date, copyright permission (optional)
- II. Acknowledgments
- III. Executive Summary
- IV. Table of Contents
- V. Overview of problem, issue, or project including its significance to public health, MCH and/or the agency
- VI. Critical Literature Review: A modest literature review may be necessary to contextualize the purpose of the project or the findings of the project
- VII. Methodology

- A. Design or plan of approach
 - B. Description of data base/population and sample selection procedures including nature of response and non-response, as appropriate (e.g., Children's Defense Fund, March of Dimes)
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic method
- VIII. Results
- IX. Discussion
- A. Description of how findings confirm/depart from those of others
 - B. Strengths and weaknesses of project
 - C. Conclusion and implications for public health/MCH and/or the agency involved
- X. References
- XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Option 3: Critical Literature Review Project

This option gives the student the opportunity to do a scholarly comprehensive and integrative review of published literature to address a specific issue that is relevant to the science and practice of MCH. This literature review must be of publishable quality and will demonstrate the student's ability:

- To initiate and successfully plan and complete a comprehensive review of the literature and synthesize findings in an area of MCH;
- To critically and systematically evaluate the scientific, programmatic, or practice and policy evidence in the selected MCH content area;
- To recognize gaps in existing knowledge; and
- To assess the relevance of the literature to the delivery of health services and/or the development of programs or interventions for MCH populations.

A review could examine:

- The evidence-based review of a causal link (e.g., Is there a relationship between maternal hypertension and fetal growth?);
- The best practices in programming, evaluation or policy (e.g., Are abstinence-based programs associated with reductions in teen pregnancy?);
- The methodological concerns in studies of MCH populations (e.g., How has SES been modeled in studies of teenagers?);
- The evidence-based review of a critical issue (e.g., Mortality and morbidity for large-for-age babies).

The Critical Review Project typically has the following components:

- I. Title Page: designate project option, advisor name, date, copyright permission (optional)
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
 - A. Statement and development of problem, including its rationale and significance to public health and MCH
 - 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

A critical appraisal of the literature would involve a critique of the relevant studies that identifies strengths, weaknesses, and gaps (e.g., measurement of concepts, sampling, design, and analysis). An approach to this section would be to develop a table summarizing the studies reviewed, with the salient characteristics of the

studies specified. It is generally recommended that the emphasis be on actual results of studies reviewed and not the authors' discussion of their results.

VIII. Discussion

This section is a summary of trends or patterns in the studies reviewed. If the review involves examining the evidence for a causal link between one or more factors and health outcomes, this section may discuss the literature relative to the general criteria for causality (e.g., strength of association, consistency across studies, temporal relationship, dose-response, biologic plausibility).

IX. Conclusion and Implications for Public Health/MCH

X. References

XI. Appendices

Pending advisor's approval, students who plan to submit their master's project for publication may submit the final project in the article format specified by the journal. Students collaborating with other investigators have the primary responsibility for writing the article. However, revisions and editorial changes recommended by co-authors may be incorporated into the final paper to be submitted to the examining committee. Students seeking guidance on the critical literature review project should examine published review articles on the Cochrane database or in public health or medical journals (e.g., *The Annual Review of Public Health*). Students are also advised to read *Health Sciences Literature Review Made Easy: The Matrix Method* by Associate Dean Judy Garrard.

Master's Project Advisor

All students must have an advisor to guide and approve the steps in the Master's Project process. The Master's Project advisor does not have to be the student's academic advisor. However, the project advisor must be a member of the MCH faculty. Students who do not have a specific faculty member in mind to serve as their project advisor should discuss potential project advisors with their academic advisor, the MCH Major Chair, or Kathryn Schwartz (the MCH major coordinator).

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

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

Master's Project Committee

The committee must include at least three members:

1. The master's project advisor, who must be an MCH faculty member, will chair the committee;
2. The second committee member must be an MCH faculty member. This person will be the academic advisor of the student if the academic advisor is not also the project advisor; and
3. One outside faculty person. This person must be a regular or adjunct faculty member from the University, but outside of the MCH Major. The project advisor and the student select this person.

The student's academic advisor can also serve as the project advisor if both parties agree. If the student selects a project advisor who is not her/his academic advisor, the academic advisor must be the second committee member. A list of MCH faculty members and their research interests is available in *section 2.10*. All of the faculty members included in this list may serve as a master's project advisor for an MCH student. Students with questions about any faculty member's appointment should contact one of the Major Coordinators for clarification. **Please remember the academic advisor must be either the first or second committee member.**

It is recommended that students inform all member of their committee about the scope of the project to give all committee members a chance to have input. Students should also keep committee members updated on their progress (e-mail is often fine) and be sure to schedule their exam at least one month in advance. Students should be aware that all faculty members have full research/training schedules and are often heavily scheduled.

Approval Process and Registration

After selecting a topic, it is suggested that the project proposal be submitted to the advisor no later than the beginning of the Fall semester in year two. This schedule will be different for part-time students.

Prior to registering for the Master's Project, students must submit the *Master's Project Approval Form* www.epi.umn.edu/academic/handbook.shtm. Students must have this form approved and signed by their master's project advisor, and submitted to Kathryn Schwartz, Major Coordinator, before they can start work on their master's project. The outline should include a detailed description of the master's project.

Students must register for PubH 7694 – Master's Project: Maternal and Child Health for 2 semester credits. The grade option for these credits is S-N only. Most students do not complete their master's project credits the same semester they register for credits and thus the credits remain a "K" for "work in progress" on the transcript until they complete their project and hold their oral exam.

The master's project is completed in an independent study format with regular advisor meetings. Students are encouraged to review the proposal with their advisor and schedule meetings as outlined in the implementation plan. Regular meetings with the members of the exam committee are not expected but may occur.

Human Subjects Information

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

Project Completion

The length and format of the final project report will vary depending on the project. Students need to decide on the format and length in consultation with their advisor. Shorter papers (12-20 pages) prepared in a journal format to be submitted for publication may be appropriated for research projects, but longer papers (20-50 pages) are more typical of a master's project. Papers should be double-spaced, with 1-inch margins, using a font of 12, and prepared according to accepted style guidelines. Copies of former students' research projects are located near cubicle 398E on the third floor of WBOB. Students may browse through these but cannot take them from the student study area. A list of master's research project titles is available on-line at www.epi.umn.edu/academic/mstrproj.shtm. Abstracts are available on www.epi.umn.edu/mch.

In an effort to keep this requirement contemporary and relevant to the preparation of public health professionals, the following style manuals are recommended:

- American Medical Association. American Medical Association Manual of Style. 9th ed. Baltimore, MD: Williams & Wilkins, 1998.
- American Psychological Association. Publication Manual of the American Psychological Association. 5th ed. Washington, DC: American Psychological Association; 2001.

Suggested Timetable

During Fall Semester II students should:

- Develop topic and select project option in consultation with their advisor;
- Submit project proposal to their advisor for approval;
- Once approved, submit the Master's Project Approval Form to Kathryn Schwartz, Major Coordinator, and register for master's project credits;
- Complete IRB application (allow two months for approval); and
- After IRB approval, begin work on their project.

Three to four months before their expected program completion students should:

- Continue work on their project; and
- Identify and contact (in consultation with their advisor) possible Oral Examination Committee members to determine interest and availability.

One to three months before expected program completion students should:

- Submit the first draft of the project to their advisor and make an appointment for a follow-up discussion (allow 2 weeks for advisor to read draft);
- Discuss the draft with their advisor and make revisions and corrections (more than one round of revisions will probably be required);
- Schedule their Oral Examination, with advisor approval; and
- Submit final project to advisor and Committee members (allow at minimum two weeks for reading).

Costs Associated with the Master's Project

Students are responsible for costs associated with completing their master's projects. These costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from the Division of Epidemiology and Community Health by applying for the J. B. Hawley Student Research Award; see *section 1.6*. The Division of Epidemiology and Community Health will provide MPH, MS and PhD students working on research projects free access to the Division's research computers. The following rules for such access are:

- A sponsoring faculty member should initiate access for the student and specify the time period that the access is needed;
- Access beyond the initial time period is renewable at the request of the faculty member and subject to approval by the Computer Resources committee;
- To be courteous, the student should run only one job at a time;
- The computer may not be used for other coursework;
- This access is limited to the main research computers and does not necessarily include exclusive use of a PC or Mac (the student is assumed to need access to the specialized analysis software only available on the Epi main system); and
- Any problems should be reported to the faculty sponsor, not the computer support staff or the Major Coordinators.

Dissemination

It is expected that projects will result in methods and findings of interest to professionals in the field. Students are highly encouraged to disseminate their findings at professional meetings (poster or paper), in a professional journal at the annual summer MCH Institute or by preparing a technical report for MCH agencies.

2.8 Oral Presentation and Examination

The following are guidelines for the MPH examination for the Maternal and Child Health Major. Forms mentioned below can be found at www.epi.umn.edu/academic/handbook.shtm.

Students give an oral presentation of the Master's Project to a public audience and their Examining Committee. The presentation should last approximately 15-20 minutes followed by 10 minutes for audience questions. After the presentation, the student and the Examining Committee convene for a closed-door examination, which lasts for approximately 30-60 minutes.

Student in the online/distance learning program may have the option to complete their exam via teleconference.

Material Covered

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

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

Before the Examination

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

Students are responsible for scheduling the oral exam with the committee members, reserving a small conference room for a minimum of two hours to allow preparatory time and post-exam discussion time, if needed. Students are expected to determine the date and time of their defense and schedule the room.

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

It is a good idea to reserve the room 30 minutes prior to the presentation time. Allowing that additional 30 minutes will ensure that the audio-visual equipment reserved has been set up and is working. To reserve an LCD projector and/or laptop, please notify Kathryn at least two weeks in advance.

At least two weeks prior to the exam, students must forward a copy of their final project to their committee members for review, and notify Kathryn (schwa139@umn.edu) of the date of the oral exam so that the proper paperwork can be forwarded to the project advisor. Students should send Kathryn a copy of the project abstract electronically. This abstract will be included in the announcement of the oral to students and faculty. The abstract will also be posted on the MCH website.

During the Exam

The student's formal presentation should cover the Master's Project and may also include:

- An introduction and rationale for the project;
- A description of the methods used;
- A description of major findings; and
- A concluding statement regarding public health implications and directions for the future research or program/policy development.

The exact components for the presentation will vary among individuals, but all presentations should be well prepared and suitable for a professional audience.

After the Exam

The "exam" involves the student's formal presentation, questions from the audience, and questions from the Examining Committee. After the Examining Committee has finished its questions, the student will be excused from the room and the Committee will make its decision by a vote. If the vote is split, the committee discusses their respective opinions and strives to reach a unanimous decision. The final decision will be one of the following:

- **Pass** – The requirements are complete. The Committee members sign the MPH Study Plan indicating that the student has passed.
- **Pass pending revisions** – The Committee may request revisions of the written Master's Project. In this case the advisor is responsible for summarizing the changes to be made, designating who will review the changes, and setting a date when the changes are due on the second page of the student's Master's Project Coversheet. This page is then copied for the student and reviewer(s). The student must make the changes and submit an updated version of the project to the member(s) by the date designated at the exam.

Students are expected to submit the revisions by the date designated at the exam and reviewers are given two weeks to evaluate the updated project. Upon receiving the signed Master's Project Coversheet(s) from the reviewer(s), the advisor will sign and forward the MPH Study Plan, student's transcript and all Master's Project Coversheets to Kathryn Schwartz.

- **Re-take** – In the case of a re-take, the Committee will provide specific reasons for the re-take and provide guidance to the student about what must be demonstrated to pass. The advisor will give this as verbal feedback to the student in the committee's presence, as well as in writing after the exam, with copies to the other Committee members and the Major Coordinators.

The MPH will not be conferred until the Exam Committee is satisfied with both the quality of the presentation and the master's project. The project advisor is responsible for returning the student's file with the signed study plan to the Kathryn as well as submitting a grade change for the master's project research credits, PubH 7694.

Once any necessary changes or corrections to the Master's Project have been completed, students must submit one unbound, unstapled copy of their Master's Project paper and abstract to Kathryn Schwartz, Major Coordinator.

2.9 Graduate Follow-up Survey

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

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

2.10 Program Faculty List

Primary Faculty

Name	Phone	E-mail	Research Expertise
Sonya Brady, PhD	626-4026	ssbrady@umn.edu	Health risk behavior during adolescence and young adulthood; Developmental influences on risk taking; Mechanisms linking stressful life circumstances to health risk behavior and factors promoting resiliency; Promotion of health protective behavior; Public policies affecting adolescent health.
Ellen Demerath, PhD	626-8231	ewd@umn.edu	Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence
John Finnegan, Jr., PhD	624-5544	finne001@umn.edu	Media communication and public health; Community campaigns; The "Knowledge Gap" and health outcomes; Digital information technology and its impact on public health
Jean Forster, PhD, MPH (on sabbatical January 08 – January 09)	626-8864	forst001@umn.edu	Public health policy as a prevention strategy; Community-based strategies for chronic disease prevention; Tobacco policy
Bernard Harlow, PhD, MPH	626-6527	harlow@umn.edu	Clinical and population-based reproductive epidemiology; the epidemiology of reproductive cancers; data collection methods; and influence of psychiatric disorders on reproductive function
Eileen Harwood, PhD	626-1824	harwo002@umn.edu	Social Epidemiology Health Program and Policy Evaluation Alcohol; Tobacco and Illicit Drugs
Wendy Hellerstedt, PhD	626-2077	helle023@umn.edu	Birth outcomes for underserved women; Adolescent pregnancy prevention; pregnancy intention; Relationship of parity to chronic disease and birth outcomes; Women's health; Perinatal and reproductive health; Socioeconomic status; Health disparities
Deborah Hennrikus, PhD	626-8646	hennr001@umn.edu	Smoking cessation; Reducing environmental tobacco smoke exposure; Health education in clinical settings
John Himes, PhD	624-8210	himes001@umn.edu	Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition
David Jacobs, Jr., PhD	624-4196	jacob004@umn.edu	Cardiovascular disease epidemiology; Biometry; Diet; Physical activity; Low serum; Cholesterol and noncardiovascular disease; Nutritional epidemiology and whole grains
Rhonda Jones-Webb, DrPH	626-8866	jones010@umn.edu	Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; Behavioral epidemiology
Harry Lando, PhD (on sabbatical June 08-May 09)	624-1877	lando001@umn.edu	Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers
Russell Luepker, MD,	624-6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention;

MS			Health behavior; Community trials; Clinical trials
Leslie Lytle, PhD	624-3518	lalytle@umn.edu	Planning and evaluating eating behavior; Change interventions in children; Youth health promotion research; Theories of health behavior
Dianne Neumark-Sztainer, PhD, MPH	624-0880	neuma011@umn.edu	Adolescent health and nutrition; Obesity and eating disorder prevention; Health behavior change; Nutrition education program design and evaluation
Ruby Nguyen, PhD	626-7559	nguy0082@umn.edu	Women's Health; Reproductive and Perinatal Epidemiology.
J. Michael Oakes, PhD	624-6855	oakes007@umn.edu	Quantitative Methods; Social Epidemiology; Research Ethics
Charles Oberg, MD, MPH	625-6616	oberg001@umn.edu	Health Disparities; Childhood Poverty; Health Care Access & Finance
Joän Patterson, PhD	624-1394	jasu@umn.edu	Adolescent - parent comanagement of diabetes; Behavioral risk factors among youth with cystic fibrosis; Impact of cancer on families; Child and family adaptation to childhood chronic illness and disability; Prevention of mental health problems in children; Family health promotion
Pamela Schreiner, PhD	626-9097	schre012@umn.edu	Etiology of cardiovascular disease particularly as it relates to lipids, obesity, visceral fat accumulation and the perimenopausal transition; Osteoporosis
Jamie Stang, PhD, MPH, RD	626-0351	stang002@umn.edu	Nutrition and weight status in pregnancy; Child and adolescent nutrition; Behavioral counseling in child obesity; Eating disorders treatment
Mary Story, PhD	626-8801	story001@umn.edu	Child and adolescent nutrition; Obesity prevention; Eating behaviors

Adjunct Faculty

Name	Phone	E-mail	Research Expertise
Sara Axtell, PhD	625-4489	axtel002@umn.edu	Community organizing
Linda Bearinger, PhD	624-5157	beari001@umn.edu	Health promotion with vulnerable adolescents; Sexual behavior; Substance abuse; Violence involvement; Multiethnic issues in adolescent health
Lynn Bretl, MPP	626-0974	muen0001@umn.edu	Sexuality Education; Healthy Youth Development.
Kathleen Brothen, MS	651-582-8842	Kathy.brothen@state.mn.us	Pregnancy Prevention; HIV/AIDS/STD's Prevention
Amos Deinard, MD, MPH	638-0700 x212	deina001@umn.edu	Oral Health of Poor Children; Enhancing Parenting Skills of High Risk Mothers
Edward Ehlinger, MD, MSPH	625-1612	ehlin003@umn.edu	Health of college students; Urban health
Ann Garwick, PhD	624-1141	garwi001@umn.edu	Children with special health care needs; Care giving experiences of families from diverse cultural backgrounds; Family health and health promotion; Qualitative research methods
Neal Holtan, MD	651-266-1222	holt0231@umn.edu	History of medicine and public health; Public health policy
Barbara Leonard, PhD, RN	624-2147	leona001@umn.edu	Children and adolescents with type I diabetes; Fetal alcohol syndrome prevention; Complementary care & spirituality
Luanne Nyberg, MPA	596-7709	Luane.Nyberg@co.hennepin.mn.us	Health disparities; Child health; Advocacy; Public health policy
Michael Resnick, PhD	624-9111	resni001@umn.edu	Adolescent resiliency; Adolescent risk and protective factors; Teen pregnancy prevention; Youth violence prevention
Julie Ross, PhD, MPH	625-5437	ross@epi.umn.edu	Molecular epidemiology; Childhood cancer; Adult leukemia
Lisa Turnham, MPH	651-644-1447	lbottham@comcast.net	Sexuality Education, Adolescent Pregnancy Prevention.
Margaret Youngquist, MS	651-266-2407	Grit.youngquist@co.ramsey.mn.us	Prevention of sexual violence

2.11 Graduation Checklist

General steps for all MPH majors

1. Student submits completed *Study Plan* at **least one semester** prior to the anticipated completion of coursework; see *section 2.8*.
 2. Student files the *Application for Degree* form (see *section 2.2*) at 200 Fraser Hall by the end of the first business day of the month in which they intend to graduate.
 3. Student completes all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.
 4. Student completes and circulates the Master's Project paper and schedules the oral exam at least two weeks before the scheduled oral examination date; see *section 2.8*.
 5. **Student notifies Kathryn Schwartz (schwa139@umn.edu) of the date of the oral exam at least two weeks prior to the exam so that their study plan can be forwarded to the project advisor; see *section 2.8*.**
 6. After the oral exam, project advisor returns the student's study plan to the Major Coordinator; see *section 2.8*.
 7. Student submits one unbound, unstapled copy of the Master's Project paper and abstract to Kathryn Schwartz; see *section 2.8*.
 8. Student submits the *Graduate Follow-up Survey*; see *section 2.9*
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All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2008 through Summer Session 2009 are eligible to participate in the School of Public Health commencement ceremony on May 18, 2009. We encourage you to attend!

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

2.12 Advising Guidelines

The following is a summary guide to assist students and faculty. Much of this information was explained in more detail in previous sections of the guidebook.

MPH Student Advising

A. ADVISORS AND KEY SUPPORT PERSONNEL

5. **Academic Advisor** provides general guidance on topics related to major including identifying appropriate course work options, field experience and master's project selection (general or as project advisor), and career planning. The Academic Advisor sits on the master's project committee.
6. **Master's Project Advisor** provides specific direction on a master's project including development, completion and, in some cases, publication. The Project Advisor must be an MCH faculty member (regular or adjunct) and does not have to be the Academic Advisor.
7. **Mentors.** In MCH, students are assigned community mentors (if they wish). This assignment occurs in the Foundations course (i.e., their first semester). These mentors can be helpful in finding a field placement or a master's project.
8. **Administrative Advisor** for MCH is Kathryn Schwartz (612-626-2247; schwa139@umn.edu). She can assist faculty and students with policies and procedures (e.g., petitioning, field experience and master's project paperwork).
9. **MCH Chair** is Wendy Hellerstedt (612-626-2077; helle023@umn.edu) and can help with advising issues. Chairs have 3-year terms; Hellerstedt will be chair from 2007-2010.
10. **MCH Outreach Director** is Julia Johnsen (612-624-7349; john2314@umn.edu). She may be a resource for student field placements.
11. **Interdisciplinary Concentrations Coordinator** is Carol Francis (franc004@umn.edu; 612-624-6952).
12. **Biomedical Reference Librarian for Public Health** is Lisa McGuire (612-626-3643;

lmcguire@umn.edu). She is also available for one-on-one consultation for students and faculty about library referencing.

B. EXPECTATIONS FOR THE ADVISING RELATIONSHIP (ADAPTED FROM SPH GUIDANCE FOR ADVISORS)

1. MCH students may have *two different advisors*: (1) an academic advisor, with whom the student should keep in touch through her/his training; and (2) a project advisor, who will work most closely with the student as s/he prepares the master's final paper. The academic and project advisor may be the same person.
2. Advisors should refer to the EpiCH Faculty Guidebook, which is provided to all faculty at the beginning of each academic year. It can also be found on <http://www.epi.umn.edu/support/index.shtm>. On <http://www.epi.umn.edu/support/faculty.shtm> there is a faculty teaching guidebook, advising handbook, list of resources for student referral, copyright information, and directions for how to review an advisee's transcript.
3. Students should refer to the student guidebook at <http://www.epi.umn.edu/students/guidebook.shtm>.
4. Advisors and advisees should contact Kathryn Schwartz (Major Coordinator) for course planning/scheduling, policy and procedural information if not available in the guidebook or on SPH or EpiCH websites.
5. *Academic advisors and advisees should meet at least once per semester until graduation* to communicate about progress. They should keep in touch even when the student is working on the master's paper with a different project officer.
6. *Project advisors and advisees should set up a timeline for completion of the master's project*. This timeline will include several meetings from the start until the end of the project. The project advisor will oversee all aspects of the project and review drafts of the paper before it is submitted to project committee members.
7. *Project committee members* may include both primary and adjunct faculty. The academic advisor and the project advisor must be on the committee. The committee should have a total of three members: two who are on the MCH faculty (adjunct or regular) and one who is outside of the MCH faculty, but has a primary or regular faculty appointment somewhere at the University. Additional members may participate unofficially, but that is not common. The advisee may meet several times with project committee members or meet only once, depending on the needs of the project.
8. Advisees and advisors should respond to one another in a timely manner (ideally within 5 business days). Advisors should provide reasonable office hours and/or appointments for advisee inquiries. Advisees should schedule appointments at least one week ahead and they should provide sufficient time (i.e., > 5 business days) when they request materials like letters of reference or review of written materials.
9. Advisors and advisees should be aware of resources for: student mental health counseling (<http://www.mentalhealth.umn.edu>), career services (<http://www.sph.umn.edu/current/career/home.html>), disabilities consideration (<http://ds.umn.edu/>), and student writing support (<http://writing.umn.edu/sws/>).
10. Advisors and advisees should be aware that MCH trains in both the SPH core competencies and the MCH competencies (see faculty and student guidebooks or refer to www.atmch.org for a description of the MCH competencies).

C. MCH Program

1. Types of Programs Offered (individual curriculum described in the guidebook)

a. Standard program

- 48-credit minimum, takes a minimum of 2 years to complete.
- It is possible that a student could enter this program after completing the SPH certificate program (thus having completed the SPH core).

b. Epidemiology emphasis program

- 48-credit minimum takes a minimum of 2 years to complete.
- Takes all the Epi/Biostat methods courses required of Epi MPH majors: i.e., Epidemiologic Methods I, Epidemiologic Methods II, Epidemiologic Methods III, Epidemiologic Methods IV, Biostatistics I, Biostatistics II.
- These students must do a research report or a critical literature review for their master's project.
- *The Admissions Committee accepts these students into the emphasis, at the time their application is reviewed* (i.e., students indicate what program they are applying to). We do not encourage transferring to this emphasis after matriculation, although such requests will be formally considered (and may not be approved—these students have to have GRE quantitative scores and backgrounds that are similar to Epi majors).
- This is not a formal program option, so it does not go on the student's degree transcript.

c. Distance education program

- 42-credit minimum.
- Eligibility: Advanced degree (e.g., MD, MSW, MSN, MS, PhD, DrPH) **OR** no advanced degree but 3-5 years of work experience in MCH.
- These students take their classes on-line and through the 3-week Public Health Institute offerings every late May/early June.

d. Dual degrees offered by MCH

- Health Journalism (MPH/MA)
- Law (MPH/JD)
- Nursing (MPH/MS)
- Social Work (MPH/MSW)
- Students must be admitted to both programs through the general Admissions process.
- See description of curriculum for all dual degrees on <http://www.sph.umn.edu/education/degrees/dualdegrees/home.html>

2. General Guidance for Advising Across Programs

• Students apply for admission to all of our programs and the Admissions Committee determines eligibility. Switching programs is possible, but needs to be formally reviewed by the Chair and/or the Credentials Committee because all programs have specific eligibility criteria. If a student wants to switch programs it is obviously best to do so in the first semester.

• The Faculty and Student Guidebooks have sample curriculum for the three major programs, which can also be found on <http://www.sph.umn.edu/accreditation/appendix/211a/home.html>.

• Sample curriculum for the dual degree program can be found on <http://www.sph.umn.edu/education/degrees/dualdegrees/home.html>.

• It is possible for MCH students to take courses on-line and in-person in any degree program, with one exception (Foundations, see below).

• ***Foundations of MCH Leadership*** should be taken in the first semester of MCH training. In this course, the instructor defines MCH, assign mentors, and try to build a sense of camaraderie with each year's new cohort of students. Students in the standard program should take the in-person course, PubH 6630, and distance education students should take the online course, ***Principles and Programs in MCH***, PubH 6655. Students cannot take both the in-person and on-line foundations courses for credit.

• Several of the MCH ***scientific basis courses are only taught every other year.***

• Students may petition to replace courses: there is guidance in the handbooks about how to do that. There are forms to complete (and an added process if students are petitioning out of an SPH core course). Students should start this process early and ***before*** they take the course they wish to substitute.

3. Interdisciplinary Concentrations

Students do not have to identify or apply to an interdisciplinary concentration prior to being admitted, but may begin a concentration after admission with the approval of the appropriate advisor. To complete the interdisciplinary concentration, students select from required and elective courses, as specified, for a designated number of credits (typically 12). Completing a concentration does not necessarily extend the amount of time to complete an MPH. Interdisciplinary concentrations are officially recognized areas of study, and are documented on the student's University transcript upon successful completion. There are four concentrations:

- Complementary and alternative medicine
- Global health
- Health disparities
- Public health policy

Curriculum, application forms, and other materials about the concentrations are on <http://www.sph.umn.edu/education/inter/home.html>. The interdisciplinary concentration coordinator is Carol Francis (franc004@umn.edu; 612-624-6952).

D. MCH Field Experience

The goals and the conduct of the field experience are explained in the student and faculty guidebooks. Examples of kinds of field experiences are also listed in the guidebooks. Information is also available on <http://www.sph.umn.edu/current/fe>.

Generally the student begins the field experience after the first year of training, but there have been exceptions.

A minimum of 2-credits in PubH 7696 is required (i.e., 120 hours) which may vary from field experience requirements in other programs. The experience may be paid but usually it is unpaid.

Finding a field experience: the Academic Advisor should provide guidance, the MCH Outreach Director is an excellent resource, the MCH-assigned mentor can be helpful, and the School of Public Health has resources at <http://www.sph.umn.edu/current/fe>. Students are advised to be members of the MCH listserv, which occasionally posts information about paid and unpaid field opportunities (information about how to join listserv on www.epi.umn.edu/mch).

The field experience **preceptor** should be an MCH professional, outside of the University of Minnesota, who has a master's degree or higher. The School of Public Health website has guidance for how to be a field experience preceptor at <http://www.sph.umn.edu/current/fe>.

Initiating a field experience: a field experience contract must be completed, approved by the advisor and preceptor, and submitted to Kathryn Schwartz. Forms can be found on <http://www.sph.umn.edu/current/fe/resources/forms.html>.

During the field experience: the advisor and advisee should discuss how things are going at least by mid-semester of the field experience and should keep in touch throughout. It is important to keep in touch because, rarely, field experiences do not go well (for the student or preceptor) and may have to be discontinued or re-formulated.

Completing the field experience. The student and the preceptor complete evaluations (see <http://www.sph.umn.edu/current/fe/resources/forms.html>) and the advisor reviews them and submits them to Kathryn Schwartz. The field experience is graded S/N and it is often not completed in the semester for which students signed up for credits. In those cases, a grade of "K" is assigned at the end of the semester and is updated when the field experience is completed.

The master's project and the field experience are different activities BUT they may be related. A master's project could evolve from a field experience with an organization, but should be defined separately; the same work cannot be counted for both. If they are related, careful consideration must be given to wording the contract to differentiate the requirements of the field experience from the master's project. The student, the academic advisor, the master's project advisor, and the preceptor must determine the feasibility of related field and master's projects.

MCH Master's Project

The goals and the conduct of the master's project are explained in the student and faculty guidebooks.

The student should start planning to do this project in Fall of Year 2.

MCH offers three options for the master's project: a research project; an evaluation of an existing program; or a critical literature review. Students in the epi emphasis have to do the research project (strongly recommended) or the critical literature review. The basic criteria for each option are described in the faculty and student guidebooks.

Projects tend to be 20-25 pages long, but may be longer. Copies of former projects are available from Kathryn Schwartz. The projects must be appropriately referenced, using APA (<http://apastyle.apa.org/>) or Vancouver (<http://www.lib.monash.edu.au/tutorials/citing/vancouver.html>) style. Students may meet with Lisa McGuire, in the BioMedical library, to learn how to do RefWorks.

The academic advisor will help the advisee find a master's project advisor. It is also possible that the academic advisor will serve that role. **It is expected that the academic advisor will stay in touch with the advisee even if s/he is not the project advisor once the master's project begins.** The project advisor must be an MCH faculty member (regular or adjunct).

The project advisor will help the student form a master's committee. The student must have two MCH faculty and one faculty member outside of the MCH program. The academic advisor must sit on the student's committee. The student will work with committee members to determine their level of involvement throughout the development of the project.

There is a list of MCH faculty (adjunct and regular) in the guidebooks and on <http://www.sph.umn.edu/education/mch/faculty/home.html>. Either adjunct or regular faculty can serve on MCH committees as an MCH insider or serve as a project advisor.

Prior to beginning the project:

The student and project advisor must complete the Master's Project Approval Form (www.epi.umn.edu/students/pdf/mastersprojectapproval.pdf) and submit it to Kathryn Schwartz. Students must register for 2 credits of PubH 7694.

The student and the project advisor should set up a timeline for completion of the project and schedule meetings to monitor progress.

The student and project advisor should apply for IRB approval, if the project involves secondary analyses or interaction with human subjects (<http://www.research.umn.edu/irb/about>). The student should also be sure to have completed all human subjects trainings.

The project advisor and the student should have a frank discussion about expectations for meetings, timelines, and about publication and authorship, if relevant.

Establishing a timeline:

The amount of time it takes to complete a project depends on:

- Type of project
- External factors (access to dataset, faculty and student schedules)
- Student's motivation, abilities, other obligations and discipline

Projects almost always take longer than expected! The project advisor (and sometimes the academic advisor) should work with the student to plan a timeline by working backwards from the expected finish date and consider the time it will take the student to:

- Find a project and articulate a research question or a project goal
- Read research literature
- Obtain and prepare a dataset for analysis (if applicable)
- Obtain human subjects approval (if applicable)
- Conduct analyses
- Write drafts of the paper (the student must anticipate many drafts, which will be reviewed by the project advisor and, possibly, other faculty members)
- Obtain, and incorporate, feedback on the paper drafts (allowing faculty at least five business days to review a draft—ten business days is more appropriate)
- Distribute final copy (approved by project advisor) to committee members two weeks (14 days) before the oral defense
- Incorporate revisions, if any, requested at the defense

Working with the committee: There is great variability in how involved the committee will be. The project advisor and the student should discuss level of involvement. Ideally it is best for the student to meet with each committee member to describe his/her project but, practically, the approach to the "outside" member is often done after the project is underway and there may be no personal meeting. The student is responsible for asking how involved each committee member wishes to be, clearly stating her/his needs of each committee member, and keeping the project advisor aware of the involvement of all members. It is not ideal—but not unusual—for committee members to see the final paper two weeks before the defense. This reflects the "real world" but it is risky if the student and the committee members have not discussed how they see their roles.

Oral presentation of the project: MCH requires that the student give their oral presentation of the project publicly (i.e., friends, family, faculty, students, and staff may attend). The project advisor and the student should thus plan the 20-30 minute PowerPoint presentation. After the public presentation, which will include the project committee and any guests, all guests will be excused and the examination will begin. Students are required to submit an abstract of their project to Kathryn Schwartz 2 weeks prior to the examination; she will e-mail the abstract, along with the presentation time, date, and room, to faculty and students. Starting in Fall 2007, the abstracts for each masters project will be posted on the MCH website (www.epi.umn.edu/mch) to provide examples of the work our students do.

F. General Resources

1. MCH Program: [HTTP://WWW.SPH.UMN.EDU/EDUCATION/MCH/HOME.HTML](http://www.sph.umn.edu/education/mch/home.html)
2. MCH Center for Leadership Education in Maternal and Child Public Health [HTTP://WWW.EPI.UMN.EDU/MCH](http://www.epi.umn.edu/mch)
3. Association of Teachers of Maternal and Child Health (includes syllabi of MCH courses, MCH history, MCH competencies, etc): <http://www.atmch.org>
4. SPH Core Competencies: <http://www.sph.umn.edu/current/fe/gi/competencies.html>
5. Teaching and Learning Resources: <http://www.sph.umn.edu/faculty/resources/home.html#teach>