

EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

MPH Degree Program

PUBLIC HEALTH PRACTICE MAJOR

Summer 2010 Student Guidebook

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

UNIVERSITY
OF MINNESOTA
**School of
Public Health**

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

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, Kate Hanson at 612.626.7353 or hanso041@umn.edu with any questions or concerns.

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.

OVERVIEW AND GOALS

The purpose of the Executive Program in Public Health Practice is to provide you with an innovative and flexible curriculum that will enable you to achieve your 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), you will design a focus area based on your own specific academic and career goals (18.5 credits). The following focus areas are available:

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

EPPHP STUDENTS

There are approximately eighty students enrolled in the Executive Program, all of whom have advanced graduate/professional degrees or have successfully completed the Public Health Core Concept Certificate. The educational backgrounds of our students include the disciplines of education, law, medicine, nutrition, pharmacy, public health, psychology, dentistry, chiropractic and veterinary medicine. The goal of some students is to become more effective in their current practice. Others students 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 Executive students are truly diverse. Some students 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 students are 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*.

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 you 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 and on an average complete the program in three years. You have up to seven years to complete the program.

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 your 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, during the May session. Attendance at Public Health Institutes and participation in online classes allows you to continue with your work responsibilities.

8.2 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: Lessons in 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 Kate Hanson, Major 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.

8.3 Master of Public Health Graduation Requirements

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

PUBLIC HEALTH CORE AREA REQUIREMENTS

EPPHP 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 upcoming 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.

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. The EEPHP requires students to achieve no less than a B- grade in each core course.

Sequence of Public Health Core Courses

We strongly encourage you to complete PubH 6414 Biostatistical Methods 3 cr and PubH 6320 Fundamentals of Epidemiology 3 cr within the first year of your program. The contexts of these courses are beneficial for the MPH project and core curriculum. The majority of students complete those two courses during their first summer term. It is recommended to take the courses concurrently or take PubH 6414 Biostatistical Methods *prior* to PubH 6320 Fundamentals of Epidemiology.

FIELD EXPERIENCE

All EPPHP students must complete a formal, supervised fieldwork experience consisting of at least 180 hours (4 credits, 45 hrs = 1 cr) 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/resources/>

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 academic 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 of Public Health. If you 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 and on an average complete the program in three years.

COURSE TRANSFER CREDITS

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. To transfer courses please:

1. Meet with your academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, you 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 <http://www.sph.umn.edu/current/resources/>
3. 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.

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

Students should note that the process for approving a course substitution or waiver could take up to one – two months, 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.sph.umn.edu/current/resources/>. We strongly encourage students to submit the format 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.

8.4 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
- Guidebook
- Sample projects
- Information on PubH 6299 Public Health is a Team Sport (required course – also at www.sph.umn.edu/6299)
- All forms are available on <http://www.sph.umn.edu/current/resources/>
- Registration and Billing information

MYU PORTAL (www.myu.umn.edu) - Access online courses

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 decsp@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: Lesson in 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

ADVISING

All students are assigned to an academic advisor when they are first admitted to the program. The purpose of the academic advisor is to discuss with the student possible ideas for field experiences, MPH projects and career planning. Once an idea for a MPH project has been developed, the academic advisor may refer the student to another faculty or community advisor to advise the MPH project, based on their area of expertise, interest or research. (The academic advisor would remain the same.) The Program Coordinator provides administrative advising, i.e., course selection, registration, policies and procedures, etc.

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.

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.

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 (1 cr = 45 hrs.). 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 Kate Hanson 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:

- Indication of culminating product: Research Paper, Systematic Literature Review, Consultative Report or Grant Proposal
- State the key research question(s) and hypotheses (if applicable) to be addressed.
- Briefly list your objectives for the project
- What is the public health relevance of the project
- Briefly describe the project's methodology.
- Anticipated date of completion
- Budget

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.

If you will be conducting any kind of research involving human subjects for your MPH project, you will need to seek approval from IRB at the University of Minnesota. Examples include mailed or in-person surveys, analysis of a data set containing private information, or observing behavior, just to name a few.

Students either completing their work at another institution, agency, or company *or* receiving credit for their work at another institution will also need to be in compliance with the human subjects regulations at that respective location. In these situations, to meet University of Minnesota requirements, there are two options:

- 1) submit an IRB application to the University of Minnesota IRB or
- 2) submit section 1 of the UMN application form along with a copy of your IRB application and approval from another institution with a cover letter to Minnesota explaining that the work will be for academic credit at the University of Minnesota

In all cases, you must receive approval from the University of Minnesota before starting your project research.

You will need to complete the following two training courses prior to application to IRB, so you may want to complete these early in your program. Training information can be found at the following websites:

CITI: <http://www.citiprogram.org/>

HIPAA: <http://www.ahc.umn.edu/privacy/training/privtraining/home.html> (only if you are using PHI in your research)

Important websites for IRB information and application:

University of Minnesota IRB: <http://www.research.umn.edu/irb/>

Information for Students: <http://www.research.umn.edu/irb/studentResearchers/>

Applying to IRB: <http://www.research.umn.edu/irb/applying/whichform.cfm>

For most MPH projects, an expedited or exempt review will be appropriate. Please consult with your academic advisor or with an IRB representative for guidance.

*To obtain final approval for an MPH project proposal, students will need to document IRB approval when appropriate. 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 or animals, 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 application and getting approval, conducting the project and preparing the final draft.

Research Subjects Protection Program (IRB)

Mayo Mail Code 820

D528 Mayo Memorial Bldg

420 Delaware Street SE

Minneapolis, MN 55455

Phone: (612) 626-5654 Fax: (612) 626-6061 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.

All graduates may receive a three-month and six-month e-mail message asking them to update survey information (e.g., employment)

8.14 Graduation Checklist

1. Submit completed MPH study plan at least one semester (or earlier) prior to anticipated completion of coursework. Submit to Kate Hanson, Major Coordinator, in the PHP Major office, Mayo C391. The MPH study plan can be found at <http://www.sph.umn.edu/current/resources/>

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/resources/>.
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 any courses **taken outside** of the School of Public Health (**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 Kate Hanson (612) 626-7953 or hanso041@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

Craig Hedberg612.626.4757..... hedbe005@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

Kate Hanson.....612.626.7953..... hanso041@umn.edu

EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE FACULTY

John Adgate, PhD

Assistant Professor
612.624.2601; jadgate@umn.edu
Exposure and risk assessment; risk communication;
environmental healthy policy

Bruce H. Alexander, PhD

Assistant Professor
612.625.7934; balex@umn.edu
Occupational and environmental epidemiology,
especially occupational determinants of reproductive
health, cancer, and traumatic injury; use of biological
markers in epidemiological research

Lynn Blewett, PhD, MA

Assistant Professor
612.626.4739; blewe001@umn.edu
Health care policy and analysis; finance and delivery;
access to care

Lisa Brosseau, MS, ScD

Associate Professor
612.624.3143; brosseau@umn.edu
Measurement of respirator valve leakage; assessment
of bio-erosol fluorescence; control of wood dust in
small woodworking shops

Tim Church, MS, PhD

Associate Professor
612.626.1494; trc@cccs.umn.edu
Design and analysis of screening and prevention
studies in cancer and cardiovascular disease; model
uncertainty and mathematical representations of
causal models

Roger Feldman, PhD

Blue Cross Professor in Health Insurance
612.624.5669; feldm002@umn.edu
Health economics

John Finnegan, PhD

Dean and Professor
612.626.4937; finne001@umn.edu
Mass communication and public health

Jean Forster, PhD, MPH

Professor
612.626.8864; forster@epi.umn.edu
Prevention policy; community and environmental
strategies to reduce chronic disease risk

Judith Garrard, PhD

Professor
612.625.9169; jgarrard@umn.edu
Psychology; behavioral geriatrics;
pharmacoepidemiology

Susan Gerberich, PhD, MSPH

Professor
612.625.5934; gerbe001@umn.edu
Injury epidemiology and control; population-
based / case-control studies (all ages); brain and

spinal cord injuries; occupational injuries including
agricultural injuries; intentional injuries, including
work-related violence; sports-related injury; general
unintentional injury; injury surveillance

Ian Greaves, MD

Associate Professor, Associate Dean for Research
612.624.6196 / 626.4855; igreaves@umn.edu
Lung disorders caused by airborne exposures;
agricultural health and safety issues; health and
safety problems of small businesses; workers
compensation; international environmental and
occupational health issues

Craig Hedberg, PhD

Associate Professor
612.626.4757; hedbe005@umn.edu
Food safety; surveillance of food borne diseases and
hazards; prevention and control of outbreaks in
commercial food service; ecology of infectious
disease

Wendy Hellerstedt, PhD, MPH

Associate Professor
612.626.2077; hellerstedt@epi.umn.edu
Reproductive / perinatal epidemiology; adolescent
pregnancy

Rosalie Kane, DSW

Professor
612.624.5171; kanex002@umn.edu
Aging and long-term care; ethics

John Kralewski, PhD, MHA

Professor
612.624.2912; krale001@umn.edu
Medical group practices; managed health care

Harry Lando, PhD

Professor
612.624.1877; lando@epi.umn.edu
Smoking intervention and policy

DeAnn Lazovich, PhD, MPH

Assistant Professor
612.626.9099; lazovich@epi.umn.edu
Cancer prevention and control; cancer epidemiology

William H. Lohman, MD

*Assistant Professor, Director Program in Public Health
Medicine*
612.626.4855; lohma003@umn.edu
Occupational health and safety; workers' health;
respiratory health

Patricia McGovern, PhD, MPH

Associate Professor
612.625.7429; pmcg@umn.edu
Occupational health policy; women's use of family
medical leave policies in association with postpartum
health and workplace violence prevention and
control

Ira Moscovice, PhD

Professor 612.624.8618; mosco001@umn.edu
Operations research; rural health

James Neaton, PhD*Professor*

612.626.9040; jim@ccbr.umn.edu

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

John A. Nyman, PhD*Professor*

612.626.4425; nyman001@umn.edu

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

Michael Oakes, PhD*Assistant Professor*

612.624.6855; oakes@epi.umn.edu

Quantitative methods; social epidemiology; bioethics

Charles Oberg, MD, MPH*Associate Professor*

612.625.6616; oberg001@umn.edu

Health disparities; childhood poverty; health care access & finance

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

612.625.0476; olson002@umn.edu

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

Michael Osterholm, PhD, MPH*Professor*

612.626.6770; mto@umn.edu

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

Joän Patterson, PhD*Associate Professor*

612.624.1394; patterson_j@epi.umn.edu

Families and health; childhood chronic illness and disability

Cheryl Perry, PhD, MA*Professor*

612.624.4188; perry@epi.umn.edu

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

Gurumurthy Ramachandran, PhD*Associate Professor*

612.626.5428; ramac002@umn.edu

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

Peter Raynor, PhD*Assistant Professor*

612.625.7135; praynor@umn.edu

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

William Riley, PhD*Assistant Professor*

612.625-0615; riley001@umn.edu

Health care management, health care financing

Pamela Schreiner, PhD, MS*Associate Professor*

612.626.9097; schreiner@epi.umn.edu

Cardiovascular disease epidemiology and etiology; the perimenopausal transition; osteoporosis

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

612.626.8801; story@epi.umn.edu

Child / adolescent obesity

Traci Toomey, PhD*Assistant Professor*

612.626.9079; toome001@umn.edu

Alcohol & tobacco policy research, injury prevention

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

612.624.2967; toasca001@umn.edu

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

Michelle Van Ryn, PhD, MPH*Associate Professor*

612.624.0023; vanryn@epi.umn.edu

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

Beth Virnig, PhD, MPH*Assistant Professor*

612.624.4426; virni001@umn.edu

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

Elizabeth Wattenberg, PhD*Associate Professor*

612.626.0184; watte004@umn.edu

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

Douglas Wholey, PhD, MBA*Professor*

612.626.4682; whole001@umn.edu

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

ADJUNCT FACULTY

Sara Axtell, PhD

Assistant Professor
612.625.4489; axtel002@umn.edu

Edward Ehlinger, MD, MSPH

Adjunct Associate Professor
612.625.1612; ehlin003@umn.edu

Katherine Fennelly, PhD

Professor
612.625.6685; fenne007@umn.edu

Will Hueston, DVM, PhD, DACVPM

Director, Center for Animal Health and Food Safety
612.625.8709; huest001@umn.edu

Lowell Johnson, MPA

Lecturer
651-739-7440; joh02011@umn.edu

David Radosevich, PhD

Assistant Professor
612.626.4701; davidmr@umn.edu

Jeff Bender, PhD

Director of the Center of Animal Health Food
Safety
612.625.6203; bende002@umn.edu

Scott Wells, Ph.D.

Director of Education
612-625-8166 wells023@umn.edu

Larissa Minicucci, DVM, MPH

VPH Program Director
612-624-3685; minic001@umn.edu

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 A – SAMPLE FORM

PubH 7294 Public Health Practice: Master's Project

MASTER'S PROJECT PROPOSAL FORM

Student' Name _____	Date _____
Project Title _____	
Project Advisor _____	Approved <input type="checkbox"/> Date _____
Academic Advisor _____	Approved <input type="checkbox"/> Date _____
Program Director _____	Approved <input type="checkbox"/> Date _____

1. Project type: MPH Research Paper MPH Consultative Report
 MPH Grant Proposal MPH Systematic Literature Review
2. State the key research question(s) and hypotheses (if applicable) to be addressed.
3. Briefly list your objectives for the project.
4. What is the public health relevance of the project?
5. Briefly describe the project's methodology
6. Anticipated date of completion
7. Budget

APPENDIX B – SAMPLE FORM

EPHP 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)