

EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

MPH Degree Program

PUBLIC HEALTH PRACTICE MAJOR

Summer 2009 Student Guidebook

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

All students are responsible for knowing the rules and policies that govern their academic program. To this end, the School of Public Health is providing you with this guidebook and with online resources.

School-wide Student Policies and Procedures can be found online at <http://www.sph.umn.edu/current/home.html> under Resources and Incoming Students

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.

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University of Minnesota Calendar – 2009-2010

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

MAY SESSION 2009

May	26	3-week session classes begin
June	12	Last day of instruction for 3-week May session

SUMMER SESSION 2008

June	15	8 and 10-week session classes begin
July	3	Independence Day holiday – University closed
August	7	Last day of instruction for 8-week session
	21	Last day of instruction for 10-week session

FALL SEMESTER 2008

September	2	SPH New Student Orientation
	7	Labor Day holiday – University closed
	8	Classes begin
November	26-27	Thanksgiving holiday – University closed
December	16	Last day of instruction
	17-19, 21-23	Final examinations
	23	End of Fall semester

SPRING SEMESTER 2010

January	18	Martin Luther King holiday – University closed
	19	Classes begin
March	15-19	Spring break – no classes
May	7	Last day of instruction
	10-15	Final examinations
	15	End of Spring semester

MAY SESSION 2010

May	24	3-week session classes begin
June	11	Last day of instruction for 3-week May session

1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

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

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

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

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

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

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

MISSION

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

GOALS

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

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

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

1.2 School of Public Health Student Affairs

Office Hours:	Monday – Friday, 7:45 AM - 4:30 PM	Location:	Mayo Building, Room D305
Telephone:	612.626.3500 or 800.774.8636	E-Mail:	sph-ssc@umn.edu
Fax:	612.624.4498		
Mailing Address:	Student Services Center School of Public Health Mayo Mail Code 819 420 Delaware Street SE Minneapolis, MN 55455-0381		

STUDENT SERVICES CENTER (SSC)

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

- Recruitment
- Applications
- Orientation and Academic Warm-Up
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Graduation clearance
- Commencement

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

1.3 Mentor Program

Preparing for a career in public health extends well beyond the classroom. A vital part of that preparation can be learning from the experiences of others.

That is the idea behind our Public Health Mentor Program, which we co-sponsor with the Minnesota Public Health Association. Each year we match about 125 students with alumni and other professionals who share their interests.

Students get to learn from the professional experiences of their mentors. Mentors get to play a role in training future public health leaders. These matches often prove to be enriching relationships for students and professionals alike.

For more information, go to <http://www.sph.umn.edu/alumni/mentor/home.html>

1.4 SPH Student SPHere

Make use of the SPH Student SPHere to relax or study with your student colleagues. Obtain door access via your U Card. The Student Commons has the following amenities:

- Locker room – lockers are assigned in the Student Services Center (Mayo D305). Students need to provide their own lock.
- Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls.

- Lounge area with couches, chairs, wireless internet.
- Study room with tables, chairs, 8 PC computers (with internet connectivity, Microsoft Office, SAS) and a printer.

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

- Keep all areas of the SPHere clean in consideration of others.
- Please protect the security of access. Do not give the code to anyone. Do not let anyone watch over your shoulder while you enter the code. Do not let anyone enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is for SPH students only.
- If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (D305 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

1.5 Course Evaluations and Student Survey

COURSE EVALUATIONS

- Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses via CoursEval. Evaluations will be done online at the end of each term.

SPH ANNUAL STUDENT SURVEY

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

2. THE ACADEMIC HEALTH CENTER

2.1 Overview

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

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

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

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

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

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

2.2 Office of Education

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

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

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

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

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

2.3 CHIP Student Center

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

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

CHIP Mission Statement

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

Services for AHC Students

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

Leadership Opportunities for AHC Students

- CHIP Executive Council
- CHIP Student Committees
- Student Health Advisory Committee
- CLARION National Case Competition
- Students' International Health Committee
- Student Committee on Bioethics
- Wilderness Health Committee
- PEERS substance abuse prevention program

CHIP Student Center

1-425 Moos Tower

Phone: 612.625.7100

Fax: 612.626.6025

www.chip.umn.edu

3. THE UNIVERSITY OF MINNESOTA

3.1 Mission

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

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

3.2 Twin Cities Campus [UMNTC]

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

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

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

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

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

3.3 U of M Services

ONE STOP

<http://onestop.umn.edu>

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

E-MAIL ACCOUNTS

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

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

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

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

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

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

The U has expanded technological capacity to allow free lifetime access to University e-mail. This allows students to use the U of M e-mail address for personal or professional purposes even after graduation. (Imagine never having to subscribe to an e-mail service or memorize another address! In addition, imagine being able to stay in touch with your student colleagues wherever you and they may journey.)

To keep the account active, graduates must access it at least every 6 months. If left to go dormant, graduates can reactivate it through the alumni association for a fee.

Service includes full access to two features:

- University Portal – www.myu.umn.edu/
- Portfolio – <https://portfolio.umn.edu/portfolio/index.jsp>

PORTFOLIO

<https://portfolio.umn.edu/portfolio/index.jsp>

Portfolio is a secure web site at the University of Minnesota (U of M) for entering, saving, organizing, viewing, and selectively sharing personal educational records. This is a lifelong resource for all U of M students and graduates. This software allows the user to store information about their academic history, awards, presentations, publications, professional activities, conferences, employment history, etc. The system provides easy templates to file these records and to use them in creating résumé, CV, and even online presentations. Users can create documents for others to view electronically. It is a unique and high-powered tool.

U CARD

www.umn.edu/ucard

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

U Card Main Office

G22 Coffman Memorial Union

300 Washington Avenue SE
Phone 612.626.9900
Weekdays: 8:30 to 4:00pm

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

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

Use your U Card for:

- Campus ID purposes
- All your checking needs
- All your calling needs
- Making Gopher GOLD purchases
- Charging textbook purchases at the U of M Bookstores to your student account
- Checking out library materials
- Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms
- Cashing checks at the Bursar's Office
- Art and athletic ticket discounts (available at place of purchase)
- Accessing art materials, student employment, business school services, and more

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

BOYNTON HEALTH SERVICES

www.bhs.umn.edu

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

Clinics

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

- Specialist Services
- Immunizations
- Nursing Mothers Room

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

Services

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

General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

Boynton also offers a variety of programs and classes including:

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

INTERNATIONAL STUDENT AND SCHOLAR SERVICES

www.issv.umn.edu

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

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

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

BIO-MEDICAL LIBRARY

www.biomed.lib.umn.edu

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

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

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

DISABILITY SERVICES

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

The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. The University recognizes that reasonable accommodations may be necessary for students with disabilities to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. Students are responsible for seeking assistance at the University and making their needs known.

One of the first places to seek assistance is Disability Services (DS). This office is provided by the University of Minnesota to promote access, which means ensuring the rights of students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assisting the University in meeting its obligations under federal and state statutes.

Disability Services has Academic Health Center Liaisons. The DS Academic Health Center Liaisons provide direct assistance such as

- securing documentation of disability conditions

- determining and implementing reasonable accommodations
- referral and consultation for enrolled and prospective students.

The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free of charge. For more information or to arrange reasonable accommodations, contact the DS Academic Health Center Liaisons in the McNamara Alumni Center, Suite 180, 612.626.1333 (voice or TTY)

PARKING AND TRANSPORTATION

www.umn.edu/pts/

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

Campus Shuttle Buses

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

Metro Transit and the U Pass

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

Parking

Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website or call 612.626.PARK (7275) for more information.

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

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

EVENT CALENDARS

Campus Events

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

School of Public Health Events

<http://www.sph.umn.edu/about/news/home.html>

Academic Health Center Events

<http://www.ahc.umn.edu/news/home.html>

Community Events (web links to local and community events around the Twin Cities area)

<http://events.umn.edu/aroundtown>

OTHER UNIVERSITY RESOURCES

The Aurora Center

www.umn.edu/aurora

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

Bookstore

www.bookstore.umn.edu

The University of Minnesota Bookstore, located in Coffman Union, sells texts for all Public Health courses. Course materials can also be ordered online.

Center for Teaching and Learning Services

www.umn.edu/ohr/teachlearn/

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

Center for Writing

<http://writing.umn.edu/sws/index.htm>

The Center for Writing provides free writing instruction for all University of Minnesota students at all stages of the writing process. In collaborative consultations, we help students develop productive writing habits and revision strategies.

Computing Services

www.umn.edu/adcs

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

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

Copies/Fax Machines

www.printing.umn.edu

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

Counseling and Consulting Services

www.uccs.umn.edu

Provides the following services to the University community:

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

Dining

www.umn.edu/dining

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

Outside In

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

Minnesota Marketplace

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

Expression Connection for Nursing Mothers<http://www.bhs.umn.edu/services/expression.htm>

Three spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk. This service, offered through Boynton Health Services, requires a brief orientation for users to familiarize themselves with the rooms. The orientation can be scheduled by calling 612.625.2926 or by emailing bellx024@umn.edu. The nursing mother rooms are located in Boynton Health Services on the East Bank, in Coffey Hall on the St. Paul Campus, and in Anderson Hall on the West Bank.

GLBT Programs Officewww.umn.edu/glb

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

Housingwww.umn.edu/housing

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

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

Find the way to any University building.

Online Writing Center<http://writing.umn.edu/sws/>

The Online Writing Center offers online tutoring to students taking Writing-Intensive courses at the University of Minnesota. Online tutoring is conducted via the Web, and consists of comments and feedback offered by our experienced writing tutors.

Tutors are trained in fields such as composition, speech communication, scientific and technical communication, and rhetoric, and many of them are instructors at the university. Tutors review the writing you submit by offering comments and suggestions for improvement; however, they will comment mainly on the areas students specify.

Policewww.umn.edu/umpolice/

The University of Minnesota Police Department website.

Post Office

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

Rec Centerwww.recsports.umn.edu

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

Security Monitor Program<http://www1.umn.edu/police/escort.html>

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

Student Dispute Resolution Center<http://www.sos.umn.edu/>

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

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

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

Student Activities Office

www.sao.umn.edu

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

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

Student Legal Service

www.umn.edu/usls/

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

Women's Center

<http://www1.umn.edu/women/>

The Office for University Women serves a diverse population of women students by enhancing their learning environments through programming and campus awareness.

Center for Writing

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

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

4. REGISTRATION

4.1 Full-Time Status

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

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

4.2 Registration Process

STEP ONE

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

Note: 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student's major field – 4000-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

STEP TWO

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

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

STEP THREE

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

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

4.3 Registration Changes, Additions, and Cancellations

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

Change of Grading Option

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

Adding a Course

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

Course Cancellation and Withdrawal

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

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

1. The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.

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

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

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

5. TUITION, FEES, BILLING, AND FINANCES

5.1 Tuition and Fees

Note: The tuition and fees listed below are applicable to May and Summer Session 2009 only. Tuition and fees for Fall Semester 2009 through Summer Session 2010 have not been finalized.

TUITION

	Resident	Non-Resident
Per credit	\$ 565.00	\$ 764.00

FEES

Fee	Students Assessed	Frequency	# of Credits	Amount
SPH Technology Fee	All students	per term	1-5 credits	\$ 90.00
			6 or more credits	115.00
University Fee	All students	per term	1-9 credits (per credit)	55.00
			10 or more credits (flat rate)	550.00
University Student Services	All students	per term	6 or more credits	336.31
Institute Fee	All students taking courses at the Public Health Institute (PHI)	per credit at the PHI		120.00
AHC Student Health Benefit	See section 6.7 of this guidebook.			

5.2 Billing

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

Students will receive electronic bills and have the option of paying their bill online with an electronic check from their checking or savings account. Students can also allow access to authorized users, such as parents, to

view and pay tuition bills on their behalf. For more information on electronic billing and payment, visit <http://onestop.umn.edu>. Questions on billing and fee statements can be referred to helpingu@umn.edu. Information on tuition/fee refunds can be found at <http://onestop.umn.edu>.

6.1 UNIVERSITY GUIDELINES AND POLICIES

6.1 Student Responsibility and Conduct

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

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

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

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

6.2 Academic Advisor Responsibility

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

- Attend faculty meetings and understand the information distributed at the meetings.
- Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.
- Read e-mail messages frequently for announcements from the Major Coordinators and SSC.
- Maintain contact each semester with the student to review progress towards the degree, including timely completion of coursework and grades.

- Act as a contact person for the student and help direct them to the appropriate resources in the Division given whatever issues or problems the student may have.
- Act as a resource for the student when bureaucratic or political problems in the University, School, or Division may be interfering with the student's effective progress toward his or her degree.
- Ensure that the student has a project and a project advisor and that the project is moving toward completion in a timely fashion.

6.3 Satisfactory Progress

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

Each major within the School of Public Health must provide written notification by the middle of each term to students whose cumulative GPA is less than 3.0 at the end of the preceding semester term (excluding incompletes) that they are on probation and that they must maintain a minimum term GPA of 3.0 for each subsequent term. Students must achieve letter grades (incompletes are unacceptable while on probationary status). This written notice must inform the student that the GPA must be raised to a minimum of 3.0 to be removed from probationary status and to be awarded a degree.

Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program. A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies. Where such policies are developed, majors must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

Students who have been dismissed and are interested in reapplication to the School are allowed to do so 12 months after the original admission term and year. The dismissal becomes part of the reapplication and is considered in any admission decision. Note that any courses taken for graduate credit during this 12-month period cannot be transferred in to a program should the student be readmitted.

For more information, please contact your Major Coordinator.

6.4 Scholastic Dishonesty and Plagiarism

The Regents' policy on student conduct and scholastic dishonesty can be found at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in an "F" or "N" grade for an entire course and will be reported to the Office for Student Conduct and Academic Integrity: <http://www1.umn.edu/oscai/>. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://www.policy.umn.edu/groups/ppd/documents/Policy/AcademicMisconduct_pol.cfm.

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

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

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

6.5 Health Insurance

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

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

BENEFITS

The new Academic Health Center Student Health Benefit Plan (AHC-SHBP) offers the following benefits (all AHC students are eligible):

- Full access to the Blue Cross and Blue Shield pharmacies
- No maximum on pharmaceuticals
- Coverage for all immunizations
- Early access to immunization services (July 1) for those registered for fall (incoming students)

COST OF COVERAGE

Student Only	\$1,098.00
Spouse	\$1,524.00
Single Child Only	\$1,260.00
Two or More Children	\$1,572.00

ELIGIBILITY

- All admitted AHC students (except medical and dental residents covered under a separate insurance plan), regardless of credit hour or program.
- Enrollment is automatic – and independent of eligibility for or payment of the BHS component of the Student Services Fees.
- Students who are not automatically assessed the Student Services Fees may voluntarily purchase the Boynton Extended Coverage that affords the same level of benefits for services provided at Boynton as those students who pay the SSF.

WAIVER

All admitted AHC students will be required to participate in the plan if they are not covered by an employer sponsored group health insurance program.

If they want to waive the insurance, they must prove they have other coverage by producing a certificate of credible coverage obtained from their managed care organization, insurance company, or duly authorized agent verifying insurance coverage. They must submit the certificate of credible coverage to the Student Health Benefits Office at Boynton by the enrollment deadline published by the Office of the Registrar. This request must be submitted in person or by fax.

This waiver will be valid for two years. Should students lose coverage during the period they have been waived, they may enroll in the plan within 30 days by providing proof of involuntary loss of coverage from the insurance company.

Students enrolled in the Graduate Assistant Health Benefit Plan will be automatically waived from the AHC-SHBP.

COVERAGE BENEFITS

See <http://www.bhs.umn.edu/insurance/twincities/ahc/> for details.

6.6 Privacy

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

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

For further information, go to <http://privacy.ahc.umn.edu/>.

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT): STUDENT RECORDS

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

1. To see the information that the institution is keeping on the student.
2. To seek amendment to those records and in certain cases append a statement to the record.
3. To consent to disclosure of his/her records.
4. To file a complaint with the FERPA Office in Washington.

In addition:

- U of MN Faculty and Staff have a legal responsibility, under FERPA, to protect the confidentiality of your student educational records.
- Student educational records are considered confidential and may not be released without written consent of the student.
- Student information stored in electronic format must be secure and available only to those entitled to access that information.

HIPAA (HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT)

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

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

All SPH students are required to complete two courses:

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

Go to www.ahc.umn.edu, and click on MyU then on **my Toolkit** link to complete the training.

6.7 Immunizations

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

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

6.8 Criminal Background Checks

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

6.9 Use of Human Subjects in Research

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

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

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

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

- Students will need a copy of the questions they intend to ask, their protocol for collecting data, as well as a consent form, if necessary. If students will be using participant recruitment materials (letters, advertisements, etc.), they should provide a copy with the application.
- Students should consult with a faculty member who does similar work about what kind of review procedures they will have to go through. Students can also talk to fellow students who recently went through a review process.
- The Committee does look very closely at research involving children, and any invasive research undergoes especially close examination. If the nature of their research is very sensitive, students may want to speak directly to someone at the IRB about how to prepare the materials.

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

Research Subjects Protection Program

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

6.10 International Student Requirements

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

DOCUMENT CHECK AND ORIENTATION

All new international students must visit the University of Minnesota International Student & Scholar Services office (ISSS) shortly after arrival in Minnesota. See www.isss.umn.edu for directions, office hours, and services. ISSS will review immigration documents, register new students for the International Student Orientation Program, and provide information on how to release registration holds. These processes are mandated by the Department of Homeland Security (DHS); formerly known as Immigration and Naturalization Service (INS).

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

STUDENT AND EXCHANGE VISITOR INFORMATION SYSTEM (SEVIS)

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

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

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

Academic Status

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

ADDRESS CHANGE

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

7. GROUPS, ASSOCIATIONS, AND SOCIETIES

7.1 Student Groups

School of Public Health Student Senate <http://www.sph.umn.edu/current/studentsenate/home.html>
The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health. The Senate serves two main functions:

- The Student Senate is an official organization of the University of Minnesota, School of Public Health, representing the SPH graduate students in several university committees.
- The Student Senate also acts as the public health student association of the University of Minnesota, organizing activities and events among the graduate students in the school. We participate in

volunteer activities around the Twin Cities, organize social events, and address student needs and concerns to the School and the divisions.

We welcome input from all students from the school and invite you to join the Senate and help us serve the needs of the SPH students. Contact us at sphss@umn.edu.

Graduate and Professional Student Assembly

www.gapsa.umn.edu

The Graduate and Professional Student Assembly serves many functions on this campus, chief among them ensuring that the University, in all of its offices, programs, schools and departments, works in the interests of excellence in the graduate and professional experience. From curriculum changes to dining service changes, GAPSA and its coordinate councils advocate on your behalf to make the University of Minnesota the premier institution for graduate and professional education in the nation, and try to make sure students have a smooth, supported, even fun time getting their degree

Council of Graduate Students (COGS)

www.cogs.umn.edu

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

Center for Health Interdisciplinary Programs (CHIP)

www.chip.umn.edu

See *section 2.3* in this guidebook.

Minnesota International Student Association

www.tc.umn.edu/~misa/

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

Other Groups

www.sao.umn.edu/StudentOrgs/

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

7.2 Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)

<http://www.mpha.net/index.html>

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

American Public Health Association

www.apha.org

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

Association of Schools of Public Health

www.asph.org

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

Center for Cross-Cultural Health

www.crosshealth.com

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

Centers for Disease Control and Prevention

www.cdc.gov

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

National Institutes of Health

www.nih.gov

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

7.3 Alumni Societies

School of Public Health Alumni Society

<http://www.sph.umn.edu/alumni/home.html>

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

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

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

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

8. EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

8.1 Welcome

Welcome to the Executive Program in Public Health Practice! Sections 8.1 – 8.16 will give you specific information about the Executive Program. We trust that these sections will answer your questions and provide *practical* information through which you can successfully complete the Master of Public Health (MPH) degree. Please feel free to contact the Director of the Program, Dr. James Hart at 612.626.6573 or hartx013@umn.edu and/or the Programs and Instructional Coordinator, Anne Ehrenberg at 612.626.5665 or php@umn.edu with any questions or concerns.

OVERVIEW AND GOALS

The purpose of the Executive Program in Public Health Practice is to provide students with an innovative and flexible curriculum that will enable them to achieve their career goals in Public Health. In addition to obtaining a broad background in Public Health through course work in areas such as Biostatistics, Epidemiology, Environmental Health and Health Administration (23.5 credits), students design a focus area based on their own specific academic goals (18.5 credits). Among the focus areas are:

- Public Health Preparedness, Response and Recovery
- Food Protection
- Public Health Leadership Studies
- Cultural Responsiveness
- self-designed focus area

STUDENTS

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

ACADEMIC ADVISING

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

FACULTY PERSPECTIVE ON PUBLIC HEALTH

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

things you will discover in the curriculum is a belief that if major public health problems are to be solved, it will take a coordinated, team approach in which the skills of every discipline are valued and employed.

CURRICULUM REQUIREMENTS

If students have the flexibility to take a full-time course load, it is possible to complete the curriculum in approximately sixteen months. Most students however, pursue their studies on a part-time basis. At least 14 credits of the program can be taken online. A maximum of 15 credits can be transferred in from other accredited graduate programs, provided the courses have been taken in the past five years (among other requirements) and relate directly to the student's focus area. In addition, the School of Public Health offers a wide listing of courses during a concentrated three-week Public Health Institute offered every Spring. Attendance at Public Health Institutes and participation in online classes allows students to continue with their work responsibilities. *Sections 8.2 – 8.14* will provide information on graduation requirements. Curriculum objectives can be found in *Section 8.3*. *Section 8.15* provides a perspective on the faculty and their professional interests.

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

8.2 Master of Public Health Graduation Requirements

NOTE: See *section 8.14* for the EPHP Graduation Checklist

PUBLIC HEALTH CORE AREA REQUIREMENTS

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

- Satisfactorily pass one of the pre-approved courses in the core area (see pre-approved course list below); OR
- Pass an equivalency exam in the core area. Equivalency examinations for the 2008-2009 academic year will be scheduled; OR
- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee, OR
- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by CEPH. The Educational Policy Committee, upon petition of the student, will determine acceptance of a course for transfer.

PRE-APPROVED COURSES MEETING PUBLIC HEALTH CORE AREA REQUIREMENTS

Administration

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

Behavioral Science

- PubH 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 6452 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.
- PubH 6342 Epidemiologic Methods II – 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.

COURSEWORK AND CREDITS

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

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 courses may also be applied toward a MPH degree as long as a member of the graduate faculty teaches them.

SPH GRADING POLICIES

Grade Point Average

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

S-N Grade Option

MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S-N basis. Courses designated as part of the public health core can NOT be taken on an S-N basis.

Public Health Core Courses

All 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.

Sequence of Public Health Core Courses

Students are encouraged to take PubH 6414 Biostatistical Methods I early in their academic program to ensure the necessary skills required for completion of the master’s project. Additionally, we recommend that students take PubH 6414 Biostatistical Methods I prior to taking PubH 6320 Fundamentals of Epidemiology.

FIELD EXPERIENCE

Students matriculating in the EPHP MPH program must complete a formal, supervised fieldwork experience consisting of at least 180 hours (4 credits) in order to graduate. Neither prior professional degrees nor prior

work experience in a field not closely related to the MPH degree program are sufficient grounds for waiving the fieldwork requirement. Each major has established requirements for completion of fieldwork; see *section 8.9*.

MPH STUDY PLAN

Students are required to submit a completed *Master of Public Health (MPH) Study Plan* to their Major Coordinator at least one semester prior to their anticipated completion of coursework. Earlier submission (e.g. in the second to last semester) is suggested to allow the Major Coordinators to review the study plan and notify students if they are missing any requirements prior to their last term of study. The *Master of Public Health (MPH) Study Plan* can be downloaded at <http://www.sph.umn.edu/current/studyplan/home.html>

MASTER'S PROJECT

MPH students must complete a master's project, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively. The master's project should involve a combined total of approximately 160 hours of work. The major faculty specifies the nature and extent of the options available to satisfy this requirement and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student's major; see *section 8.9*.

COMPREHENSIVE EXAMINATION

MPH students must complete a written and/or oral examination as specified by the major; see *section 8.12*.

TIME FRAME

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

COURSE TRANSFER CREDITS

A student may seek transfer of no more than 40% of the total number of credits required to complete the MPH degree. (**EHPH program limits transfer credits to 15**). Transfer courses may be taken 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. Courses approved for transfer into the program must be graduate or professional degree level courses taken at an accredited institution within the last 5 years. Courses older than 5 years may be allowed for individuals with prior earned advanced degrees who have been actively working in their field of study as demonstrated by their current resume. A grade of "B" or better is required for each course requested for transfer credit.

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

1. Meet with their advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the *Petition* form, obtain the advisor's signature, attach an official transcript on which the final grade has been posted and submit the full course syllabus.
2. Submit the *Petition* form and materials to the Major Coordinator for processing. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

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

COURSE SUBSTITUTIONS AND WAIVERS

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

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

Course Substitution Procedures:

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

1. Gather the course syllabus of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).
2. Complete the *Petition* form with the following information in each section:
 - **REQUEST SECTION:** describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.
 - **REASON/EXPLANATION SECTION:** Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the *Petition* form and indicate approval/non-approval of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751/6752, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6100/6102, epidemiology-PubH 6320/6330, ethics-PubH 6741/6742), upon receipt of those materials listed above, 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 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.php.umn.edu>. We strongly encourage students to submit the form at least one semester before graduation.

REFLECTIVE SUMMARY

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

8.3 Program Curriculum

Students are required to complete a minimum of 42 credits. The curriculum in EPHP is divided into two components: Basic Curriculum and Focus Area Curriculum.

BASIC CURRICULUM

The Basic Curriculum (23.5 credits) incorporates the core areas of public health instruction: biostatistics, epidemiology, environmental health, health services administration, ethics, and social/behavioral sciences. It focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, assess, evaluate, and manage population health in the community.

Required Coursework

Course	Notes	Title	Term(s) Offered	Credits
PubH 6299	①	Public Health is a Team Sport: The Power of Collaboration	May	1.5
PubH 6020	②	Fundamentals of Social and Behavioral Science	All	3
PubH 6102		Issues in Environmental and Occupational Health	All	2
PubH 6320	②	Fundamentals of Epidemiology	All	3
PubH 6414	②	Biostatistical Methods I	All	3
PubH 6741	②	Ethics in Public Health: Professional Practice and Policy	All	1
PubH 6751	②	Principles of Management in Health Services Orgs	Spring/Summer	2
PubH 7296	③	Field Experience: Public Health Practice	All Terms	4
PubH 7294		Master's Project: Public Health Practice	All Terms	4

① This course is offered over a weekend during the Public Health Institute. Students are strongly encouraged to take it during their first attendance at a Public Health Institute.

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

③ Minimum of 180 hours in a public health setting.

FOCUS AREA CURRICULUM

The Focus Area Curriculum of a minimum of 18.5 credits gives the student the opportunity to investigate specific public health applications. Students are required to choose across four goals incorporating public health practice domains as established by the Council on Linkages (<http://trainingfinder.org/competencies/>):

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

Students, in collaboration with their Academic Advisor, must arrange their curriculum around a theme of interest or focus representing current public health issues. See *Student Focus Area Planning Form* in *Appendix B*. Activities chosen in completion of the Program's Field Experience and Master's Project are coordinated with the theme chosen by the student for the Focus Area Curriculum. Key learning objectives of the curriculum and how they are acquired are listed in *section 8.7*.

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

FOCUS AREA PLANNING GUIDE

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

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

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

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

After completing the above tasks, meet with your academic advisor to complete the *EPHP Focus Area Planning Form* (see *Appendix B*). Upon the completion of this meeting, you should have a precise description of your focus area and an agreement on specific courses (18.5 credits minimum) as well as a preliminary understanding of what you might wish to accomplish in your master's project.

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

If at any point in your studies your educational expectations are not being achieved, please discuss your concerns with your academic advisor. If you are not satisfied with the outcome, please consult the Director of the Executive Program, Dr. James Hart at hartx013@umn.edu.

8.4 Online Resources

ONESTOP (www.onestop.umn.edu)

This website gives you access to all of the registration and student account information you could ever want, including:

- 1) Queue times for fall and spring terms; just click on the "When do I Register?" quick link on the right to determine your place in the queue. There is no queue for summer term.
- 2) Course offerings by term, click on the "Class Schedule" quick link and select Public Health as your subject.
- 3) Course descriptions can be found at <http://onestop2.umn.edu/courses/tc/designators.jsp>
- 4) To register, click the "Register for Classes" quick link OR click on the "Add Now" button next to your class in the Class Schedule. If you are not using the "Add Now" button, you will need the five digit class number (listed to the left of the course in the Class Schedule).
- 5) Student financial account - To view your student financial account use the "Student Account" quick link. Billing and due dates are listed at http://www.onestop.umn.edu/onestop/Tuition_Billing/wwhpay.html.
- 6) The Refund and drop/add deadline calendar can be found at http://www.onestop.umn.edu/onestop/Calendars/Refund_and_DropAdd_Deadlines.html. It is *extremely important* to check this if you are considering dropping a course once the term has begun. This tells you the

financial and academic consequences you will encounter depending on when you drop a course along with what, if anything, you'll need to do.

7) Financial aid status, if you have applied for financial aid, use the "Financial Aid Status" quick link.

8) myU Portal, the link is on the top of the screen to the right.

Executive Program in Public Health Practice Home Page (<http://www.sph.umn.edu/education/exec/home.html>)

- Curriculum Information
- Online and In-person Core Course Schedule
- Discussion Board
- Guidebook
- Sample projects
- Information on PubH 6299 Public Health is a Team Sport (required course – also at www.sph.umn.edu/6299)
- All forms – found under Program Tools
- Registration and Billing information

MYU PORTAL (www.myu.umn.edu)

The myU Portal is customized to fit your specific needs. It is a way for you to access to your online courses or online components of courses via WebCT, UMN email, information specific to your school and/or program, UMCal, and even the weather. Please note that course information may not appear until the day before the course begins.

WEBCT VISTA (www.webct.umn.edu)

WebCT is the course management software that enables instructors to create and manage Web-based learning materials and activities. Students use WebCT to access these materials and participate in learning activities via the Web.

There is a tutorial for the WebCT available at <http://uttc.umn.edu/training/resources/webct/vista/>.

Once you register for a School of Public Health you will be given access to an orientation to School of Public Health online courses. Neither of these orientations are mandatory but may prove helpful to students with little or no experience with online courses.

If you need technical support for one of your online School of Public Health courses, please contact Jim, the distance education coordinator, at decsph@umn.edu.

Please note: If the course(s) don't appear at the above URL, go to:
<https://vista2.umn.edu/webct/entryPage.dowebct>.

ORDERING COURSE MATERIALS (www.bookstore.umn.edu/textbooks/gopherbooks.html)

Required reading materials are often made available via the University of Minnesota Bookstore website. By clicking on the above link, the student may sign in and find out what materials are required. If no materials are listed, the instructor may not have made them available, yet, or the materials required may be accessible online. **Please note:** Students are not required to buy their books from the UMN Bookstore.

8.5 Required Course Descriptions

PubH 6299 Public Health is a Team Sport: The Power of Collaboration

Designed to demonstrate how innovative public health strategies can impact the health of populations utilizing interdisciplinary approaches to change

PubH 6020 Fundamentals of Social and Behavioral Science

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

PubH 6102 Issues in Environmental and Occupational Health

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

PubH 6320 Fundamentals of Epidemiology

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

PubH 6414 Biostatistical Methods I

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

PubH 6741 Ethics in Public Health: Professional Practice and Policy

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

PubH 6751 Principles of Management in Health Services Organizations

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

8.6 Academic Advising

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

STUDENT GUIDE TO MISSION, DEFINITIONS AND EXPECTATIONS OF ADVISING

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.

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.

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

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.

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

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)

8.7 Curriculum Competencies

Specific Competencies	Learning Opportunities	Evaluation Opportunities
Apply a population perspective for health promotion and disease/injury prevention.	<ul style="list-style-type: none"> • PubH 6299 • Elective Course in Assessment/Basic Sciences • Elective Course in Policy/Systems 	<ul style="list-style-type: none"> • Course evaluations • Examinations
Describe the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards	<ul style="list-style-type: none"> • PubH 6299 • PubH 6320 • PubH 6752 • PubH 6102 • Elective course in Intervention 	<ul style="list-style-type: none"> • Course evaluations • Examinations
Integrate public health principles into the practice of health and human services	<ul style="list-style-type: none"> • PubH 6299 • PubH 6320 • PubH 6414 • Elective Course in Intervention • Elective course in Assessment/Basic Sciences 	<ul style="list-style-type: none"> • Course evaluations • Examinations
Address the social, cultural and environmental factors that affect community health	<ul style="list-style-type: none"> • PubH 6020 • PubH 6102 • Elective course in Policy/System • Elective course in Management/Communications 	<ul style="list-style-type: none"> • Course evaluations • Examinations
Describe public health as a social system	<ul style="list-style-type: none"> • Elective course in Policy/System • Elective course in Intervention • Elective course in Management/Communications 	<ul style="list-style-type: none"> • Course evaluations • Examinations
Identify the ethical issues in disease/injury prevention and health systems policy	<ul style="list-style-type: none"> • PubH 6741 • Elective course in Policy/Systems 	<ul style="list-style-type: none"> • Course evaluations • Examinations
Analyze a current public health issue or program	<ul style="list-style-type: none"> • Elective Course in Assessment/Basic Sciences • Elective course in Policy • PubH 7294 	<ul style="list-style-type: none"> • Course evaluations • Examinations • Project
Apply public health tools to the evaluation and control of a specific health issue	<ul style="list-style-type: none"> • Elective course in Policy/Systems • Elective course in Intervention • Elective course in Assessment/Basic Sciences • Elective course in Management/Communications • PubH 7294 • PubH 7296 	<ul style="list-style-type: none"> • Course evaluations • Examinations • Project
Apply collaborative leadership skills in a community practice setting	<ul style="list-style-type: none"> • PubH 7296 	<ul style="list-style-type: none"> • Course evaluations • Oral examinations
Advocate community action for health improvement	<ul style="list-style-type: none"> • PubH 7296 	<ul style="list-style-type: none"> • Course evaluations • Oral examinations

8.8 Field Experience

INTRODUCTION

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

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

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

REQUIREMENTS

1. All PHP major students are required to complete a field experience as part of their degree program.
2. Students, in consultation with their academic advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the academic year.
3. Students register for a minimum of 4 semester credits for PUBH 7296. These credits may be taken during one semester, or divided among several semesters. As a guideline, a total minimum effort of 180 hours is expected. Students may register during any term for the field experience credits, not necessary over the time when the field experience will be conducted. However, the online contract (see next item) MUST be completed before beginning any field experience.
4. Before beginning a field experience, the online *Field Experience Contract* form must be completed. The person the student will work with at the agency (the preceptor), the academic advisor, and the coordinator must electronically approve this contract. A final copy will be placed in the student's academic file. Complete the contract as soon as arrangements are made for the agency assignment. The contract is intended to avoid misunderstandings concerning expectations on the part of people involved.
5. Students must submit an online Field Experience Evaluation at the conclusion of the Field Experience. The preceptor must also submit an online Field Experience Evaluation at the conclusion of the Field Experience.
6. Some students may find certain aspects of the agency activity of sufficient interest to do a "Master's Project" project while assigned to the agency. This requires study that is more extensive, an appropriate literature review, and an expansion of the subject beyond the field experience. The ultimate feasibility of such arrangements should be decided jointly by the student, the academic advisor, and the preceptor.

OVERALL GOALS

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

STUDENT OBJECTIVES

Development of your specific objectives should include consideration of:

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

CREDITS AND GRADING

The number of credits is arranged between students and their advisor. The grading for the field experience is S/N. Grades for PubH 7296 are submitted when the academic advisor has accepted the evaluation on the field experience. (A total of 4 credits is required for graduation.)

8.9 Master's Project

REQUIREMENTS

The use of the word Master's Project signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency; and the ability to critically approach a topic, synthesize, interpret, and successfully convey information to the appropriate audience. The Master's Project provides a culminating experience for the student that allows the student to demonstrate the use of public health principles and competencies.

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in public health practice, the ability to work independently, and the ability to apply skills learned in coursework by completing either a Research Paper, Systematic Literature Review, Consultative Report or Grant Proposal. The Project will involve three faculty members: the primary academic advisor (who in some cases will also be the project advisor), the project advisor (if this is not the primary academic advisor), and one or two readers who will be present at the oral exam and may give feedback on the Project before the exam. The Master's Project is worth four credits and should involve a combined total of 160 hours of work (the equivalent of four full-time weeks of work). Note: the traditional Master's Thesis requires 240 hours of work. The project paper will typically be about 40 pages in length and will cite 15 – 20 references.

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

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Research Paper, Systematic Literature Review, a Consultative Report or a Grant Proposal can be found in *section 8.10*.

Contact Anne Ehrenberg before registering for PubH 7294 Master's Project: Public Health Practice as student specific permission is required.

APPROVAL PROCESS

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

- Statement of purpose or the idea for the project – this should be clear even to someone not familiar with the topic.
- Indication of culminating product: Research Paper, Systematic Literature Review, Consultative Report or Grant Proposal
- Statement of key research questions to be addressed and rationale
- List of associated objectives for the project
- Brief description of the project's methodology
- Proposed timeline
- Project budget (if applicable)

The Project Proposal must be approved by the Academic Advisor and, where appropriate, the Project Advisor before beginning the project itself. For projects involving collection of information from people, approval must be obtained from the Committee on the Use of Human Subjects in Research; see *sections 6.9 and 8.11* for more information.

COMPLETION OF THE MASTER'S PROJECT

Students must keep in touch with their academic advisor during the course of the Master's Project. Each Advisor should specify how he/she prefers to work with the student. Students should know that faculty may decline working with a student's project that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from other faculty members as well. A draft or drafts of the project should be submitted to the academic advisor and/or project advisor for review and comments. These should be incorporated into the final draft of the project, and resubmitted to the advisor and reader. A crucial aspect of the project is to describe the public health implications of the project in terms that are understandable even to lay person. A student desiring publication of the Master's Project should discuss this with the advisor. Master's Projects written in publication format meet the program requirements with prior academic advisor approval. Once the academic advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. Finally, students must submit one copy of the final approved version of the project; the copy will be retained in the PHP Program Office. No grade will be assigned for PubH 7294 until the student has complied with this request.

8.10 Master's Project Options

OPTION ONE: RESEARCH PAPER

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

The component parts of a Research Paper are as follows:

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

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

OPTION TWO: SYSTEMATIC LITERATURE REVIEW

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

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

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

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

OPTION THREE: CONSULTATIVE REPORT

The Consultative Report offers students the opportunity to address a real problem faced by a public health agency (public or private) and produce a product for a real client. By necessity, students who choose this option will need to work closely with a community advisor as well as their SPH advisors. The student performs a consultation for the agency and then writes the Consultative Report. This option may emanate from a field experience or it may be separate from the field experience. Production of a Consultative Report will most often involve components of options one and two also, so in some ways, this option is the most comprehensive of the three.

The component parts of a Consultative Report are as follows:

- I. **Executive Summary**
- II. **Introduction**
 - A. Description of the agency (purpose, structure, etc.)
 - B. Description of the problem being addressed and its public health implications
- III. **Process of Consultation**
 - A. Engage with the client and carefully define the problem including the questioning of assumptions
 - B. Identification of the key stakeholders
 - C. Describe your sources of information and data – e.g. literature, primary data collection, secondary data analysis, surveys, interviews
 - D. Collection, summary, and analysis of data
 - E. Feedback of results
 - F. Discussion – including a limited literature review for information relevant to the problem
 - G. Recommended actions and dissemination of these recommendations
 - H. Plans for implementation and measurement
- IV. **References (APA reference style or appropriate alternative)**

Sources of Guidance for a Consultative Report

Block, Peter. Flawless Consulting: A Guide to Getting Your Expertise Used, 2000.

Block points out that there are three skills needed for consulting – technical, interpersonal, and consulting. He then goes on to describe the consulting skills in detail.

Putman, Anthony, Ally Relationships: The Key to Sustained Success for Your Service Business, 2006.

Putman describes three levels of “business” relationship – service source, solution provider, ally relationship.

Schein, Edgar, Process Consultation Revisited: Building the Helping Relationship, 1998.

This book is most helpful when the consultation is focused on a specific process.

OPTION FOUR: GRANT PROPOSAL

Students may have the opportunity to work with a faculty member or outside collaborator in applying for a research grant to explore a public health topic. Learning how to write a successful grant application is a very important skill to possess in the practice of public health. Ideally, such proposals, if funded, may provide additional project opportunities for subsequent MPH students.

The grant proposal should be substantial enough in content that the student has the opportunity to explore the topic to a similar depth of that required for a research paper or literature review. A grant proposal, such as those submitted to the NIH, would be appropriate. Ultimate approval of this project option is subject to the program director.

The components of a grant proposal include the following*:

I. Introduction

II. Research Plan

- A. Specific aims (endpoints)
- B. Background and significance
 - 1. significance to increasing scientific knowledge
 - 2. significance to improving public health
 - 3. review of relevant literature
- C. Preliminary studies
 - 1. provide preliminary data if available
 - 2. critically interpret preliminary results and relate to current proposal
- D. Research design and methods
 - 1. description of research and study design
 - 2. detailed description of methods for work and analysis
 - 3. include charts and tables when appropriate
 - 4. discuss alternatives and handling of negative data

III. Special Considerations

- A. Human subjects research
- B. Animal care and use
- C. Contractual agreements
- D. Consultancies

IV. Budget

V. Bibliography and References

VI. Biographical sketches

VII. Supplemental discussion of public health implications

VIII. References (APA reference style or appropriate alternative)

*Some variation is to be expected depending on the funding agency.

8.11 Human Subjects Protections

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. No contacts with potential or actual study participants, including recruitment, or other research may occur until final IRB approval. After the outline has been

approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the IRB application and getting approval, conducting the project and preparing the final draft.

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

8.12 Final Oral Examination

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

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

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

8.13 Graduate Follow-up Survey

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

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

8.14 Graduation Checklist

1. Submit completed MPH study plan at least one semester (or earlier) prior to anticipated completion of coursework. Submit to Anne Ehrenberg, Academic Programs and Instructional Coordinator, in the PHP Major office, Mayo C302. The MPH study plan can be found at <http://www.sph.umn.edu/current/studyplan/home.html>
2. File Application for Degree form at 200 Fraser Hall by semester deadline (see sample form in the Student Guidebook). Students can turn the form in anytime after starting the program up to the deadline date (contact Major Coordinator for deadline dates). The form can be downloaded from the U of MN website at: <http://www.sph.umn.edu/current/enrolled/home.html> under MPH/MHA Application for Degree or found in the PHP Major Office Mayo at C302 or the SPH Student Services Center at Mayo D305.
3. **Complete all coursework and requirements for your MPH** by the semester deadlines to be cleared for graduation (contact Major Coordinator for deadline dates)

4. Sign up for and complete at least 4 Field Experience credits (PubH 7296)
5. Sign up for and complete at least 4 Master’s Project credits (PubH 7294)
6. Schedule oral exam. The student is responsible for scheduling the oral exam with the committee members and arranging for any audio-visual equipment needed for the presentation. Contact the PHP Major Coordinator to confirm PHP conference room availability.
7. Provide each committee member with a copy of your master’s project paper **at least two weeks before the scheduled date of your oral exam.**
8. Submit the following items to the PHP program office to ensure you’re eligible to graduate:
 - a. Approved Focus Area Planning Form, in which you document how you achieved the EPHP focus area goals,
 - b. Course syllabi for ALL Focus area courses (**remember to save your course syllabi**),
 - c. The Master's Project Proposal Form,
 - d. Final master’s project paper,
 - e. MPH Study Plan, plus copies of any amendments added at a later time, and
 - f. A reflective summary (not more than 5 pages) of your learning objectives/focus area, how you met them and how the MPH has prepared you for public health practice.
9. Notify Anne Ehrenberg (612) 626-5665 or php@umn.edu of the date of the oral exam at least two weeks prior to the exam so that your student file can be forwarded to your academic advisor.
10. At the oral exam, the committee will sign the study plan. The academic advisor is responsible for returning the student file with the signed study plan to the Academic Programs and Instructional Coordinator as well as submitting a grade change for the master’s project credits.
11. Submit the *Graduate Survey* at http://sphsdb.ahc.umn.edu/gradsurvey/gs_login.cfm
12. To help us gather data on the effectiveness of the coursework, please complete the online simulation “Disaster in Franklin County” found at: <http://cpheo.sph.umn.edu/umncphp/franklincounty.html>
13. Sign up to participate in the SPH Commencement held every May, if interested, and have your name in the Commencement program. Details available from the Student Services Center.

8.15 Staff and Faculty

PUBLIC HEALTH PRACTICE MAJOR STAFF

Public Health Practice Major Chair

Debra Olson 612.625.0476 olson002@umn.edu

Executive Program in Public Health Practice Program Director

James Hart 612.626.6573 hartx013@umn.edu

Public Health Practice Academic Programs and Instructional Coordinator

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EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE FACULTY

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8.16 Appendices

Appendix A

- Master's Project Proposal Form

Appendix B

- EPHP Focus Area Planning Form

Appendix C

- Student Guide to Mission, Definitions and Expectations of Advising
- Faculty Guide to Mission, Definitions and Expectations of Advising

APPENDIX B – SAMPLE FORM

EHPH Focus Area Planning Form

STUDENT NAME _____

FOCUS AREA TITLE _____

FOCUS AREA DESCRIPTION _____

FOCUS AREA GOALS	COURSE NUMBER AND TITLE				
	Example: PubH 6700 Foundations of Public Health Administration	Example: PubH 6717 Decision Making under Uncertainty	Example: PubH 6724 The Health Care System and Public Health	Example: PubH 6727 Health Leadership and Effecting Change	
Public policy development using a systems framework (Domain 2 and 8)	X		X		
Interventions based on the dimensions of community and culture (Domain 4 & 5)	X	X		X	
Assessment and application of basic public health sciences (Domains 1 & 6)	X	X			
Program management and communications principles (Domain 3 & 7)	X	X		X	

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

*Attach an additional sheet of paper if necessary

Appendix C

SPH GRADUATE STUDENT ADVISING

Student Guide to Mission, Definitions and Expectations of Advising

MISSION STATEMENT

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

DEFINING ADVISING

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

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

SPH GRADUATE STUDENT ADVISING

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)