# Health Services Research, Policy and Administration (HSRP&A)

MS and PhD Programs

Division of Health Policy and Management

# 2010-2011 Student Guidebook

UNIVERSITY OF MINNESOTA

**School of Public Health**

Welcome to the University of Minnesota School of Public Health!

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

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

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# University of Minnesota Calendar 2010-2011

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

## Fall Semester 2010

| September | 1 | SPH New Student Orientation |
|---|---|---|
| September | 6 | Labor Day holiday – University closed |
| | 7 | Classes begin |
| November | 9 | Registration for Spring Semester 2010 begins |
| | 25-26 | Thanksgiving holiday – University closed |
| December | 15 | Last day of instruction |
| | 16-18, 20-22 | Final examinations |
| | 22 | End of Fall semester |

## Spring Semester 2011

| January | 17 | Martin Luther King holiday – University closed |
|---|---|---|
| | 18 | Classes begin |
| March | 14-18 | Spring break – no classes |
| May | 7 | Last day of instruction |
| | 9-14 | Final examinations |
| | 14 | End of Spring semester |

## May Session 2011

| May | 30 | Memorial Day holiday – University closed |
|---|---|---|
| | 24 | 3-week session classes begin |
| June | 10 | Last day of instruction for 3-week May session |

## Summer Session 2011

| June | 13 | 8 and 10-week session classes begin |
|---|---|---|
| July | 4 | Independence Day holiday – University closed |
| August | 5 | Last day of instruction for 8-week session |
| | 19 | Last day of instruction for 10-week session |

# 1. THE SCHOOL OF PUBLIC HEALTH

## 1.1 About the School

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.

Our school was founded in 1944, although public health courses have been offered at the University of Minnesota since its inception. We consistently rank among the top schools of public health in the country.

Through our education, research, and community outreach, we focus on improving the health of populations. We emphasize prevention of illness and injury, and we look at health through a multi-faceted prism that includes physiology, the environment, communities, economics, and public policy.

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine and the Medical School, as well as the Humphrey Institute of Public Services, the Carlson School of Management, and the College of Agriculture. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

### Notable accomplishments:
- Invented K Rations
- Improved the recovery of World War II survivors through the Minnesota Starvation Study (1944)
- Established the connection between diet and heart disease in the Seven Countries Study (1967)
- Established the first U.S. Ph.D. program in epidemiology (1958)
- Conducts one of the largest HIV/AIDS studies in the world, involving 120 countries
- Trains the majority of the public health workforce in the Upper Midwest
- Was the first school of public health in the country to require a course in ethics

### Academic Health Center (AHC)
The School of Public Health is one of the six schools and colleges that make up the Academic Health Center at the University of Minnesota. The others include the disciplines of medicine, dentistry, nursing, pharmacy, and veterinary medicine. Strong interdisciplinary centers and programs in bioethics, cancer, genomics, infectious disease, drug design, food safety, and spirituality and healing augment the broad range of professional health education and research efforts.

## 1.2 School of Public Health Student Services Office

**Office Hours**
Monday – Friday, 7:45 AM - 4:30 PM

**Location**
Mayo Memorial Building, Room D305

**Telephone**
612.626.3500 or 800.774.8636

**Fax**
612.624.4498

**E-Mail**
sph-ssc@umn.edu

**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 assists students with all phases of their academic journey. The SSC staff works 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.
We coordinate many functions including:

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

## Career Services

Career Services, located in Mayo D305, offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from internships to fellowships to full-time career positions.  As a student and later as an alumnus/alumna, you are able to take advantage of the following free resources to help you achieve your career goals:

### Career Services Website
The Career Services Web site at www.sph.umn.edu/career has many links to help you start your new career, including:

- Our online job posting system listing internships, graduate assistantships and fellowships, and career opportunities.
- A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world.
- Links to numerous public health organizations that will help you become familiar with professional membership and career opportunities in public health.
- General career-related links and tip sheets on a variety of job-search related topics.

### Career Resource Center
The Career Resource Center (located in Mayo D-305) is filled with information to help you in your job search efforts. You will find handouts, books, DVDs, and other resources to provide guidance on networking, resume writing, interviewing and negotiating, job and internship opportunities.

### Our Staff
Barbara Laporte, Director of Career Services for the School of Public Health, has a Master's degree in Human Development and has been with the SPH since 2003.  Mary Dwyer, Career Counselor, has a Master's degree in Human Resource Development with an emphasis in Career Development and joined the staff in 2009, primarily to serve Health Policy and Management students and alumni.  Both Barbara and Mary have significant experience serving the career needs of diverse populations in academia, non-profits, and the private sector.

Kristina Pearson, Career Services Student personnel Coordinator, earned her B.A. in Journalism and Mass Communication from the University of Minnesota.  She is available to help you schedule appointments, sign out materials, and use technical resources.

### Individual Appointments
You may schedule individual appointments with Barb or Mary to discuss any career-related issues, from creating a top-notch resume to ideas for field experiences to interviewing to negotiating job offers.  To schedule an appointment, please email Barb at blaporte@umn.edu, Mary at dwyer012@umn.edu; or Kristina at pearson@umn.edu.

### Other Resources
Throughout the year, you will have the opportunity to take advantage of other career-related events.  In the fall, you may choose to attend the Etiquette Dinner, participate in the Mentor Program, and attend the Field Experience Fair. Other activities will be announced via e-mail, and may include employer visits, alumnae panel discussions, and campus-wide career fairs.

You are on your way to an exciting and fulfilling career! We look forward to helping you get started!

## Recruitment Services

The Recruitment Services Office seeks to make the School of Public Health a welcoming place to all prospective students and is the center for recruitment activities at the School of Public Health. Recruitment staff meets with prospective students to learn about their interests and goals, and discusses the School of Public Health's learning opportunities. Recruitment Services also coordinates preview days, information sessions, and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

**Student Services Staff**

**Barbara Laporte**
Director of Career Services
612.626.5443
blaporte@umn.edu

**Carol Francis**
Assistant Director of Student and Academic Service
612.624.6952
franc004@umn.edu

**Guy Piotrowski**
Coordinator for Applications and Admissions
612.624.1991
piotr005@umn.edu

**Kristina Pearson**
Exec Oper/Student Services Specialist, Career Services
612.626.8908
pearson@umn.edu

**Lori Herzog**
Assistant to the Director of Recruitment Services
612.624.2494
herzo086@umn.edu

**Mary Dwyer**
Career Consultant
612.626.4448
dwyer012@umn.edu

**Mary Ellen Nerney**
Sr. Director of Education Operations
612.626.5005
nerne002@umn.edu

**TBA**
Director of Student Recruitment
612.624.0601

**Sue Lewis**
Principal Office and Administrative Specialist
612-624-7660

# 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 learn from the professional experiences of their mentors, and mentors 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 www.sph.umn.edu/alumni/mentor/home.html.

# 1.4   SPH Student SPHere

Make use of the SPH Student SPHere (Commons) to relax or study with your student colleagues. All students actively registered in an SPH degree program have access to the SPH Student SPHere (Mayo A150) via their 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, and wireless internet.
- Study room with tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) 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 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.

Printing in the SPHere

The School of Public Health (SPH) is provides $100 worth of printing (1,000 pages) for the year on your U Card. This value can ONLY to be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer labs, including libraries.

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the $100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit www.gophergold.umn.eduhttp://www.gophergold.umn.edu/.

If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3663.

## 1.5   Complaints and Grievances

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

- provide comments on the annual student survey (in May)
- meet with your advisor and/or major coordinator
- raise the issue with your major chair or director of graduate studies, either individually or in a meeting set up for this kind of feedback

The SPH takes all student input seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Mary Ellen Nerney, Sr. Director of Education Operations, at nerne002@umn.edu.

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

## 1.6   Field Experience Contract

All students completing a required field experience must complete a contract prior to beginning the experience. The online contract form provides streamlined, comprehensive for you, your preceptors, and your faculty advisor. Please refer to the current student Web site for this and other resources related to the field experience. http://www.sph.umn.edu/current/fe/student/home.html.

## 1.7   Community Engagement Contract

Many students in the School of Public Health volunteer in the community. Liability insurance is available through the University provided that the student registers for PUBH 0020 (a zero credit class), and has the approval of their

academic faculty advisor.  Registration for PubH 0020 will be officially documented on the student's transcript; however, the zero credit course has no tuition, no fees, no credits, and no grades.  It is important to understand that a zero credit registration for a community engagement activity is not a substitute for a required course or field experience.

To access liability insurance students must register for PubH 0020 for each semester in which they are volunteering. To register for PUBH 0020 students must contact Mary Ellen Nerney, Sr. Director of Education Operations, for a permission number.  Students are required to provide information about the experience by completing the Community Engagement Contract available at http://www.ahc.umn.edu/sphcommunity.  The contract is complete once it has been approved by the student's advisor and the Senior Director of Education Operations.

To complete the Student Engagement Contract a student must provide the following information:

Name of the organization

> Address
>
> Organization phone number
>
> Supervisor within the organization
>
> Description of the activity
>
> Description of how this activity relates to their development as a public health professional
>
> Semester and date of experience

 Electronic signature of academic advisor

# 1.8  Online Courses

WebCT is the course management software used by the University of Minnesota 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

Once you register for classes, you will be given access to an orientation specific to School of Public Health online courses. A general WebCT tutorial is also available.  Neither of these orientations are mandatory but may prove helpful to those with little or no experience with online courses.

# 1.9   Course Evaluations and Annual 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. Evaluations are 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.

# 1.10  The Roles of Your Advising team

The School of Public Health provides 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 to provide 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.  Your program coordinator is your first point of contact for these questions

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.  Students find their faculty advisors, coordinators and career services staff helpful in answering these questions.

3. **Field Experience/Internship/Practicum Advising**:  specific and targeted advising for field experience/internship/practicum development, placement and completion.  Your faculty advisor can assist you as you select the type of field experience that would best match your goals.  Career Services staff can help you to learn how to network with other students and alums to explore possible field experiences sites.

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.  Your faculty advisor will assist you in developing a direction for your project or dissertation.

## 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.

# 2. THE UNIVERSITY OF MINNESOTA

## 2.1 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:

1. **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.

2. **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.

3. **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 individuals within its community.

## 2.2 Twin Cities Campus

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.

## 2.3   U of M Services

**One Stop**                                                                  onestop.umn.edu
The first resource for students having a question about the University is 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/initiate
Each student attending the University of Minnesota must set-up a student internet/e-mail account by going to www.umn.edu/initiate or by calling the Technology Help Line at 612.301.4357 (1-HELP).

**All SPH students are required to use their University of Minnesota e-mail account.** Course lists, immunizations,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/info/publabs.html  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 these features:

- myU Portal – myu.umn.edu
- Portfolio – https://portfolio.umn.edu/portfolio/index.jsp

**myU Portal**                                                               myu.umn.edu
The myU web portal permits you to:

- Sign-in once to access all major applications
- Receive personalized information
- Create a custom news page from over 200 news channels
- Set-up secure areas to discuss, share, and collaborate.

myU can be personalized based on your role as a student in the School of Public Health and Academic Health Center (AHC). The myU portal view currently serves students, faculty, and staff in AHC collegiate units. It provides information to students in AHC affiliated colleges that is personalized to the level of specific academic program and, in some cases, to their year in the program. The School of Public Health and AHC are using myU as a method of communicating with students.

**Portfolio**                                                                portfolio.umn.edu
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**

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.

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
>
> 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

**Services**
> Contraceptive Services
> Immunization Services
> Massage Therapy Services
> Nutrition Services
> ▪ Pediatric Services Immunizations

- ▪ Nursing Mothers Room

**Testing Services**
- ▪ HIV Testing and Counseling
- ▪ Pregnancy Testing
- ▪ STI Testing

**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

### Mental Health Resources

Financial challenges, isolation, cultural changes, academic stress, and other pressures on graduate students can create health issues. Please seek assistance before you feel overwhelmed. Resources include:

- ▪  Boynton Health Service Mental Health Clinic www.bhs.umn.edu/services/mentalhealth.htm
- ▪  International Student and Scholar Services counseling www.isss.umn.edu/services/advising/personal.html

Your advisor or major coordinator can also help lead you to appropriate resources.

## International Student and Scholar Services                     www.isss.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.

## University Libraries                                      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. In addition the library provides numerous resources and services such as library instructional classes, research workshops, reference consultations, library mediated searches, and citation clarification. The Mathematics library (math.lib.umn.edu/index.phtml), located in Vincent Hall, contains materials in the area of mathematics and statistics.

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

Lisa McGuire, a reference librarian which a focus on public health, has designed a great online tutorial to help you become familiar with the available resources. Go to http://blog.lib.umn.edu/lmcguire/publichealthliaison

## Disability Services                                                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 meetings 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, Suite180, 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 Busses
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 http://www1.umn.edu/pts/upass.htm.

### 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.tc.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                                             http://events.umn.edu/aroundtown
(web links to local/community events around the Twin Cities area)

## 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                                           writing.umn.edu
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.ucs.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.

**Expression Connection for Nursing Mothers**                  www.bhs.umn.edu/services/expression.htm

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 emailing bellx024@umn.edu.

**GLBT Programs Office**                                                     www.glbta.umn.edu

Through its various services, the GLBT Programs Offices 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.

**Housing**                                                                www.housing.umn.edu

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

**Maps**                                                                  onestop.umn.edu/Maps/

Find the way to any University building.

**Office for University Women**                                            www.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.

**Office of Equal Opportunity and Affirmative Action**                     www.eoaffact.umn.edu

The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies.

**Online Writing Center**                                                     writing.umn.edu

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.

**Police**                                                                www.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 Center**                                                            www.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**                                          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 Unions and Activities Office**                                          www.sua.umn.edu

The Student Unions and Activities Office 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 the Student Unions and Activities Office, 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 Conflict Resolution Center**                                          www.sos.umn.edu

The Student Conflict Resolution Center assists students in resolving campus-based problems and concerns through coaching, intervention and mediation by Ombudsman and Advocacy staff.

**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.

# 3.  REGISTRATION

## 3.1   Full-Time Status

MPH and Certificate students need to register for at least nine (9) credits in fall and spring 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.

In summer MPH students must be registered for 6 credits to be considered fulltime and 3 credits to be considered halftime.

**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.

## 3.2   Registration Process

### Step One

View the Class Schedule for each term on the web at 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 onestop.umn.edu.
- You can find your registration queue date and time on the web at onestop.umn.edu.
- You will need your x.500 login and password to register. If you have forgotten your password, call 612.301.4357 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 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.

# 3.3    Grade Option Changes, Course Additions and Withdrawal

**Change of Grade Option**
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

**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. Adding a course for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

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

**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. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

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.

2. 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.

3. 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.

4. 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.

# 4. TUITION, FEES, BILLING, AND FINANCES

## 4.1 Tuition and Fees

**Tuition figures based on 2009-10. This publication was produced prior to the release of 2010-2011 tuition amounts**

|  | Resident | Non-Resident |
|---|---|---|
| **School of Public Health (MPH and Certificate students)** | | |
| Per credit | $607.00 | $821.00 |
| **School of Public Health (MHA full-time students)** | | |
| Per credit | $607.00 | $821.00 |
| **School of Public Health (MHA executive students)** | | |
| Per credit | $990.00 | $990.00 |
| **Graduate School (MS and PhD students)** | | |
| 1-5 credits (per credit) | $934.00 | $1,525.00 |
| 6-14 credits (flat rate) | $5,606.00 | $9,155.00 |
| Each credit over 14 (per credit) | $934.00 | $1,525.00 |

### Fees

| Fee | Students Assessed | Frequency | # of Credits | Amount |
|---|---|---|---|---|
| SPH Technology Fee | All students | per term | 1-5 credits | $100.00 |
| | | | 6 or more credits | $130.00 |
| University Fee | All students | per term | 1-9 credits (per credit) | $60.00 |
| | | | 10 or more credits (flat rate) | $600.00 |
| University Student Services Fee* | All students | per term | 6 or more credits | $348.00 |
| AHC Student Health Benefit Plan | See section 5.6 of this guidebook. | | | |

*Students may be assessed other fees each semester. Please go to onestop.umn.edu for complete tuition and fee information.

## 4.2 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 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 onestop.umn.edu. Questions on billing and fee statements can be referred to helpingu@umn.edu.

## 4.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education as well as estimations of living expenses can be found at www.sph.umn.edu/students/studentservices/incoming/tuition/home.html. Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at onestop.umn.edu or by e-mailing helpingu@umn.edu.

Students having questions about the status of their financial aid should refer to the appropriate contact below:

| Aid Type | Contact | E-mail address |
|---|---|---|
| Division/Major Specific Awards and Traineeships, the Dean's Scholarship | Your Major Coordinator | |
| Medica Scholarships, and scholarships that support specific US minority groups | SPH Student Services | Sph-ssc@umn.edu |
| Federal Loans, Financial Aid Package | Rockne Bergman* U of M Office of Student Finance Administration | r-berg@umn.edu |

*Rockne Bergman holds walk-in office hours in MoosT 2-693 on M, W, and Th from noon to 4:00 p.m.

## 4.4    Graduate Assistantships

Many SPH students use graduate assistantships to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Degree-seeking students in the SPH registered for six or more credits, including international students, are eligible to apply for any assistantship on campus. Because many assistantships are funded by grants, the vigorous research activity of SPH faculty makes available numerous opportunities in the school.

Graduate assistantships include an hourly wage, tuition benefits, subsidized insurance coverage, and may include resident tuition rates for student and dependents.

For graduate assistant policies and benefits, go to  www1.umn.edu/ohr/employment/index.html .

The tuition benefits are particularly attractive to students. Graduate assistants who work at least 25% time from the beginning to the end of the official semester appointment dates are eligible to receive tuition benefits (tuition remission and resident rates) during that semester. The tuition remission does not cover fees. The maximum tuition benefit is defined by the Graduate School tuition plateau. For 2008-09, the tuition plateau cap was $5,231.00 per semester for a 50% appointment. MPH students may calculate your tuition with the following method:

- Multiply your actual appointment percentage times two to determine tuition benefit percentage
- Multiply the maximum tuition benefit by your calculated tuition benefit percentage
- Subtract this amount from your total tuition (number of registered credits times $566.00 resident or $764.00 nonresident tuition).
- 

**The example below is based on 2009-10 information since tuition rates for 2010-2011 were not set at the time this guide was of published.**

**Example 1: 25% appointment**

| 25% | (Appointment Percentage) |
|---|---|
| X 2 | |
| 50% | (Tuition Benefit Percentage) |

| $5,606.00 | (Maximum 2009-2010 Tuition Benefit) |
|---|---|
| X      50% | (Tuition Benefit Percentage) |
| $2,803.00 | (Tuition Benefit) |

| $7,284.00 | (12 cr. at $607.00 SPH resident rate) |
|---|---|
| - 2803.00 | (Tuition benefit) |
| $4,481.00 | (Tuition billed to student) |

**Example 2: 50% appointment**

| 50% | (Appointment Percentage) |
|---|---|
| X 2 | |
| 100% | (Tuition Benefit Percentage) |

| $5,606.00 | (Maximum 2008-09 Tuition Benefit) |
|---|---|
| X      100% | (Tuition Benefit Percentage) |
| $5,606.00 | (Tuition Benefit) |

| $7,284.00 | (12 cr. at $607.00 SPH resident rate) |
|---|---|
| - 5,606.00 | (Tuition benefit) |
| $1,678.00 | (Tuition billed to student) |

# 5.   UNIVERSITY GUIDELINES AND POLICIES

## 5.1   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://writing.umn.edu/tww/plagiarism/definitions.html. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to tutorial.lib.umn.edu.

## 5.2   University of Minnesota Board of Regents' Policies

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

We encourage students to read the policies and ask that they particularly become aware of the following policies reprinted here in a slightly different format:

**University of Minnesota Board of Regents Policy**
**Student Conduct Code**
**Adopted:** July 10, 1970
**Amended:** December 13, 1974; March 11, 1994; June 13, 2003, December 8, 2006
**Supersedes:** (see end of policy)

**SECTION I. SCOPE.**
This policy applies to all students and student organizations at the University of Minnesota (University).

**SECTION II. JURISDICTION.**
The Student Conduct Code (Code) shall apply to student conduct that occurs on University premises or at University-sponsored activities. At the discretion of the president or delegate, the Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:
(a) constitutes a criminal offense as defined by state or federal law, regardless of the existence or outcome of any criminal proceeding; or
(b) indicates that the student may present a danger or threat to the health or safety of the student or others.

**SECTION III. GUIDING PRINCIPLES.**
(a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
(b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
(c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
(d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
(e) The University is dedicated to the rational and orderly resolution of conflict.

**SECTION IV. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.**
Students are both members of the University community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the University. By enforcing its Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action. Determinations made or sanctions imposed under the Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

**SECTION V. DISCIPLINARY OFFENSES.**
Any student or student organization found to have committed or to have attempted to commit the following misconduct is subject to appropriate disciplinary action under this policy:

**Subd. 1. Scholastic Dishonesty.** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials

without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

**Subd. 2. Disruptive Classroom Conduct.** Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

**Subd. 3. Falsification.** Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

**Subd. 4. Refusal to Identify and Comply.** Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by an authorized University official.

**Subd. 5. Attempts to Injure or Defraud.** Attempts to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.

**Subd. 6. Threatening, Harassing, or Assaultive Conduct.** Threatening, harassing, or assaultive conduct means engaging in conduct that endangers or threatens to endanger the health, safety, or welfare of another person, including, but not limited to, threatening, harassing, or assaultive behavior.

**Subd. 7. Disorderly Conduct.** Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

**Subd. 8. Illegal or Unauthorized Possession or Use of Weapons.** Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

**Subd. 9. Illegal or Unauthorized Possession or Use of Drugs or Alcohol**. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

**Subd. 10. Unauthorized Use of University Facilities and Services.** Unauthorized use of University facilities and services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently-through deceit, unauthorized procedures, bad checks, or misrepresentation-goods, quarters, services, or funds from University departments or student organizations or individuals acting in their behalf.

**Subd. 11. Theft, Property Damage, and Vandalism.** Theft, property damage, and vandalism include theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

**Subd. 12. Unauthorized Access.** Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

**Subd. 13. Disruptive Behavior.** Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other

individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

**Subd. 14. Hazing**. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the mental or physical health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

**Subd. 15. Rioting**. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

**Subd. 16. Violation of University Rules.** Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

**Subd. 17. Violation of Federal or State Laws.** Violation of federal or state laws means engaging in conduct that violates a federal or state law, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

**Subd. 18. Persistent Violations.** Persistent violations means engaging in repeated conduct or action in violation of this Code.

**SECTION VI. SANCTIONS.**
The following sanctions may be imposed upon students or student organizations found to have violated the Code:

**Subd. 1. Warning.** A warning means the issuance of an oral or written warning or reprimand.

**Subd. 2. Probation.** Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

**Subd. 3. Required Compliance.** Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

**Subd. 4. Confiscation.** Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

**Subd. 5. Restitution**. Restitution means making compensation for loss, injury, or damage.

**Subd. 6. Restriction of Privileges.** Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

**Subd. 7. University Housing Suspension.** University housing suspension means separation of the student from University Housing for a defined period of time.

**Subd. 8. University Housing Expulsion.** University housing expulsion means permanent separation of the student from University housing.

**Subd. 9. Suspension.** Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

**Subd. 10. Expulsion.** Expulsion means the permanent separation of the student from the University.

**Subd. 11. Withholding of Diploma or Degree.** Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

**Subd. 12. Revocation of Admission or Degree.** Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

## SECTION. VII. INTERIM SUSPENSION.
The president or delegate may impose an immediate suspension on a student or student organization pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student organization poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student organization may be denied access to all University activities or privileges for which the student or student organization might otherwise be eligible, including access to University housing or property. The student or student organization has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.

## SECTION VIII. HEARING AND APPEALS OF STUDENT DISCIPLINE.
Any student or student organization charged with violation of the Code shall have the opportunity to receive a fair hearing and access to a campus-wide appeal. To safeguard the rights of students and student organizations, the president or delegate shall ensure that each campus has an appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student organization alleged to have violated the Code and shall provide for resolution of cases within a reasonable period of time.
The appeals procedure must describe:
(a) grounds for an appeal;
(b) procedures for filing an appeal; and
(c) the nature of an appellate review.

## SECTION IX. DELEGATION OF AUTHORITY.
The president or delegate shall implement this policy, including publishing and distributing the Code and the procedures governing the student disciplinary process at the University.

**SUPERSEDES:** Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated Febru 1979.

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**University of Minnesota Board of Regents Policy**
**Sexual Harassment**
**Adopted:** December 11, 1998

### SECTION I. DEFINITION.

**Subd. 1. Sexual Harassment.** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;

(2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

**Subd. 2. Member of the University Community.** "Member of the University community" or "University member" means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

**SECTION II. POLICY.**

**Subd. 1. Prohibition.** Sexual harassment by or toward a member of the University community is prohibited.

**Subd. 2. Responsibility to Report.** Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

**Subd. 3. Administrative Responsibility.** Each campus must adopt procedures for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

**Subd. 4. Disciplinary Action.** A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

## 5.3    Scholastic Dishonesty and Plagiarism

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Conduct and Academic Integrity (OSCAI, www1.umn.edu/oscai/).

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

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

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

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

## 5.4    University Senate Uniform Grading & Transcript Policy

**Note:** The following is an abbreviated version of the University Senate Uniform Grading and Transcript Policy that can be found at www.umn.edu/usenate/usen/policies.html.

### General Provisions
1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses), and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course.

2. Interpretation by the Committee on Educational Policy: The policy does not require any instructor to use pluses and minuses.

3. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students and to its faculty, consistent with the provisions of this policy. Any college, campus, or program may specify what courses or proportion of courses taken by its students or its prospective students must be on one or the other grading system. No campus, college, or program is required to

offer a course on the S-N grading system. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.

4.  When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).

5.  The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

## Permanent Grades for Academic Work

1.  There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

| A | 4.00 | Represents achievement that is outstanding relative to the level necessary to meet course requirements. |
|---|---|---|
| A- | 3.67 | |
| B+ | 3.33 | |
| B | 3.00 | Represents achievement that is significantly above the level necessary to meet course requirements. |
| B- | 2.67 | |
| C+ | 2.33 | |
| C | 2.00 | Represents achievement that meets the course requirements in every respect. |
| C- | 1.67 | |
| D+ | 1.33 | |
| D | 1.00 | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| S | | Represents achievement that is satisfactory, which is equivalent to a C- or better. |

2.  There are two permanent grades given for a single course for which no credit shall be awarded and which will be entered on a student's official transcript.

| F | 0.00 | Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average. |
|---|---|---|
| N | | Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average. |

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.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

3.  In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]

4.  Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

    All special grade point averages calculated at the request of a college or unit, if approved by the appropriate chancellor, provost, or vice president, will be accommodated by the Office of the Registrar in such a manner that they do not appear on the student's official transcript or any unofficial transcript which might be issued.

## Other Transcript symbols

### Incomplete [I]
There shall be a temporary symbol I, **incomplete**, awarded to indicate that the work of the course has not been completed.   The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

For graduate/professional students, an I is to remain on the transcript until changed by the instructor or department.

When an I is changed to another symbol, the I is removed from the record.

A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.

**Interpretation of Policy on Incompletes for Students Called to Active Military Duty**
When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

### Transfer [T]
There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

### Withdrawal [W]
If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript.  There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

*See *section 3.3* for the School of Public Health withdrawal process.

### Continuation [X]
There shall be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each X when the student has completed the sequence.

### In Progress [K]
There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

## Other Provisions

### Bracketing (repeating) Courses

An MPH or Certificate student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. All such courses falling under this provision must be approved by the college*.

MS and PhD students are not allowed to repeat a course.

*In the case of the School of Public Health, this approval must come from the Dean and, in some cases, the Major Chair or DGS. Students should see their Major Coordinator for further information.

### Course Prerequisites

Any college or campus may set special scholastic or other standards for registration in a particular course, for scholastic probation, admission, honors, continued residence, degrees, and other purposes they deem appropriate.

### Grade Submission

All grades for all courses each term shall be submitted to the Office of the Registrar no later than 72 hours after the last final examination for that term. Students can view their grades online at http://onestop.umn.edu 24 hours after they are posted by the course instructor.

## 5.5   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/index.htm.

### Benefits

The 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 2010 (incoming students)
- Ongoing health care coverage will be offered to students after graduating, through the University of Minnesota Conversion Plan

### 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.

## 5.6    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 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.

### HIPPA (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.

Login to www.ahc.umn.edu/privacy/training/sectraining/home.html, click on myU.umn.edu and select **my Worklife** link to complete the training.

## 5.7    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.

## 5.8    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.

## 5.9    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](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](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

## 5.10   International Student Requirements

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

# 6. GROUPS, ASSOCIATIONS, AND SOCIETIES

## 6.1 Student Groups

**School of Public Health Student Senate**          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. They participate in volunteer activities around the Twin Cities, organize social events, and address student needs and concerns to the School and the divisions.

The SPH Student Senate welcomes 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.

The student senate officers for the 2009-2010 academic year are:

| Office | Name | Email Address |
|---|---|---|
| President | Ania Urban | urba0101@umn.edu |
| Vice-President | Meghan Mason | maso0299@umn.edu |
| VP for Committees and Divisions | Samuel Lee | leex4900@umn.edu |
| Secretary | Laura Perdue | perdu011@umn.edu |
| Treasurer | Deepa Mekala-McGriff | meeka0006@ 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.  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
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.

**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.sua.umn.edu/groups/
More than 400 student groups on campus are registered with the University's Student Unions and Activities Office, 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.

## 6.2  Public Health Related Associations and Agencies

**Minnesota Public Health Association (MPHA)**                               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.

**American College of Healthcare Executives**                               www.ache.org

The American College of Healthcare Executives is an international professional society of more than 30,000 healthcare executives who lead hospitals, healthcare systems and other healthcare organizations.

## 6.3  Alumni Societies

**School of Public Health Alumni Society**                               www.alumni.umn.edu
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!

The Alumni Association of the University of Minnesota MHA Program was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. There are over 1,600 members. The Association supports MHA students through scholarships, and

# 7. DIVISION OF HEALTH POLICY AND MANAGEMENT

## 7.1  Introduction

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

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

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

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

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

Policies and requirements vary by degree and program.

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

Students in the MS and PhD degree programs currently have dual association with the SPH and the Graduate School. MS and PhD students are required to adhere to Graduate School regulations and degree milestones, and pay tuition based on the Graduate School rates.

*IMPORTANT NOTE: The Graduate School is expected to transfer all administrative control of the MS degree to the SPH sometime during 2011. Contact the MS and PhD in HSRP&A program coordinator, Maureen Andrew, for information.*

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

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

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

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

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

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

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

**Work in Progress Seminars (WIP)** - Work in Progress Seminars feature Division faculty, visiting colleagues, and other University faculty, students and research staff. These seminars provide an opportunity to discuss current work and share ideas.  Seminars take place on Wednesdays, between 12:00-1:15 PM. The location, exact time, and topic will be announced prior to each seminar. Dates of each seminar during the 2010-11 academic year as follows:

| 2010 | 2011 |
|------|------|
| September 15, 22, 29 | January 19, 26 |
| October 6, 13, 20, 27 | February 2, 9, 16, 23 |
| November 3, 10, 17 | March 2, 9, 23, 30 |
| December 1, 8 | April 6, 13, 20, 27 |
| | May 4 |

*Dates subject to change*

# 7.2  Joint/Dual Degree and Collaborative Programs

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

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

- MPH in Public Health Administration and Policy (PHAP)
- MHA in Healthcare Administration (MHA)
- MS in Health Services Research, Policy, and Administration (HSRP&A)
- PhD in Health Services Research, Policy, and Administration (HSRP&A)

The joint degree requires separate applications to the Law School (which includes completion of the LSAT entrance exam) and the School of Public Health.

MS and PhD programs in HSRP&A (requires the GRE entrance exam)

MPH in PHAP: Requires either the GRE, GMAT, LSAT, or MCAT

MHA Requires either: GRE or GMAT

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

PHAP students may also contact major coordinator, Drew Hatton at: hatton@umn.edu .

MHA students may contact major coordinator, Diane McClellan at: mccle005@umn.edu

MS and PhD students may contact major coordinator, Maureen Andrew, andre031@umn.edu.

## Master's of Public Policy and Master's of Health Services Research, Policy and Administration (HSRP&A) Joint Degree
The joint MPP/MS combines the skill and knowledge sets of public policy and health services research, policy and administration. The joint curriculum prepares graduates with the skills necessary to carry out research, formulate policy options, carry out sophisticated empirical studies, analyze results, shape and implement policies, evaluate policies once implemented, and work effectively in the public arena.

For more information see http://www.hhh.umn.edu/index.php.

MS and PhD students may also contact coordinator, Maureen Andrew, andre031@umn.edu.

## Medical Degree and PhD in Health Services Research, Policy and Administration
Medical School requires the completion of the MCAT entrance exam. See the Medical School website for more information at http://www.med.umn.edu/mdphd/

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

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

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

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

For more information, students may also contact Lynnette Redd, Student Services Director, at: reddx010@umn.edu

## Doctoral Program in Occupational Health Services, Research and Policy
This option is a collaboration between the PhD program in HSRP&A and the doctoral program in the division of Environmental and Occupational Health Sciences. The program's curriculum integrates statistics, research design, sampling, survey methodology, economics, occupational and environmental epidemiology, toxicology, exposure assessment, and policy.

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

## Collaboration with Applied Economics and the HSRP&A Doctoral Program
The Division of Health Policy and Management is a co-sponsor of the Applied Economics Graduate Program, a unique partnership of applied economists in four units within the University of Minnesota. Students in this program major in applied economics and complete a concentration in health economics in the Division of HPM. Interested students should contact the department of Applied Economics for more information at: apecdgs@umn.edu and see their webpage at: http://www.apecgrad.umn.edu/

## University Partnership with Health Informatics (UP-HI)

UP-HI (University Partnership for Health Informatics) has been created to educate new health professionals who can assist in the transition from paper to digital records – in the form of patients' electronic health records, prescriptions, best treatments/therapies and more. UP-HI has partnered with the MS program in Health Services Research, Policy and Administration, and has provided opportunities for up to three students to obtain additional training in health

informatics. UP-HI scholars complete the standard MS core curriculum, and fulfill the required nine elective credits with coursework in health informatics. In addition, UP-HI scholars participate in a virtual journal club and receive mentoring.

## 7.3  Division Travel Policy for HPM Division Students

NOTE: There are no Division funds to cover student travel during 2010-2011. However, PhD students who have an AHRQ/NRSA Training Grant receive a travel allowance as part of their aid package. The policy and procedures below apply to them. Please contact the PhD coordinator, Maureen Andrew for more information.

All students must obtain pre-approval for all travel reimbursement.
**For Pre-approval**: Students obtain an Employee Expense Worksheet from the PhD coordinator, fill out the form with expected expenses, and meet with the PhD coordinator to review the proposed expenses. Then meet with the appointed HPM accountant for the pre-approval.  At that point is OK to make your travel arrangements.

**For Reimbursement**: Upon returning from the travel, provide original receipts and a final copy of the Employee Expense Worksheet with actual amounts spent. Meet with Patty Homyak, Mayo D382 Mayo, for final approval. Her email is homya001@umn.edu.

## 7.4  PLAGIARISM

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

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

This sort of unacceptable behavior can take several forms:

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

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

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

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

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

If you have questions about what constitutes plagiarism or academic dishonesty, you should talk with your faculty advisor or you might want to look at the following web site: http://tutorial.lib.umn.edu/infomachine2367.html

**For Additional Information:**

**University of Minnesota Center for Writing** is an excellent resource for all types of writing support, including definitions and examples of plagiarism. See: http://writing.umn.edu/

**Office for Student Conduct and Academic Integrity (OSCAI)** provides resources that help students identify and understand inappropriate behaviors, and resolves complaints of student conduct brought forth by faculty, instructors, and departments. This includes plagiarism, cheating, and non-scholastic inappropriate behavior. The OSCAI will investigate complaints and serve as the judicial body that will reach a resolution. The OSCAI also works with the Campus Committee on Student Behavior that conducts a hearing for cases that the OSCAI is unable to resolve. For more information see: http://www1.umn.edu/oscai/index.html

A copy of the University Student Conduct Code can be found on pages 24-28, section 5.2 of this Guidebook.

## 7.5 DIVISION POLICIES ON GRADUATE ASSISTANTSHIPS

**Tuition Benefits:** The purpose of this policy is to clarify tuition reimbursement guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management. (See page 22, section 4.4 for additional information).

In order to hold a graduate assistantship during fall or spring semester, students are required to be registered for credit, (audit registration is not acceptable). Six credits of registration is required for all students except for Advanced Master's and Ph.D. candidate students who may be eligible for a special Full Time Status with One Credit Registration. To register for this special status, a permission form is required that can be found on the Graduate School website: www.grad.umn.edu. Registration during May Intersession and summer term are not required to hold an assistantship.

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

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

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

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

| Degree Status of Student | Salary Level |
|---|---|
| Baccalaureate degree | Floor level of University range |

| Master's degree | Mid-level of HPM range |
|---|---|
| PhD student without a Master's degree who has completed all preliminary written exams | Mid-level of HPM range |
| Doctoral/Professional degree (relevant field) | Up to top of University range - at Principal Investigator's discretion |

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

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

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

## 7.6  HPM Division Faculty and Coordinator Staff

### Faculty

| Faculty | Title | Office Location | Phone | E-mail Address |
|---|---|---|---|---|
| Jean Abraham, PhD | Asst. Professor | 15-227 PWB | 625.4375 | abrah042@umn.edu |
| Katy Backes Kozhimannil, PhD | Assistant Professor | TBD | TBD | kbk@umn.edu |
| Jim Begun, PhD | Professor | D262 Mayo | 624.9319 | begun001@umn.edu |
| Lynn Blewett, PhD | Associate Professor | 15-217 PWB | 626.4739 | blewe001@umn.edu |
| Kathleen Call, PhD | Assoc, Professor, DGS | 15-223 PWB | 624.3922 | callx001@umn.edu |
| Jon Christianson, PhD | Professor | 15-225 PWB | 625.3849 | chris001@umn.edu |
| Bright Dornblaser, MHA | Professor Emeritus | D275 Mayo | 624-9502 | dornb001@umn.edu |
| Bryan Dowd, PhD | Professor | 15-213 PWB | 624.5468 | dowdx001@umn.edu |
| Roger Feldman, PhD | Professor | 15-210 PWB | 624.5669 | feldm002@umn.edu |
| Susan Foote, JD | Professor Emerita | NA | NA | foote003@umn.edu |
| Judith Garrard, PhD | Professor/Assoc. Dean | A-305 Mayo | 625.8772 | jgarrard@umn.edu |
| Sarah Gollust, PhD | Assistant Professor | 15-230 PWB | 626.2618 | sgollust@umn.edu |
| Ezra Golberstein, PhD | Assistant Professor | 15-213 PWB | 626.2572 | egolber@umn.edu |
| Les Grant, PhD | Assoc. Professor | D262 Mayo | 624-8844 | grant004@umn.edu |
| Robert Kane, MD | Professor | D351 Mayo | 624.1185 | kanex001@umn.edu |
| Rosalie Kane, DSW | Professor | D527 Mayo | 624.5171 | kanex002@umn.edu |
| Pinar Karaca-Mandic | Assistant Professor | 15-228 PWB | 624.8953 | pkmandic@umn.edu |
| John Kralewski, PhD | Professor Emeritus | 15-229 PWB | 624.2912 | krale001@umn.edu |
| Karen Kuntz, ScD | Professor | D360 Mayo | 625.9333 | kmkuntz@umn.edu |
| Ted Litman, PhD | Professor Emeritus | D275 Mayo | 626.7344 | litm001umn.edu |
| Sharon Long | Professor | SHADAC | 624-1566 | slong@umn.edu |
| Donna McAlpine, PhD | Associate Professor | 15-232 PWB | 625.9919 | mcalp004@umn.edu |

| Marshall McBean, MD, MSc | Professor | A369-1 Mayo | 625.6175 | mcbea002@umn.edu |
|---|---|---|---|---|
| Jeffrey McCullough, PhD | Assistant Professor | 15-231 PWB | 625.9328 | mccu0056@umn.edu |
| Ira Moscovice, PhD | Professor/ Division Head | 15-205 PWB | 624.8618 | mosco001@umn.edu |
| Gordon Mosser, MD | Associate Professor | D375 Mayo | 624-4371 | gmosser@umn.edu |
| John Nyman, PhD | Professor | 15-219 PWB | 626.4425 | nyman001@umn.edu |
| Sandra Potthoff, PhD | Assoc. Professor | D262 Mayo | 624.9019 | potth001@umn.edu |
| William Riley, PhD | Assoc. Professor/ Associate Dean | D383 Mayo | 625.0615 | riley001@umn.edu |
| Todd Rockwood, PhD | Associate Professor | C313 Mayo | 625.3993 | rockw001@umn.edu |
| Francois Sainfort | Professor | D 376 Mayo | 626.0929 | Sainf001@umn.edu |
| Tatyana Shippee, PhD | Assistant Professor | D 371 Mayo | 626.3065 | tshippee@umn.edu |
| Robert Town, PhD | Associate Professor | 15-221 PWB | 626.4683 | rjtown@umn.edu |
| Robert Veninga, PhD | Professor Emeritus | NA | NA | venin001@umn.edu |
| Beth Virnig, PhD | Associate Professor | A365 Mayo | 624.4426 | virni001@umn.edu |
| Vern Weckwerth, PhD | Professor | D262 Mayo | 624.9000 | weckw001@umn.edu |
| Douglas Wholey, PhD, MBA | Professor | D373 Mayo | 626.4682 | whole001@umn.edu |
| Daniel Zismer, PhD | Associate Professor | D-362 Mayo | 625.5148 | Zisme006@umn.edu |

## Coordinator Staff

| Staff | Title | Office | Phone | E-mail |
|---|---|---|---|---|
| Lynnette Redd | Student  Services Director | D262 Mayo | 624-9588 | reddx010@umn.edu |
| Maureen Andrew | HSRP&A (MS and PhD) Major Coordinator | D262 Mayo | 624.9432 | andre031@umn.edu |
| Drew Hatton | PHAP Major Coordinator | D262 Mayo | 625.9480 | hatton@umn.edu |
| Diane McClellan | MHA Major Coordinator | D262 Mayo | 626.7349 | mccle005@umn.edu |
| Mona Rath | Program Associate | D262 Mayo | 626.7378 | mrath@umn.edu |
| Megan Gonyo | HPM Coordinator | D 262 Mayo | 625-7096 | mgonyo@umn.edu |
| Rebecca Johnson | Payroll | C-305 Mayo | 624.9480 | johns043@umn.edu |

* All phone numbers are in area code **612**
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# 7.7  HPM Division Course Descriptions

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

**PubH 3801          Health Economics and Policy (3cr)**
Economics of health care markets. Problems faced by consumers/health care services. Builds on principles of supply/demand for health, health care/insurance, and role of government. Theoretical/empirical models/applications.

**PubH 6535          Health Services Accounting (3 cr)**
How markets work, how positive economic rents (profits) are made, and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

**PubH 6541          Statistics for Health Management Decision Making (3 cr)**
Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making.  Lectures and lab exercises.

**PubH 6542          Management of Healthcare Organizations (3 cr)**
Role of the hospital in health services delivery and relationships with other elements of the healthcare system.  Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

**PubH 6544**           **Principles of Problem Solving in Health Services Organizations (3 cr)**
Lectures, seminars, and demonstrations on problem-solving theory and technique. Management problem solving of cases. Solving a management problem within a health services organization and presenting a report.

**PubH 6577**           **Advanced Problem Solving in Health Services Organizations (2 cr)**
Defining, analyzing, and solving significant senior management-level operational or health public policy problems by student groups in Twin Cities health services organizations.

**PubH 6547**           **Healthcare Human Resources Management (2 cr)**
Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

**PubH 6553**           **Health Care Management Ethics (1cr)**
Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

**PubH 6554**           **Healthcare Marketing and Strategy (2 cr)**
Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

**PubH 6555**           **Topics in Health Economics (2 cr)**
This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

**PubH 6556**           **Health and Health Systems (2 cr)**
Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.

**PubH 6557**           **Health Finance I (3 cr)**
Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

**PubH 6558**           **Health Finance II (3 cr)**
Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population- based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.

**PubH 6560**           **Operations Research & Quality in Health Care (2 cr**
Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

**PubH 6561**           **Quantitative Methods Applied to Health Administration Problems (2 cr)**
Applying quantitative methods to secondary data including analysis of cyclicities, data handling systems, linear regression, discriminant analysis and inventory control used in the solution of health problems at various administrative levels.

**PubH 6562**           **Information Technology in Healthcare (2 cr)**
How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

**PubH 6563**           **Integrated Delivery Systems (2cr)**
This course examines the integrated models of health care delivery with an emphasis on: organizational design, governance, operations, strategy, resource development, and the role of "embedded medical practice." A practical and applied "case-based" approach will be applied.

**PubH 6564**           **Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)**
Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

**PubH 6565          Health Care Delivery Design and Innovation (2cr)**
Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

**PubH 6568          Interprofessional Teamwork in Health Care (2cr)**
Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

**PubH 6569          Healthcare Policy (1cr)**
Public policy environment surrounding health care and public health systems. Political context of health policy. Approaches to policy formation/analysis. Tools/strategies for influencing health policy outcomes.

**PubH 6571          Leading Performance Improvement (2 cr)**
Leading Performance Improvement in Health Care, is an elective course for students who intend to lead, design, or staff performance improvement programs in healthcare institutions.

**PubH 6573          The Nature of Clinical Care (2 cr)**
Provides an understanding of clinical care for future health care professionals who are not health care professionals. The primary aim for this course is to enable administrators in health care delivery or public health to feel comfortable in discussing clinical matters with their clinical colleagues and to participate as peers in managing health care performance in hospitals, medical groups, and other settings. The course is also suitable for future health services researchers who do not have clinical backgrounds. Medical terminology, basic human anatomy, common diseases, the scope of practice for medial and surgical specialties, common medical and surgical procedures, and the culture of health care clinical professionals are covered.

**PubH 6574          Managing Medical Practices as Components of Integrated Health Systems (2 cr)**
This course focuses on the management of medical practices that are owned and operated by integrated health systems; to design, strategy and operation of medical practices integrated with hospitals and other components of comprehensive systems of health care; the "embedded: medical practices.

**PubH 6589          Medical Technology Evaluation and Market Research (2 cr)**
Provides knowledge of the skills, data and methodology required to critically evaluate new medical technologies in order to meet financial investment as well as regulatory compliance objectives, such as FDA approval.  This course is designed to provide the analytic tool kit for a manager of a new medical technology to formulate the evaluation necessary  for this enterprise as well as effectively disseminate results in order to get a new product to market.

**PubH 6596          Legal Considerations in Health Services Organizations (3 cr)**
Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

**PubH 6700          Foundations of Public Health (3 cr)**
Organization of public health, predominately in the United States. Role of public health administration. Problem-solving skills necessary for effective administration.

**PubH 6705          Community Health Assessment (3 cr)**
Two of the three core functions of public health: health assessment, assurance. Lectures, discussion, group activities, oral presentations.

**PubH 6711          Public Health Law (2 cr)**
Basic concepts of law, legislative process, and legal bases for existence/administration of public health programs. Legal aspects of current public health issues/controversies, regulatory role of government in health services system.

**PubH 6717 - Decision Analysis for Health Care (2cr)**
Introduction to methods/range of applications of decision analysis and cost-effectiveness analysis in health care technology assessment, medical decision making, and health resource allocation.

**PubH 6721          Leading Collaborations (1 cr)**
How mental health care providers located in individual organizations coordinate their activities so that care of clients is integrated. Coordination of labs and county health departments. Organizations such as rural health networks and community health information networks to achieve community-based goals.

**PubH 6723**       **Lean Management in Healthcare (1 cr)**
Organizing to maximize customer value while minimizing waste. Lean management applied in Phillips Neighborhood Clinic. Observing waste. Developing basic value flow diagrams. Using problem-solving techniques to improve quality continuously.

**PubH 6724**       **The Healthcare System and Public Health (3 cr)**
Overview of health care delivery, finance systems within public health context. Components of health care system: financing, role of employers/public programs, health care delivery system, managed care. Collaborative interventions between managed care, public health.

**PubH 6726**       **Medical Device Industry: Business and Public Policy (3 cr)**
Business, public policy, regulatory, technology management issues concerning medical device/biotechnology industries. Nature/effects of private-public sector interactions. Involvement by leaders in Minnesota organizations.

**PubH 6727**       **Health Leadership and Effecting Change (2 cr)**
Applications of a broad theoretical base in planned change to solve managerial/organizational problems in health professions.

**PubH 6730**       **International Comparative Health Systems (2 cr)**
History/development of health systems from a socio-political perspective. Overview of relative importance and meaning of health outcomes data. Role of WHO. Students use OECD health database.

**PubH 6732**       **Topics and Methods in Global Health Assessment (2 cr)**
Evaluation of health populations relative to specific topics important to global health, including methodology appropriate to examining a particular issue. Focuses on developing countries.

**PubH 6734**       **International Project Planning and Management (2cr)**
Practical skills for work as international project manager. Key international public health issues. Students practice management and work with local nonprofit that works internationally or domestically with refugee and immigrant populations in Minnesota.

**PubH 6741**       **Ethics in Public Health: Professional Practice and Policy (1 cr)**
Introduction to ethical issues in public health practice/policy. Ethical analysis, recognizing/analyzing moral issues.

**PubH 6742**       **Ethics in Public Health: Research and Policy (1 cr)**
Introduction to ethical issues in public health research/policy. Ethical analysis. Recognizing/analyzing moral issues.

**PubH 6744**       **State Health Policy and Politics**
Federal health reform debate and debate over reinstating the MN GeneralAssistance Medical Care program. Intergovernmental relationship between the federal and state governments in health policy and finance; role of state and local policy makers and policy advocates. Political context for state health policy development.

**PubH 6751**       **Principles of Management in Health Services Organizations (2 cr)**
Role of health-care services administrators, principles of management, administrative process. Lectures, case studies.

**PubH 6755**       **Planning and Budgeting for Public Health (2 cr)**
The basic principles of budgeting, planning, forecasting and analyzing with a focus on nonprofit and government organizations are applied to health care administration and public health in a single course.

**PubH 6758**       **Managing Public Health Systems (2 cr)**
Three essential skills are developed within the context of managing and organizing public health core functions and essential services: Problem Solving, Process Management and Quality Improvement, and Collaboration and Partnership Management.

**PubH 6762**       **Health Finance Applications (2 cr)**
Top management perspective of healthcare financial management responsibility in context of strategic issues. Emphasizes balancing theory and applications. Capstone course.

**PubH 6765**       **Continuous Quality Improvement: Methods and Techniques (3 cr)**
Understanding and applying statistical process control techniques to health care management and clinical problems. Provides a comprehensive overview of the history, methods, and issues in quality within the health care system.

**PUBH 6772**       **Health Disparities Capstone Seminar (1 cr)**
This is the capstone course for second year MPH students completing the SPH Health Disparities Interdisciplinary Concentration (HDIC).

**PubH 6780**       **Topics: Public Health Administration and Policy (1-4 cr)**
New courses or topics of interest in public health administration/policy.

**PubH 6800**          **Topics: Health Services Research, Policy and Administration (1-4 cr)**
New courses or topics of interest in public health administration/policy.

**PubH 6801**          **Health and Human Rights (2 cr)**
Explores the relationship of health and human rights in the context of public health. It examines philosophical frameworks and groundings of human rights, development of the nexus between health and human rights, and a variety of historical and contemporary topics at the crossroads of health and human rights.

**PubH 6802**          **Managing Electronic Health Information (3 cr)**
Overview of data collection tools in health care studies. Workflow design. Scanned/faxed, web-based forms. Voice response, palmtop computers, relational databases. Managing workflow. Selecting tools to ensure data quality and low cost. Case studies.

**PubH 6803**          **Conducting a Systematic Literature Review (2cr)**
How to conduct systematic literature review. Draws on skills/experience of staff at Minnesota Evidence-based Practice Center, an AHRQ-funded program

**PubH 6804**          **Community Mental Health (3 cr)**
Provides an overview of social and social-psychological processes that shape the experience of mental health and illness and the consequences of disorders for individuals, families, and communities, and examines these issues in the context of public health rather than attributes of individuals

**PubH 6806**          **Principles of Public Health Research (2 cr)**
Evaluation of public health research literature and planning for independent research projects. Formulation of research question, research design, sampling techniques, use of research concepts, and data analysis. Data collection techniques, including questionnaires, interviews, and data analysis.

**PubH 6809**          **Advanced Methods in Health Decision Science (3cr)**
Methods applicable to issues of medical decision making. Analyses of environmental/safety decisions. How to apply methods at cutting-edge of clinical decision science.

**PubH 6810**           **Survey Research Methods (3cr)**
Theory/application of survey research in data collection. Sampling, item development, instrument design/administration to conduct survey or be aware of issues related to design/implementation. Identification of sources of error in survey research.

**PubH 6811**          **Health Disparities Research: Measures, Methods and Data (2 cr)**
Explore research methods using publicly available data sources.  Course covers conceptualization of disparities, measurement and analytic choices, and debates strengths and weaknesses within topic areas to produce sound decisions in disparities research.

**PubH 6832**          **Economics of the Health Care System (3 cr)**
Development of traditional issues in health economics. Production of health, demand for health capital and health care, insurance theory and markets, managed care, pricing, physician's services, production and costs in health care institutions, role of government, cost effectiveness analysis, reform.

**PubH 6835**          **Health Services Policy (2 cr)**
Social, political, and economic context within which U.S. health-care system developed. Influence of these contextual elements on public policies guiding/regulating organization/delivery of health services.

**PubH 6845**          **Using Demographic Data for Policy Analysis (3 cr)**
How to pose researchable policy questions, locate existing data, turn data into a usable format, understand data documentation, analyze data, communicate findings according to standards of the professional policy community. Quantitative issues.

**PubH 6852**          **Program Evaluation in Health and Mental Health Settings (3 cr)**
Provides an overview of evaluation, models of evaluation, objectives of an evaluative study, sampling of subjects, methods of data collection, methodological designs, interpretation of data, preparation of final report, ethical/political considerations.

**PubH 6855**          **Medical Sociology (3 cr)**
Introduction to common theoretical/empirical approaches used by sociologists to study health/illness. How content reflects social inequalities in health/illness. Social processes that shape experience of health/illness.

**PubH 6861**          **Health Insurance (2 cr)**
Financing personal health care: theory of insurance, health insurance markets, cost sharing, HMOs, PPOs, public and catastrophic health insurance, and the uninsured. Emphasis on public policy.

**PubH 6862**            **Cost-Effectiveness Analysis in Health Care (3 cr)**
Government regulations. New technologies. Diagnosis/treatment protocols. Strengths, limitations, appropriateness of different approaches.

**PubH 6863**            **Understanding Health Care Quality (2 cr)**
Introduction to assessing/assuring quality of care. Emphasizes both process and outcomes approaches, paralleling interest in appropriateness/effectiveness of care. Issues around creating needed behavioral changes.

**PubH 6864**            **Conducting Health Outcomes Research (3 cr)**
Major concepts/principles in conducting health outcomes research that evaluates medical care. Developing study designs matched to research questions. Frequently used study designs. Evaluating health outcomes. Analytical approaches.

**PubH 7596**            **MHA Clerkship (2cr)**
Survey and solution of management problems within a local health services organization, preparation of a formal report.

**PubH 7784**            **Master's Project Seminar: Public Health Administration and Policy (1cr)**
Students participate in exercises to improve written/verbal communication, enhance skills related to giving constructive feedback. Ways that public health administration/policy is practiced. How to integrate knowledge into individually designed master's project.

**PubH 7794**            **Plan B Master's Project: Public Health Administration and Policy (2 cr)**
Students work with their adviser to complete one of three types of master's projects: research project, critical literature review, or applied field project.

**PubH 7796**            **Field Experience: Public Health Administration and Policy (2 cr)**
Supervised public health administration and policy field study in health or public health setting under academic/professional supervision. Emphasizes application of acquired knowledge/skills to relevant issues/problems.

**PubH 8801**            **Health Services Policy Analysis: Theory (3 cr)**
Integrated overview of U.S. health services policy. Related theoretical/empirical literature. Analysis of alternative policy-making models, political/philosophical underpinnings of those models.

**PubH 8802**            **Health Services Policy Analysis: Applications (2 cr)**
Emphasizes relationships between health services research and policy, and uses case studies to examine how research influences policy and vice versa.

**PubH 8803**            **Long-Term Care: Principles, Programs, and Policies (2 cr)**
Long-term care policy for functionally impaired persons, particularly the elderly. Team taught from healthcare and social services perspective; grounded in research literature on evidence of program effects. Innovative programs addressing current fragmentation of services.

**PubH 8805**            **Sociology of Health and Illness (3 cr)**
Affect of social structure on health outcomes/behaviors. Current/historical events/issues from perspective of sociological/social psychological theories. Students apply theories to a topic they identify.

**PubH 8810**            **Research Studies in Health Care (3 cr)**
Introduction to philosophy of science, conceptual modeling, experimental design, survey/sample design, issues relevant to health services research.

**PubH 8811**            **Research Methods in Health Care (3 cr)**
Research methods commonly used in analysis of health services research and health policy problems.

**PubH 8813**            **Measurement of Health-Related Social Factors (3 cr)**
How social factors such as innovativeness, compliance, religiosity, and stress are measured and tested for reliability and validity. Relationships between theory, concepts, variables, data.

**PubH 8820**            **Health Economics I (3 cr)**
Application of microeconomic theory to healthcare decisions of consumers and producers under different assumptions about market structure and behavior.

**PubH 8821**            **Health Economics II (3 cr)**
Examines application of microeconomic theory to health services research through selected reading from published and unpublished health economics literature.

**PubH 8830**            **Writing for Research (2 cr)**
This is the first course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

**PubH 8831                    Writing for Research (2 cr)**
This is the second course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.


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

## 8.1 PROGRAM POLICIES

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

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

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

### Seminar Attendance Required
 MS and PhD students are required to attend Division sponsored seminars. MS students are required to attend four seminars, and PhD students are required to attend all seminars. Students may be excused from attending a seminar if there is a conflict with a class or job.

HPM sponsors two seminar series: Health Services Research seminars (HSR), are offered 2-4 times per year, and the weekly HPM seminar series. See page 38 for the HPM Seminar Series schedule.

### Incomplete Coursework and Required Contract
A on-line contract between the student and instructor is required in order to request an Incomplete ("I") for a course. Incompletes are given the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. Students should discuss the situation with the instructor. The assignment of an "I" requires that a contract be initiated and completed by the student before the last day of class, and electronically signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the

work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/gradespolicy .

## End-of-Semester Course Evaluations (CoursEval)

At the end of every semester, students are invited and encouraged to complete an on-line evaluation for courses taken, in the CoursEval system. Students will get a reminder toward the end of every semester to complete their CoursEval. Student feedback is an important tool that informs the instructors and the SPH of the strengths and weaknesses of the courses. Student feedback is anonymous, as all identifying information is stripped before being made available to SPH instructors and officials. Students will get access to their grades early when the end-of-semester evaluation has been completed. Those who do not complete the evaluation will have to wait two weeks after finals to get access to their grades.

## Minimum Grade Requirements

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

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

## Letter Grades Required

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

## Audited Courses

HPM does not prohibit students from auditing courses, however, audited (not graded) courses cannot be applied toward a degree. Audited courses cost the same tuition as graded courses, and count toward the tuition plateau which is a flat rate for 6-14 credits. Students who exceed 14 credits will be charged additional tuition for each credit over the plateau even if those credits are audited.

Students can only audit courses that are set-up in the registration system with an audit option. Some courses do not have an audit option. Students who do audit a course should inform their instructor that they are auditing the course.

## Leave of Absence

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

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

## 8.2    Advisors and Advising Teams

The School, the Division, and your Program have adopted a team approach to advising.  This approach acknowledges that different people with different expertise are needed to help you make the most of your education and time in the School of Public Health.  Each student will be advised by a team consisting of at least one faculty member, a coordinator ( for HSRP&A, the coordinator is Maureen Andrew), and the Program Director. The PhD program Director is Kathleen Call. The MS Program Director is Bob Town.

During these early stages in your education and transition to graduate education, you may have very concrete questions about housing, transportation, course registration or transferring credits. These questions can be addressed by Maureen. Your advisor can assist you explore relevant elective courses, topic ideas for your master's project or dissertation, research resources, and career ideas. The Program Director is the third member of the team and is there to be sure that you have access to the services and resources that will allow you to be successful.

Each MS and PhD student, upon entering the program, will be assigned an academic advisor. When you are considering a topic for the MS Plan B project or MS or PhD thesis, you are encouraged to seek a thesis advisor who has expertise in your topic area. In some cases, your academic advisor may be the most appropriate faculty member to serve in the thesis advisor role. HPM faculty members are from diverse academic and professional backgrounds, and are a rich resource for students in the advisor-advisee relationship.

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

| Faculty Member | Grad School Appmnt | Faculty Member | Grad School Appmnt |
|---|---|---|---|
| Abraham, Jean | Member/Advising | Kralewski, John | Senior Member |
| Allison, Kirk | Member/Advising | Kuntz, Karen | Senior Member |
| Begun, James | Senior Member | Long, Sharon | Senior Member |
| Blewett, Lynn | Senior Member | McAlpine, Donna | Member/Advising |
| Call, Kathleen | Senior Member | McBean, Marshall | Senior Member |
| Christianson, Jon | Senior Member | McCullough | Member/Advising |
| Begun, James | Senior Member | Moscovice, Ira | Senior Member |
| Dowd, Bryan | Senior Member | Mosser, Gordon | Member/Advising |
| Feldman, Roger | Senior Member | Nyman, John | Senior Member |
| Finch, Michael | Senior Member | Parente, Stephen | Senior Member |
| Garrard, Judith | Senior Member | Potthoff, Sandra | Senior Member |
| Golberstein, Ezra | Member Advising | Radosevich, David | Member |
| Gollust, Sarah | Member Advising | Riley, William | Member/Advising |
| Grant, Leslie | Senior Member | Sainfort, Francois | Senior Member |
| Gupta, Diwaker | Affiliate Senior Member | Shippee, Tetyana | Member Advising |
| Holtzman, Jeremy | Member | Town, Robert | Senior Member |
| Johnson, Pamela Jo | Affiliate Member | Virnig, Beth | Senior Member |
| Jonk, Yvonne | Member Advising | Weckwerth, Vernon | Senior Member |
| Kane, Robert | Senior Member | Wholey, Douglas | Senior Member |
| Kane, Rosalie | Senior Member | Zismer, Daniel | Member Advising |
| Karaca-Mandic, Pinar | Member Advising | | |

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

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

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

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

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

## SPH GRADUATE STUDENT ADVISING

## 8.3  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:

5.  **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program, SPH, and the University.

    ○  Administrative advising is typically provided by Maureen Andrew, coordinator in the MS and PhD programs in Health Services Research, Policy and Administration (HSRP&A).

6.  **Academic Advising**: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course options for electives, MS interest area, or PhD supporting program), research project topic selection and career planning.

    ○  Academic advising is typically provided by your academic advisor in the MS or PhD program in HSRP&A program.

        NOTE: An academic advisor will be assigned to you at the start of the program. Students may change advisors if another faculty member is a better fit. Contact the program coordinator, Maureen Andrew, if you want to change advisors.

7.  **MS Master's Project/MS Thesis/Doctoral Dissertation Advising**: specific and targeted direction on a MS project, MS thesis, or a PhD dissertation including, but not limited to development, identifying appropriate committee members, completion and in some cases publication.

    ○  MS Project/Thesis/Dissertation advising is typically provided by your thesis advisor in the MS or PhD in HSRP&A program.

        NOTE: Students choose a thesis or dissertation advisor when they begin to determine a topic for the project/thesis. For MS students, this occurs early in their

        $2^{nd}$ year, during the Master's Project Seminar course. For PhD students, the thesis advisor is chosen usually in the $3^{rd}$ year.

**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 Program Director; 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.

## 8.4  Required Forms for the Graduate School

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

| Form | When the Graduate School Requires it | Which Program(s) |
|------|--------------------------------------|------------------|
| Degree Program | At least one term prior to graduation | MS |
| Degree Program | At least one term prior to the oral preliminary exam | PhD |
| Preliminary Written Examination Report | Upon completion of written prelims *(HPM submits to Grad School )* | PhD |
| Preliminary Oral Scheduling Form (is submitted on-line) | At least 1 week prior to taking the prelim oral exam (also known as the defense of the proposal) | PhD |
| Preliminary Oral Examination Report | Upon completion of prelim oral exam (proposal defense) | PhD |
| Thesis Proposal | After passing preliminary oral exam | PhD |
| Graduation Packet (contains various forms.  Student must request it) | After Grad School approves Degree Program | MS and PhD |
| Thesis Reviewer's Report (is enclosed with Graduation Packet) | Prior to Final Exam | MS (Plan A) & PhD |
| Final Exam Report (is enclosed with Graduation Packet) | By last working day of graduation month | MS & PhD |

Other special purpose forms are:

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

## 8.5  Financial Support Options for MS and PhD Students

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

1. Research assistantships (RA): Students work with/for faculty on research projects.

2. Teaching assistantships (TA): Students provide teaching and administrative support to professors.

3. General graduate assistantships (GA): These jobs provide clerical or other administrative support to departments within the University.

There are many benefits to obtaining an assistantship including:

- Tuition benefits. Graduate assistants receive a tuition subsidy based on the number of hours worked per week, and their rate of tuition. Non-Minnesota residents also receive a waiver that covers the non-resident portion of tuition.
- Health insurance coverage of at least 47.5%.
- Invaluable working experience and opportunity to work on-campus, and work closely with faculty.
- International students who are in the U.S. on student visas are eligible to work in graduate assistantships jobs.

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

The University requires non-native English speakers who want to obtain a TA position, to first pass an English-speaking test. This test is administered by the Center for Teaching and Learning Services. For more information see: www.umn.edu/ohr/teachlearn/.

## Fellowships and Traineeships for PhD Students
*(MS students are not eligible for internally administered fellowships or traineeships)*

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

**Examples of funding sources for fellowships and traineeships are:**
- National Institutes of Health
- Agency for Health Care Research and Quality (AHRQ)
- National Research Service Award (NRSA)
- Howard Johnson Fellowship
- University of Minnesota Graduate School
- Environmental and Occupational Health and HPM Training Grant
- Graduate School Block Grant Fellowship
- HPM John Kralewski Family Fellowship

## Plan B MS Program Optional Paid Internship
MS students in the Plan B Research and Policy concentration have opportunities for a paid internship at an off-campus organization that practices health services research. The organizational sponsor provides the funds to pay the student an hourly wage, (12-20 hours per week), pay for at least half the tuition and half of the health insurance.

## Student Loans
The Office of Student Finance that is housed in the One Stop student center, administers student loan programs. For information contact One Stop at: www.onestop.umn.edu, or visit the One Stop Student Services, University Veterans

Services, and Student Accounts Assistance in the new Science Teaching & Student Services building at 222 Pleasant St. S.E., East Bank.

### School of Public Health Scholarships
The SPH administers a variety of scholarships. All admitted applicants are automatically considered for SPH scholarships.

# 9. HSRP&A MASTER OF SCIENCE DEGREE PROGRAM

## 9.1 Plan Options and Degree Requirements

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

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

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

### Outcomes Research Concentration – Plan A
The Plan A option requires completion of either 49 or 52 credits:

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

### Research and Policy Concentration – Plan B
The Plan B option requires completion of 45-47 credits:

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

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

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

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

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

- **Work in Progress (WIP) Seminar Series**

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

## Optional Internship for Plan B MS Students

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

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

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

## Final Oral Examinations for MS Degrees

Both the Plan A and Plan B MS degree requires a final oral examination. The final exam follows the completion of all coursework, including satisfying any incompletes, and the completion of the Plan A thesis or Plan B project. For Plan A, the final exam will be an oral defense of the Plan A thesis. The For the Plan B, the oral exam will be a presentation of their Plan B project to the student's MS examining committee. The MS degree final oral exams are typically closed exams and not open to the public, though students may opt for a public defense if they wish.

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

### The MS Final Oral Exam Committee

The Final Oral Examination Committee is composed of at least three members, all of whom must have Graduate School appointments. Two are required to have Graduate School appointments in the academic major of HSRP&A, and one must have an appointment outside of our major. The outside member should have knowledge and expertise in the project topic, and will represent the student's Plan B project or MS Plan A thesis. The names of all the committee members must be reported to the Graduate School on the Degree Program form, well in advance of the exam. The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, Affiliate Member, and Examining Status. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of at least Member/Advising are permitted to chair MS examining committees. A list of HSRP&A faculty levels of appointment is found in this guidebook on page . Contact the program coordinator, Maureen Andrew for more information about committee membership.

Additional final exam committee members without Graduate School appointments, may be permitted to serve on examining committees. Generally, individuals with particular expertise in the Plan B or thesis topic may be appropriate to serve on the committee. Committee members without a Graduate School appointment cannot vote, but can participate in the oral exam and provide feedback to the student and the other committee members regarding the paper. For more information please see the Plan B Guidelines below or contact the HSRP&A major coordinator for information about adding final exam committee members.

## 9.2    Plan A Master's Thesis

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

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

### MS Plan A Examining Committee and Final Oral Exam
The Graduate School requires MS students to convene an examining committee who will grade the Plan A Thesis and administer a final oral exam. The final exam consists of a presentation of the Plan A thesis, followed by questions from the committee members. Your MS examining committee should be organized as soon as you have a topic identified. Committee members are an excellent resource for suggestions and assistance during the development of the Plan A project. The MS examining committee must have a minimum of 3 members with appointments in the Graduate School. Two committee members must have HSRP&A faculty appointments; one must have a Graduate School appointment outside of the HSRP&A major. Consult the faculty roster on the Graduate School website (www.grad.umn.edu) to determine if your committee members have eligible appointments.

Provide a final bound copy or electronic copy of the Plan A Thesis to the HSRP&A major coordinator after defending.

## 9.3    Plan B Project

In the second year, MS students will take PubH 7784, Masters Project Seminar, which is taken over fall and spring semesters of the second year for one credit each semester.  This course will provide the necessary guidance for completing the master's project. During the course, students will identify their Plan B Project Advisor, examining committee members, and obtain support in identifying a topic, and work through their project methodically to ensure on-time completion.

In the spring of the second year, MS students register for 2 credits in PubH 7894, MS Plan B Project.

**Purpose**

The purpose of the Plan B Project is to demonstrate:

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

## Preparation for the Plan B Project

Students must discuss their ideas for the Plan B Project with their Plan B advisor to ensure that their ideas for the project are compatible with the MS degree.   A written proposal for the Plan B Project is required (see form in the Appendix). Guidance for selecting a committee and writing the project proposal will be provided in the class, Master's Project Seminar in the 2nd year. Students who plan to use their internship as the basis for their Plan B project also need to discuss their plans with the organizational internship mentor, to ensure that the project does not infringe on the organization's confidentiality policy and that it is consistent with the student's responsibilities in the internship.

## IRB Approval and Potential Time Constraints

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

## MS Plan B Examining Committee and Final Oral Exam

The Graduate School requires MS students to convene an examining committee who will grade the Plan B Project and administer a final exam. The final exam consists of a presentation of the Plan B Project, followed by questions from the committee members. Your MS examining committee should be organized as soon as you have a topic identified. Committee members are an excellent resource for suggestions and assistance during the development of the Plan B project. The MS examining committee must have a minimum of 3 members with appointments in the Graduate School. Two committee members must have HSRP&A faculty appointments; one must have a Graduate School appointment outside of the HSRP&A major. Consult the faculty roster on the Graduate School website (www.grad.umn.edu) to determine if your committee members have eligible appointments. Students whose Plan B Project is based on their internship may include, if they chose, a fourth member from the sponsoring organization. This member will usually be the internship mentor, but could be anyone in the organization with familiarity and involvement with the project. This fourth member is welcome to serve on the committee and attend the final oral exam. No formal approval by the Graduate School is required for the additional member. The additional member will not be listed on Graduate School documents or sign-off on Graduate School forms.

## Registration and Grading of the Plan B Project

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

A final grade will not be entered until the final oral exam has been completed and a final copy of your project has been turned in to the program coordinator.

## Submit Bound Copy of Plan B Project

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

## Time Commitment For Plan B Project

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

## Project Options

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

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

## Topic Selection

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

## Project Ethics

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

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

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

Compliance with regulations under HIPAA is also required. For information about HIPAA, see www.irb.umn.edu/topics/hipaa/

## 9.4    Plan B Project Format and Style

Guidance for the Plan B Project will be available in the Master's Project Seminar course, PubH 7784, during fall and spring of your second year.

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

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

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

## 9.5   Outcomes Research Concentration (Plan A) Curriculum

**Coursework**

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

# Plan A Yearly Core Course Schedule

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

*Electives can be completed at anytime during the program.

## 9.6    Research and Policy Concentration (Plan B) Curriculum

| Coursework Course | Title | Offered | Credits |
|---|---|---|---|
| PubH 6450 | Biostatistics I | Fall | 4 |
| PubH 6451 | Biostatistics II | Spring | 4 |
| PubH 6724 | The Health Care System and Public Health | Fall | 3 |
| PubH 6751 | Principles of Management in Health Care Organizations | Fall/Spring | 2 |
| PubH 6742 | Ethics in Public Health: Research and Policy | Fall/Spring/Summer | 1 |
| PubH 6802 | Managing Electronic Health Information | Fall | 3 |
| PubH 6832 | Economics of the Health Care System | Fall | 3 |
| PubH 6835 | Principles of Health Policy | Spring | 2 |
| PubH 6341 | Epidemiological Methods I | Fall | 3 |
| PubH 6855 | Medical Sociology | Spring | 3 |
| PubH 6806 | Principles of Public Health Research | Fall | 2 |
| PubH 6470 | SAS Procedures and Data Analysis | Fall | 3 |
| PubH 7894 | MS Plan B Project | Fall | 1 |
| PubH 7894 | MS Plan B Project | Spring | 1 |
| PubH 7784 | Masters Project Seminar | Fall | 1 |
| PubH 7784 | Masters Project Seminar | Spring | 1 |
| *Required Electives** | *Choose a structured Interest Area or design your own* | *Varies* | 9 |
| | | **TOTAL CREDITS 46** | |

## Plan B Yearly Core Course Offering Schedule

| | Fall | Spring |
|---|---|---|
| **Year One** | PubH 6450, Biostatistics I (4cr)<br>PubH 6806, Principles of Public Health Research (2cr)<br>PubH 6802 Managing Electronic Health Information (3cr)<br>PubH 6724, The Health Care System and Public Health (3 cr) | PubH 6451, Biostatistics II (4cr)<br>PubH 6835, Principles of Health Policy (2cr)<br><br>*Elective Credits (4) |
| | **Fall** | **Spring** |
| **Year Two** | PubH 6751, Principles of Management (2cr)<br><br>PubH 6832, Economics of the Health Care System (3cr)<br>PubH 6341, Epidemiological Methods I (3cr)<br>PUBH 6470 SAS Procedures and Data Analysis (3cr)<br>PubH 7894, Plan B Project (1cr)<br>PubH 7784, Masters Project Seminar (1cr) | PubH 6855, Medical Sociology (3cr)<br><br>PubH 7894, Plan B Project (1cr)<br><br>PubH 6742, Ethics in Public Health: (1cr)<br>PubH 7784, Masters Project Seminar (1cr)<br><br>*Elective Credits (5) |

*Electives can be completed at anytime during the program.

## 9.7 Interest Areas for the MS Plan B

### Research Design and Analysis

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

**Courses are offered in the terms indicated**

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**Select a minimum of 9 credits from the following list**
**Offered Fall Semester:**

- PubH 6343 Epidemiological Methods III (4) [prereq 6342 and 6451]
- PubH 6344 Epidemiological Methods IV (2) [prerequisite 6342, 6343 & 6451]
- PubH 6811 Topics: Health Disparities Research: Measures, Methods & Data (2) (Offered alternating years-2009, 2011, etc.)
- PubH 6717 Decision Analysis for Health Care (2)
- PubH 8140 Validity Concepts in Epidemiologic Research (2)
- PubH 6863 Understanding Health Care Quality (2)

**Offered Spring Semester**

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

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

   EdPsych or SAPH8840

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### Analytic Management in Health Care

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

systems. PubH 6765 Continuous Quality Improvement provides a foundation in quality improvement and statistical process control in health care settings.

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

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**Required Courses (6 credits)**

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

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

**Offered Fall Semester**

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

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**Offered Spring Semester**

- PubH 6723 Lean Management in Health Care (1)

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# 10. HSRP&A DOCTORAL DEGREE PROGRAM

## 10.1 Overview and Degree Requirements

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

The program prepares graduates to conduct sophisticated empirical studies and formulate policy options using a wide range of quantitative and qualitative analytic techniques. The coursework is supported by the student's ongoing involvement with the faculty on research projects and is linked to the health care field by these projects, and by coursework focused on health and health services. In addition to the coursework, supervised research and teaching experiences, the program provides students with an opportunity for further interchange with faculty through a series of research seminars and doctoral colloquia.

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

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

## Grades and Other Requirements at a glance

- The doctoral program in HSRP&A requires a grade point average of 3.0 or better. (This exceeds the Graduate School minimum of GPA of 2.8).
- All required courses must be taken on an A-F grade basis. This includes core courses and those in the supporting program or minor, and the optional course, Grad 8101, which is used as a substitute for the teaching requirement.
- All required core courses must earn a grade of B- or better. Those not meeting this minimum may be repeated once to improve the grade.
- PhD students must fulfill a teaching requirement.
- PhD students must pass written and oral preliminary exams by specified deadlines.
- PhD students must register for 4 credits per academic year during advanced writing of dissertation. (When the 24 required thesis credits are done and if ineligible for the single credit equivalent to FTE).
- PhD students must formally declare a chosen Area of Emphasis by the end of spring of their first year. (A form is available for this purpose).
- PhD students are required to attend the Work in Progress (WIP) and other Division hosted seminars.

## Student Progress Review Process for Doctoral Students

Toward the end of spring semester every year, students will be sent via email, an annual PhD Student Progress Report. (See sample in appendix). The Progress Report is completed in consort with the student and advisor. It is intended to guide students and advisors in their discussion about the student's navigation through the PhD program.

The progress report collects information about completed coursework, plans for future coursework, plans for publications, obtaining research experience, status of preliminary written examinations and the preliminary oral examination, selection of committee members, thesis topic ideas, fulfilling the teaching experience, supporting program, and other issues and concerns

The Progress Report should be viewed as a guidance tool for planning strategies to meet the milestones of the doctoral program, and foster professional development under the mentorship of the advisor.

When the PhD Student Progress Report has been completed, signatures are required from the student, advisor and if applicable, co-advisor, and PhD Program Director/DGS.

## Limited Use of Doctoral Pre-Thesis Credits

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

## Mandatory Registration for Advanced PhD students

Advanced doctoral students admitted in 2006 or later who have not finished their dissertation by the end of registering for the required 24 thesis credits, are required to register for 4 additional thesis credits per academic year until finished.

## Five Year Limit Following Oral Preliminary Exam

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

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

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

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

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

| | | for approval | |
|---|---|---|---|
| | | Schedule preliminary oral exam and submit scheduling form to Graduate School | **GRADUATE!!** |
| | | Take preliminary oral examination (absolute deadline Dec. 30 of 5$^{th}$ year) | |

*2nd or 3rd year.

## 10.3    PhD Curriculum

All doctoral students will complete the core courses, additional required Area of Emphasis courses, and supporting program or minor courses. It is recommended that students complete the HSR core requirements as a cohort as outlined in the curriculum schedule. Students are also strongly encouraged to select an academic advisor in their Area of Emphasis as early as possible in the first year for guidance in mapping out their course schedule. Contact the HSRP&A major coordinator to change your advisor.

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

**Core Courses Required For All Doctoral Students**

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

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

- Health Decision Science

- Multidisciplinary Social Sciences

- Health Policy

- Health Organization and Management Science

- Health Economics

- Clinical Outcomes Research

- Sociology of Health and Illness

## 10.4 See the following tables for each Area of Emphasis

# Health Decision Science 2010-11

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

| Required Coursework | |
|---|---|
| **CORE POLICY COURSE** | |
| | PUBH 6835: Principles of Health Policy (2) (spring) |
| **AREA OF EMPHASIS REQUIRED COURSEWORK** | |
| | • PUBH 6717: Decision Analysis for Health Care (2) (fall)<br>• PUBH 6862: Cost Effectives Analysis in Health Care (3) (spring)<br>• PUBH 6809: Advanced Methods in Health Decision Science (3) (spring)<br><br>**AND**, Choose a minimum of 2 credits from the following:<br><br>• Independent Study with Dr. Francois Sainfort on Multiattribute Utility Theory (email Dr. Sainfort for more information: sainfort@umn.edu) (fall)<br>• IDSC 8721: Behavioral Decision Theory (2) (spring, even years)<br>• IDSC 8711: Cognitive Sciences (4) (fall)<br>• IDSC 8511: Conceptual Topics and Research Methods in Information and Decision Sciences (4) (fall) |
| **SUPPORTING PROGRAM** (Must total a minimum of 12 credits, and must be approved by the Area faculty) | |
| | Sample supporting program courses:<br><br>• IE 5112: Introduction to Operations Research (3) (fall)<br>• PUBH 7450: Survival Analysis (3) (fall)<br>• PUBH 7420: Clinical Trials: Design, Implementation and Analysis (3) (spring)<br>• PUBH 7440: Introduction to Bayes Analysis (3) (spring) |
| **TOTAL CREDITS** | **52-53** (includes core and Area of Emphasis) |
| **PRELIM EXAMS** | Methods and Decision Science exam which is a 5-hour classroom format. |
| **DECISION SCIENCE FACULTY** | Karen Kuntz, John Nyman, and Francois Sainfort |

# Multidisciplinary Social Sciences 2010-11

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

| Required Coursework | |
| --- | --- |
| **CORE POLICY COURSE** | |
| | PUBH 8801: Health Services Policy Analysis: Theory (3 credits) (fall) |
| **AREA OF EMPHASIS REQUIRED COURSEWORK** | |
| | •PUBH 8805: Sociological Theory in Health Services Research (3) Offered per cohort request<br>•APEC 5151: Applied Microeconomics: Firm and Household (3) (fall) |
| | **Choose one additional theory course.**<br><br>To be decided with your advisor: |
| | •PUBH 6862: Cost Effective Analysis in Health Care (3) (spring)<br>•PUBH 8821: Health Economics II (3) (spring, even years)<br>•APEC 8203: Applied Welfare Economics and Policy (3) (spring)<br>•SOC 8701: Sociological Theory (4) (fall)<br>•SOC 8721: Theories of Social Psychology (3) (offered irregularly) |
| **SUPPORTING PROGRAM** | |
| | Must total minimum of 12 credits, with the approval of the MULTI faculty. It also has to be submitted to the Graduate Faculty for approval. |
| **TOTAL CREDITS** | **52-53** (includes core, area of emphasis, and supporting program) |
| **PRELIM EXAMS** | Methods and a choice between the in-house econ exam which is a 5 hour classroom format OR the sociology exam which is the writing of a research paper |
| **MULTI FACULTY** | Bryan Dowd, lead member, and all other Graduate Faculty in the Division of HPM |

# Health Policy and Analysis 2010-11

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

| **Prerequisites** | |
|---|---|
| | Take, substitute, or test out by end of first year one of the following courses: <br><br>•PUBH 6724: Public Health and the US Health Care System (3) (fall and spring) <br>•PUBH 6556: Health and Health Systems (2) (fall) |
| **Required Coursework** | |
| **CORE POLICY COURSE** | |
| | PUBH 6835: Principles of Health Policy (2) (spring) |
| **AREA OF EMPHASIS REQUIRED COURSEWORK** | |
| | •PUBH 6845: Demographic Data for Policy Analysis (3) (spring) <br>•PUBH 8801: Health Services Policy Analysis: Theory (3) (fall) <br>•PUBH 8802: Applications in Health Services Policy (2) (spring, odd years) |
| **SUPPORTING PROGRAM** (Must total minimum of 12 credits, with the approval of the area faculty) | |
| | **Option 1:** Suggested focus on Methods – Choose courses to fit individual needs with advisor approval. <br><br>•PUBH 6717: Decision Analysis for Health Care (2) (fall) <br>•PUBH 6810: Survey Research Methods (3) (fall) <br>•PUBH 6862: Cost Effectiveness Analysis (3) (spring) <br>•PUBH 8813: Measurement – Health Related Social Factors (3) (spring, odd years) <br>•PUBH 6811: Health Disparities in Research (2) (fall, even years) <br><br><br>**Option 2:** Topic-specific area focus – Must be approved prior to taking courses (e.g. LTC, Economics, Health Disparities, Ethics, or other courses with approval of policy faculty) |
| **TOTAL CREDITS** | **53** (core credits: 30, Area Emphasis: 11, Supporting: 12) |
| **PRELIM EXAMS** | Methods exam and Policy exam. Format of Policy exam is a policy analysis paper. |
| **POLICY FACULTY** | Lynn Blewett, Bob Kane, Rosalie Kane, Ira Moscovice, Bryan Dowd, Jon Christianson |

# Health Organizations and Management Science 2010-11

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

| Required Coursework | |
|---|---|
| **CORE POLICY COURSE** | |
| *EITHER/OR* | •PUBH 8801: Health Services Policy Analysis: Theory (3) (fall) <br> •PUBH 6835: Principles of Health Policy (2) (spring) |
| **AREA OF EMPHASIS REQUIRED COURSEWORK** (Area faculty must approve) | |
| | **Theoretical Foundations (6-8 credits):** <br><br> •IDSC 8711: Cognitive Science (4) (fall) <br> •MGMT 8301: Seminar in Organizational Behavior (4) (fall) <br> •MGMT 8302: Seminar in Organizations Theory (4) (fall, even years) <br> •OMS 8721: Management of Technical Operations (3) (spring, odd years) <br> •OMS 8745: Research on Quality Management (3) (fall, odd years) <br> •PUBH 8894: Directed Research: Doctoral Seminar in Health Care Organizational Research (spring, odd years) <br> •SOC 8412: Social Network Analysis: Theory and Methods (3) (fall, odd years) |
| | **Methods Foundations (2-3 credits):** <br><br> •SOC 8412: Social Network Analysis: Theory and Methods (3) (fall, odd years) <br> •NURS 8171: Qualitative Research Design and Methods (3-4) (spring) |
| **SUPPORTING PROGRAM** | |
| | Student selects courses with their advisor. Must total minimum of 12 credits, with the approval of the area faculty. |
| **TOTAL CREDITS** | **51-54** (includes core, Area of Emphasis, and supporting program) |
| **PRELIM EXAMS** | Methods and HOMS prelim exam which requires a paper in this area. |
| **HOMS FACULTY** | Jim Begun, Jon Christianson, John Kralewski, Gordon Mosser, Sandy Potthoff, Vern Weckwerth, Fracois Sainfort, Doug Wholey |

# Health Economics 2010-11

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

| Prerequisites | |
|---|---|
| | Calculus and micro-economics |
| **Required Coursework** | |
| CORE POLICY COURSE | |
| | PUBH 8801: Health Services Policy Analysis: Theory (3) (fall) |
| AREA OF EMPHASIS REQUIRED COURSEWORK | |
| | • PUBH 6832: Economics of the HealthCare System (3) (fall) <br> • PUBH 8821: Health Economics II (3) (spring, even years) <br> • ECON 8001-2-3-4: Microeconomics Analysis (8) (fall and spring) |
| SUPPORTING PROGRAM (Must total minimum of 12 credits, with the approval of the area faculty) | |
| | **Choose two methods courses from the selection below:** <br><br> • ApEc 8211-12: Econometric Analysis (4) (fall) <br> • ECON 8205-6-7-8: Applied Econometrics (4) (fall) <br> • HRIR 8811: Advanced Quantitative Research Methods in HRIR (2-4) (offered irregularly) <br> • HRIR 8812: HRIR Research Methodology (2-4) (offered irregularly) <br> • ECON 8117-8: Non-cooperative Game Theory (4) (fall, but not Fall 2010) <br> • ApEc 8202: Mathematical Optimization in Applied Economics (3) (fall) <br> • ApEc 8205: Applied Game Theory (3) (spring) <br> • ApEc 8206: Dynamic Optimization: Applications in Economics and Management (3) (spring) <br><br> **Additional Supporting Program Options:** <br><br> • ECON 8xxx: Graduate courses in Economics (3) <br> • ApEc 8xxx: Graduate field courses in Applied Economics (3) <br> • PUBH 6862: Cost Effectiveness Analysis in Health Care (3) (spring) |
| TOTAL CREDITS | **56-57** (includes core and Area of Emphasis) |
| PRELIM EXAMS | Methods and the Econ Area exams (2): a 5-hour classroom format exam AND the micro economics exam for econ minors (in the econ department) |
| ECON FACULTY | Roger Feldman, John Nyman, Bob Town, Jean Abraham, Jon Christianson, Jeff McCullough, Pinar Karaca-Mandic |

# Clinical Outcomes 2010-11

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

| Required Coursework | |
|---|---|
| **CORE POLICY COURSE** | |
| *EITHER/OR* | •PUBH 6835: Principles of Health Policy (2) (spring)<br>•PUBH 8801: Health Services Policy Analysis: Theory (3) (fall) |
| **AREA OF EMPHASIS REQUIRED COURSEWORK** | |
| | •PUBH 6342: Epidemiology II (3) (spring)<br>•PUBH 6343: Epidemiology III (4) (fall)<br>•PUBH 6864: Conducting Health Outcomes Research (3) (spring)<br>•PUBH 6863: Understanding Healthcare Quality (2) (fall, not offered Fall 2010)<br>•PUBH 7450: Survival Analysis (3) (fall) |
| **SUPPORTING PROGRAM** Must total a minimum of 12 credits. Courses not listed here may be used with approval of Area director or designee. Supporting program must be approved by the Area faculty. | |
| | •PUBH 6717: Decision Analysis for Healthcare (2) (fall)<br>•PUBH 6862: Cost Effective Analysis in Health Care (3) (spring)<br>•PUBH 8813: Measurement of Health-Related Social Factors (3) (spring, odd years)<br>•PUBH 6803: Conducting a Systematic Literature Review (3) (spring)<br>•PUBH 7430: Statistical Methods of Correlated Data (3) (fall)<br>•PUBH 6810: Survey Research Methods (3) (fall) |
| **TOTAL CREDITS** | **56-57** (includes core and Area of Emphasis) |
| **PRELIM EXAMS** | Methods and the Clinical Outcomes exam which is a 72 hour take home exam format. |
| **CLINICAL OUTCOMES FACULTY** | Bob Kane, Beth Virnig, Marshall McBean, John Kralewski, Karen Kuntz |

# Sociology of Health and Illness 2010-11

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

| **Required Coursework** | | |
| --- | --- | --- |
| **CORE POLICY COURSE** (one course, two options) | | |
| *Either/Or* | PUBH 8801: Health Services Policy Analysis: Theory (3 credits) (fall) | |
| | PUBH 6835: Principles of Health Policy (2) (spring) | |
| **AREA OF EMPHASIS REQUIRED COURSEWORK** | | |
| | Theoretical Foundations (6 credits) | |
| | Sample courses. Area faculty must approve. | |
| | • PUBH 8805: Sociological Theory in HSR (3) Offered by cohort request | |
| | • SOC 8701: Sociological Theory (4) Offered periodically (next offering, Fall 2010) | |
| | • SOC 8731: Sociology of Knowledge (3) Offered periodically | |
| | • MGMT 8302: Seminar in Organizations Theory (4) offered periodically | |
| | • SOC 8211: Race Relations Theory (3) Offered periodically | |
| **SUPPORTING PROGRAM** (Must total minimum of 12 credits) | | |
| | **Area of specialization** (disparities, demography, social networks, family, etc) Supporting program must be approved by the Area faculty. | |
| | **Minimum of 8 credits:** | |
| | • SOC 8735: Sociology of Culture (3) Offered periodically (next offering: Fall 2010) | |
| | • SOC 8590: Topics in Life Course Sociology (3) Offered periodically (next offering, Fall 2010) | |
| | • SOC 8390: Topics in Political Sociology (3) Offered periodically | |
| | • SOC 8101: Sociology of Law (3) Offered periodically | |
| | • SOC 8290: Topics in Social Stratification (3) Offered periodically | |
| | • SOC 8501: Sociology of the Family (3) Offered periodically | |
| | • SOC 8221: Sociology of Gender (3) Offered periodically | |
| | **Advanced Methodology** | |
| | **4-6 credits:** | |
| | • PUBH 8813: Measurement of Health Related Social Factors (3) Offered spring, odd years | |
| | • PUBH 6811: Health Disparities Research: Data, Measures, and Methods (2) Offered fall, even years | |
| | • POL 8126: Qualitative Methods (3) Offered Fall 2010, requires instructor permission | |
| | • PUBH 6845: Using Demographic Data for Policy Analysis (3) Offered spring | |
| | • PSY 8881: Seminar in Quantitative and Psychological Measurement (1) Offered Fall 2010, may need instructor permission | |
| **TOTAL CREDITS** | **48-52** (includes core and Area of Emphasis) | |
| **PRELIM EXAMS** | Methods and Sociology exam, which is a paper with sociology focus | |
| **SOCIOLOGY FACULTY** | Kathleen Call, Jim Begun, Rosalie Kane, Donna McAlpine, Todd Rockwood, Doug Wholey | |

# 10.5 Doctoral Supporting Program or Minor

The Graduate School requires that doctoral students are to complete either a supporting program **or** minor of at least 12 credits. A supporting program is required for all the Areas of Emphasis except Multidisciplinary Social Sciences, which also allows a minor. The supporting program or minor provides an opportunity to expand knowledge and skills as needed for the dissertation, and to build skills to achieve desired career goals. Minor or supporting program course work is taken primarily in other Divisions in the School of Public Health and units throughout the University, such as the Carlson School of Management, the Departments of Economics, Statistics, Sociology, Political Science, Information and Decision Sciences, and Applied Economics.

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

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

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

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

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

# 10.6  Research Apprenticeship

PhD students with active fellowship funding are expected to work 10 hours per week with a faculty member on a research project beginning the 2nd semester of the first year. It is recommended that all PhD students, regardless of funding status, participate in this apprenticeship work.

The goal of the apprenticeship expectation is to facilitate first-hand experience with research, provide opportunities for publishing and grant writing, and provide exposure to life in academia.

The research experience may occur either within a paid research assistantship (RA), or as a volunteer.

## 10.7  Teaching Requirement

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

1. Complete the Graduate School course, Grad 8101 – Teaching in Higher Education, taken for an A-F letter grade basis; **OR**

2. Teach a class while serving as a TA.  Ideally the TA experience should be at a level that includes a variety of teaching elements such as helping with revisions to course and course syllabus, grading, opportunity to lecture (which includes writing teaching and learning objectives and a method for evaluating successfully meeting these goals), leading a study session, keeping office hours for one-on-one help, etc. Engaging in only one of these elements would not qualify for the waiver. The TA will provide written documentation of the teaching experience gained; the faculty instructor must sign-off on this description and provide a brief evaluation for the student's record. The student must provide their write-up and instructor's comments to their advisor; **OR**

3. Demonstrate other teaching experience (at the undergraduate level at the minimum). This teaching experience must involve substantial responsibility for the course, design, lecturing and grading. Student must provide the course syllabus and a brief written explanation of their role in the course to their advisor.

The student and their advisor will determine which of these choices is most appropriate, and the advisor will certify fulfillment of the teaching requirement on the PhD Annual Progress Report. No additional faculty approval is required. However, advisors may consult with the DGS and/or the Graduate Faculty.

Some TA positions are available through HPM. Other TA positions can be found through the University's Office of Human Resources at www.umn.edu/ohr/gao/, and the SPH Career Services at www.sph.umn.edu/career.

If the student proposes a different path to fulfilling the teaching requirement this must be brought forward to the Graduate Faculty.

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

Non-native English speaking TAs or prospective TAs who are,or will be assigned to teaching, tutoring, or advising duties (including office hours), must:

1) Take the SPEAK Test that is administered by the Center for Teaching and Learning Services, and

2) Score 55 or 60 on the SPEAK Test.

Contact the Center for Teaching and Learning, University Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414

- 612-625-3041
- 612-625-3382 (fax)
- teachlrn@umn.edu

## 10.8    Student Examinations for the PhD Program

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

### Preliminary Written Examination
PhD students must complete and pass a written preliminary exam. The purpose of the written prelim is to evaluate the student's comprehensive knowledge of the subject matter. The HSRP&A written preliminary exam is split into two different subject areas. One exam is in research methods, the other will be in the student's Area of Emphasis. Students must complete and pass both exams by the deadlines.

**Timeframe for Completion**
All the written preliminary exams must be completed before the end of summer (August 31), of the third year. This includes re-takes of failed exams. Students who delay taking the exams will not be permitted to re-take a failed exam if

the 3 year timeline requirement has been exceeded. To ensure that students meet this timeline, preliminary written examinations should be started as soon as it is feasible in the second year. Preparing for written prelims and possible re-takes of failed exams is essential in order to meet the timeline. Failure to meet this timeframe will result in termination from the program. In cases of extenuating circumstances, students may submit an appeal to request additional time for completion of the written prelim exam.

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

**Written preliminary exams may be taken twice**.
If a written preliminary exam is failed, the exam committee will determine the timeframe of the make-up exam. The make-up exam is subject to the same timeline requirement for written prelim exams, e.g. by August 31 of the third year. Any written prelim that is failed twice will result in termination from the program.


**Written Preliminary Exam Availability**
ALL STUDENTS TAKE TWO WRITTEN PRELIMINARY EXAMS.

1) Methods exam

2) The Area of Emphasis exam

> **NOTE:** The Economics Area of Emphasis also requires students to take the Economics Department Exam for Minors in addition to the Area of Emphasis exam. The Econ Exam for Minors may be taken as many times as necessary until it is passed, but it must be passed within the same three year timetable as the written prelim exams, (e.g. by August 31 of the third year). The Economics Department determines when the exam is offered. Students should contact the Economics department for the availability.


**When the written preliminary exams are Offered:**

- Methods Exam: is offered in the winter, usually January or February, or on an individual basis to be scheduled with Examining Committee. 72 hour take home exam format.
- Health Economics exam: is offered in August and January.
- The other Area of Emphasis exams: are offered on an individual basis by request. Students should contact the faculty of their chosen Area of Emphasis to schedule the exam.


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


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

# Preliminary Oral Examination
The preliminary oral examination is the student's oral defense of their dissertation topic. It is completed after the written exams, but prior to beginning the writing on the dissertation. The student assembles an examining committee to whom the student presents his/her thesis proposal. The purpose of the preliminary oral exam is to confirm that student is ready to begin work on the dissertation. The Graduate School requires that students submit an on-line form to formally schedule the preliminary oral at least one week in advance of taking the exam. The on-line Preliminary Exam Scheduling Form is available for this purpose at: www.grad.umn.edu.


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

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

The chair of the examining committee leads and moderates the formal oral defense meetings at which the student gives an oral defense. These meetings include questioning the student and discussing and grading the student's defense. The chair is also responsible for ensuring the committee members sign-off on the grading form that is provided to the Graduate School.

For the preliminary oral exam (proposal defense), the student's academic or dissertation advisor can serve as chair of the committee. The advisor may not serve as chair at the final dissertation oral defense.

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

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

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

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

The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, and Affiliate Member. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of Senior Member and Affiliate Senior member are permitted to chair examining committees. A list of HPM and Adjunct faculty levels of appointment is found in this guidebook on page 50.

**Examination Process**
The preliminary oral examination is administered by the student's examination committee. It is the student's responsibility to schedule the examination with the committee. When a time and date have been agreed to, the student needs to find a room in which to have the exam. Contact the HSRP&A major program coordinator to reserve a room. The preliminary oral exam must also be scheduled with the Graduate School at least one week before the examination. An on-line scheduling form is available on the Graduate School website at: www.grad.umn.edu .

**Emergency Committee Changes for Oral Exams**

The PhD in HSRP&A program policy calls for 5 committee members, (3 "inside" HPM, 2 external), but the Graduate School minimum requirement is 4 members, (3 "inside," 1 external). If a committee member informs the student at the last minute, that he or she cannot attend the oral exam, the exam may proceed with only 4 members, as long as the composition of the committee meets the Graduate School minimum membership requirements. This will be allowed on an emergency basis only. The committee chair may proceed without additional permission, but should notify the PhD coordinator of the change.

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

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

See the Graduate School website for more information about the thesis proposal requirements at: www.grad.umn.edu.

## Final Oral Examination-Defending the Thesis

To be eligible for the final oral examination, students must have completed the writing of their dissertation, and fulfilled all the other requirements of the program e.g. had their supporting program or minor approved, fulfilled the teaching requirement and completed all required coursework, including satisfying all incomplete coursework, and must have passed both the preliminary written and oral examinations. The final oral examination covers the candidate's thesis.

The final oral examination committee conducts the examination after the thesis has been certified by the readers as ready for defense. It will not exceed three hours. Students must schedule the final defense exam with their committee members. When a date and time have been agreed to, contact the program coordinator to reserve a room. When a location has been determined, the student must schedule the examination with Graduate School at least one week in advance, via a web-based Doctoral Final Defense Scheduling Form at this website: http://www.grad.umn.edu:80/current_students/finalschedule/  The examination format will be a public seminar to which the relevant scholarly community is invited to hear the presentation of the thesis by the candidate for the first hour. After one hour the audience is excused and the committee members meet privately with the student. For a complete statement of the process, see the Graduate School Bulletin, www.grad.umn.edu.

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

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

The Graduate School levels of appointment eligible to serve on student examining committees are: Senior Member, Affiliate Senior Member, Member/Advising, Affiliate member/Advising, Member, Affiliate Member, and Examining Status. The level of appointment determines the role the committee member may have on the committee. Only faculty with appointment levels of Senior Member and Affiliate Senior member are permitted to chair examining committees. The academic advisor or thesis advisor cannot chair the committee. A list of HPM and Adjunct faculty levels of appointment is found in this guidebook.

## 10.9 Dissertation Proposal and Final Oral Defense Guidelines

**I.Proposal Defense**

<u>Purpose of the dissertation proposal defense</u>

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

The purpose of the dissertation proposal defense is for the dissertation committee to evaluate a dissertation topic chosen by the student in consultation with his or her advisor and other committee members. The formal proposal defense represents a rare opportunity for students to have all committee members present, focused on their research and, therefore, take advantage of this chance to converse about their ideas.

For students who are obtaining an official minor their dissertation topic must relate to their minor field and have at least one faculty member from the minor field on the committee.

<u>Format of Dissertation Proposal</u>

The proposal should follow the same outline as any research proposal and thus should cover the following material:

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

<u>Evaluation Criteria</u>

The dissertation committee can approve, approve with reservations, or not approve the proposal. Approval should be based on the following criteria:

1. The topic is interesting and important enough to warrant expenditure of the student's time and effort to write a dissertation on it. There are several sub-dimensions to this criterion.
   a. The topic is original enough to represent a substantial contribution to the literature.
   b. The topic would be considered important by experts in the general area addressed by the dissertation. One test of this concept would be that a paper on this topic would have a good chance of being published in a reputable journal.
   c. The topic fits well with the student's research interests.
   d. The topic will serve the student well in the short-run (possible dissertation grant funding, placement in first post-doctoral job, and publications) and the longer term (providing a foundation for the students initial reputation in the field and possible continued research for the first few years of their career – particularly if they are seeking academic employment).

2. There are no fatal flaws in the research design, data availability, or analysis plan to the extent that can be assessed by the faculty at the time of the proposal defense.
3. The proposal theory (if applicable)is consistent with and reflects the theoretical literature from which is it derived.
4. The student is prepared academically (e.g., coursework and methods) and financially (e.g., arrangements to acquire expensive data) to complete the dissertation.

The approval process is not foolproof, and passing the dissertation proposal defense does not guarantee successful completion of the dissertation.  However, the possibility of undesirable outcomes can be minimized by a detailed proposal.

Format of the Preliminary Oral Exam/Dissertation Proposal Defense

1. The proposal defense is conducted privately with only the student and committee members present.

2.  The proposal defense should take 1-2 hours (2 hour maximum).

3. The committee chair oversees the defense and keeps the process on track (advisors can chair the preliminary oral defense).

4. Student gives a 20-30 minute presentation of their proposal, addressing the components in the written proposal

5. After the presentation, the committee members will ask questions about the proposal.

6. Student is excused from the room.

7. Prior to any discussion about the defense, the committee votes by secret, written ballot.

8. Following the first vote, the defense is discussed by the committee members, and a second secret, written vote is taken.

9. Each of the committee members will sign the Doctoral Preliminary Exam form, indicating pass, pass with reservations, or fail. Unanimous vote or a 4 to 1 vote is required to pass. Pass with reservations constitutes a passing vote.

10. If the student gets a pass with reservations, he/she will be informed immediately. The chair of the committee has one week to inform the student in writing, specifics of the reservations, and steps that must be taken to remove them.

11. Student returns the signed Oral Prelim Examining Form to the Graduate School, and if reservations, the chair of the committee also sends a letter to the Graduate School. The student must remove the reservation to proceed.

NOTE: In the rare event that the dissertation research is significantly revised/altered after passing the proposal defense, a formal defense before the full committee is required. Significant changes should be weighed between the advisor and student, and may have implications for the choice of advisor and committee members. Results of the revised proposal defense and committee composition must be filed with the Program Chair/DGS.

Faculty Roles and Obligations

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

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

and, works with the student and other committee members to determine whether the proposal meets the criterion outlined above and is ready for defense. Timely feedback within a two to three week period from the advisor and committee members is essential to student's success.

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

The advisor again plays a key role working with the student and coordinating with other committee members through the production of the dissertation and in preparing for the final oral dissertation defense.


**I.        Dissertation Defense**
<u>Purpose of the final dissertation oral defense</u>

According to Graduate School rules doctoral students are required to successfully defend their thesis in a final oral seminar and examination. The seminar can only be scheduled after the dissertation committee has judged the thesis ready for defense. The first half of the meeting is public and the second half involves only the formal dissertation committee.  This is an opportunity for the PhD candidate to formally share their research with, and defend their ideas and approach to a scholarly audience of peers and faculty.


<u>Format of the final dissertation oral defense</u>

1.      On average the defense should take 2 hours to complete (it is not to exceed 3 hours).
2.      The candidate provides a 40 minute presentation on their work. Questions during the presentation are confined to clarifying questions.
3.      After the candidate's formal seminar presentation, there will be 20 minutes of questions from the audience. Committee members will refrain from asking questions during this time unless it is a follow up question.
4.      After 1 hour, the audience is dismissed and the committee members have a closed meeting with the candidate and ask questions and comment on the thesis. The examination is limited to the candidate's thesis subject and relevant areas.
5.      Once committee questioning is complete, the candidate is dismissed and a secret written ballot is taken before the examination is discussed amongst committee members (the vote is limited to either pass or fail).
6.      Following the discussion, a second and final vote is taken. To be recommended for the award of the doctoral degree, candidates must receive a vote with no more than one dissenting member of the total examining committee.
7.      The committee sets up a plan for thesis revisions (if any) and the thesis advisor is responsible for ensuring that the final dissertation draft includes these revisions.
8.      The Chair is responsible for applying the rules and keeping the defense on schedule.


## 10.10  Guidelines for Including Articles in the Dissertation


Students may use published articles as PART of their dissertation. The Grad School still requires a dissertation, but articles may be part of the whole work. Simply putting 3 articles back to back would not be accepted. But if there were the appropriate transition sections, preambles, references, and appendices so that the entire work "read like a dissertation," it would be acceptable.

 Published Work Included as Part of the Dissertation (source: Grad School, March, 2008)

The dissertation may include materials that have been published while a University of Minnesota graduate student. A letter authorizing use of this material must be obtained from the publisher. Two copies of this letter must accompany the Deposit Agreement Form that is submitted to GSSP upon completion of the dissertation. Authorization letters must state that the copyright owner is aware that ProQuest may supply single copies on demand and that the work will be available for open access through the Conservancy. If permissions are not supplied, ProQuest will not publish copyright materials and the work will not be distributed to the Conservancy.

If all or part of the dissertation is initially in a format appropriate for submission to a professional journal, the following apply:

**1.** The research must have been carried out under the direction of the graduate faculty and approved by the adviser for incorporation into the dissertation.

**2.** Adviser(s) must notify The Graduate School in writing of the intention to publish a part of the material (The Graduate School's approval is not required.)

**3.** The student must be listed as the sole author of the dissertation. Editorial or substantive contributions with general significance made by others should be acknowledged in the preliminary materials; more specific contributions should be acknowledged by footnotes where appropriate.

**4.** Students whose manuscripts include more than the student's research must make their contribution clear in the dissertation.

**5.** A suitable introduction is required, as well as transition sections and a conclusion that might not ordinarily be included in the published manuscript.

**6.** Where appropriate, a comprehensive literature review, not usually permitted by journals, should be part of the submitted dissertation.

**7.** Appendices should be added to the manuscripts as necessary to provide the comprehensiveness not ordinarily permitted by scholarly journals.

**8.** Use of manuscript reprints or the published articles themselves are  acceptable if they are satisfactorily (and legally) reproduced and conform to all the formatting specifications outlined in the document Formatting your Doctoral Dissertation.

Students wanting to include articles in their dissertation should discuss it with their thesis advisor.

## 10.11    Obtaining an MS Degree from the Doctoral Program

Doctoral students are eligible to obtain a transitional MS degree if leaving the doctoral program or earn an MS degree while progressing toward the completion of the doctorate. Requirements for each situation:

**Leaving the PhD program:**

> Coursework requirement: Satisfactory completion of all the PhD core courses (30-31 credits for those admitted in 2007; 36 for earlier cohorts), plus other elective and/or supporting area coursework to total 46 credits.

> Project Requirement: Write and defend a Plan B paper (theoretical or empirical) **OR** pass the written prelims (2 prelims for students entering Fall 2007 or later or who opted-in to the new PhD curriculum; 3 prelims for students admitted prior to Fall 2007).

**Continuing the PhD program:**

> Coursework requirement: Satisfactory completion of all the PhD core courses (30-31 for those admitted 2007; 36 for earlier cohorts), plus other elective and/or supporting area coursework to total 46 credits.

> Project requirement: Write and defend a Plan B paper (theoretical or empirical) **AND** pass the written prelims (2 prelims for students entering Fall 2007 or later or who opted-in to the new PhD curriculum; 3 prelims for students admitted prior to Fall 2007).

**Both options require:**

- Plan B Paper (This may include projects from PubH 8830-31, completed prelim oral exams (the dissertation proposal and defense), or another Plan B project option as described on pages 55-56.
- An examining committee of 3 members (See page 55)
- Oral Exam
- Submitting required Graduate School forms

**Filing Required Graduate School Forms:**

1) Complete a Degree Program form for the MS degree. You can get a form at the Grad School website at: www.grad.umn.edu. Complete this form, obtain required signatures and submit to the Grad School. (Be sure to let Maureen review it before delivering it to the Grad School). The Grad School will inform you when the Degree Program has been approved (this will take 3-6 weeks).

2) After the Grad School has approved your MS Degree Program form, request a Graduation Packet from the Grad School website.

Inside the Graduation Packet is a form that has to be signed by your MS committee members to verify that you have passed the MS final exam.

## 10.12     Appeals

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

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

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

Current AHRQ/NRSA Trainees (2010-11) receive $1,500 for travel to ONE professional meeting of the student's choice, provided it is related to their program.

AHRQ has occasionally provided funding to help subsidize the travel expenses for current and past trainees to attend the annual AHRQ/NRSA Trainee Conference. The amount is determined by AHRQ and in 2010, provided $600 each toward the travel of 8 students who were current or past trainees, to attend the AHRQ/NRSA Trainee Conference.

The AHRQ/NRSA trainee conference takes place in the same city and conference site as the Academy Health Annual Research Meeting, but meets one day prior to the start of Academy Health. Most current and past trainees who attend the AHRQ/NRSA Trainee Conference usually stay for the Academy Health meeting.

As a policy for travel to AHRQ/NRSA and Academy Health, current trainees will first use the $600 from AHRQ, and may spend up to $900 additional funds from their training grant to equal $1,500. Past trainees may be reimbursed for up to the amount provided by AHRQ.

Current trainees who do not wish to travel to AHRQ/NRSA Trainee Conference or Academy Health Annual Meeting, may use their $1500 travel allowance for travel to any other professional meeting. Contact the student services coordinator for more information.

**IMPORTANT! THE FOLLOWING DIVISION FUNDING HAS BEEN SUSPENDED FOR 2010-2011!**

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

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

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

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

# 10.14　　　　　　　APPENDIX

**Includes:**

- Course Waiver/Transfer Request Form (Both MS and PhD)
- Area of Emphasis Declaration Form (PhD)
- Supporting Program form (PhD)
- MS Requirements for Graduation
- PhD Requirements for Graduation
- PhD Timeline
- PhD Progress Report Form
- MS Plan B Project Proposal
- MS Plan B Project Completion Form

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

NAME:   U of MN ID:

Your Degree Program:   ☐ MS   ☐ PhD

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

**This request is for (check one) :   _____Waiver of Required Course(s)**

**_____Transfer Previous Courses into my degree**

| Previous Coursework for Consideration | | | | | HSRP&A Course That Appears Equivalent |
|---|---|---|---|---|---|
| School | Title of Course | # Credits | Grade | Date Completed | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |

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

Student Signature:  Date:

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

## Office Use Only

☐ ApprovedNot☐pproved

Director of Graduate Studies:  Date:

**Division of Health Policy and Management**
**PhD in Health Services Research Policy and Administration**

# Area of Emphasis Declaration Form

Doctoral students are required to declare your Area of Emphasis by May 31 of the first year.

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

- Use this form to inform the doctoral program of your chosen Area of Emphasis. Please complete this form and give it to the PhD program coordinator, Maureen Andrew, D-262 Mayo.

- Contact the faculty of the Area of Emphasis you have chosen to discuss your intention to pursue that Area.

Student Name_____

Year you entered the PhD Program _____

Your chosen Area of Emphasis_____

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

**Division of Health Policy and Management**

**PhD Program In Health Services Research, Policy & Administration**

# SUPPORTING PROGRAM

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

Student Name_____Date_____

Area of Emphasis_____

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

| Course # | Title of Course | # Credits | Term & Year |
|----------|-----------------|-----------|-------------|
|          |                 |           |             |
|          |                 |           |             |
|          |                 |           |             |
|          |                 |           |             |
|          |                 |           |             |
|          |                 |           |             |
|          |                 |           |             |

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

Area of Emphasis Chair Signature_____Date_____

Student Signature_____Date_____

# Master's Degree Requirements for Graduation

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

**Plan A (Requires thesis)**

1. Degree Program submission is based on departmental requirements, but must be filed with The Graduate School *no later than one term* prior to graduation.

2. Once the Degree Program has been approved by The Graduate School and the thesis is ready to go to the reviewers, request a graduation packet from the Graduate School website at: www.grad.umn.edu. The Thesis Reviewers Report form will be issued with your Graduation Packet. Remember to allow your committee *at least* 2 weeks to read the thesis.

3. Submit the Application for Degree to the registrar's office by the *first* working day of the intended month of graduation.

4. Submit the signed Thesis Reviewer's Report form to the Graduate School at 316 Johnston Hall. The Final Examination Report Form will be issued at that time. You must have the Final Exam Form before you defend your MS thesis.

5. Return the Final Examination Report form by the last working day of the intended month of graduation.

6. Submit two *unbound* copies of your thesis, both signed by your adviser(s), by the last working day of the intended month of graduation.

**Plan B (Requires Plan B Project)**

1. Degree Program submission is based on departmental requirements, but must be filed with The Graduate School *no later than one term* prior to graduation.

2. Once the Degree Program has been approved by The Graduate School, request a Graduation Packet form the Graduate School website: www.grad.umn.edu. The packet contains the Final Exam Form which you must have before you report for the exam.

3. Submit an Application for Degree to the registrar's office by the *first* working day of the intended month of graduation.

4. Return the Final Examination Report form by the last working day of the intended month of graduation.

**More information and forms can be found at: www.grad.umn.edu**

# Doctoral Degree Requirements for Graduation

Unless stated otherwise, forms are available on the Graduate School website: www.grad.umn.edu.
Note: all students must submit an Application for Degree to the registrar on or before the first working day of the intended month of graduation.

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

*REQUIRED FORMS*

1. *Degree Program* form must be filed with The Graduate School no later than one term prior to your Preliminary Oral Exam.

2. After completion of all Preliminary Written Exams and *at least* one week before the Preliminary Oral Exam, submit the *Preliminary Written Examination Report* form. (HPM submits this form to the GS for you)

3. Notify the Graduate School of the time and date of your preliminary oral exam at least one week prior to the exam by completing the on line *Preliminary Oral Scheduling Form* at www.grad.umn.edu. The Prelim Oral must take place at least one academic term (15 weeks) before the Final Oral Defense.

4. Within one working day of completion of the Prelim Oral exam, submit the signed *Preliminary Oral Examination Report* form.

5. **At least** one term prior to the Final Oral Exam, file a *Thesis Proposal form.*

6. Anytime after the Thesis Proposal has been approved by The Graduate School, you can request your *Graduation Packet* from the Graduate School website at: www.grad.umn.edu. The Thesis Reviewer's Report form will be issued to you at that time.

7. Submit an *Application for Degree* to the registrar's office by the *first* working day of the intended month of graduation.

8. Submit the signed *Thesis Reviewer's Report* form and schedule the Final Oral Defense at least one week prior to the exam.

9. Return the signed *Final Oral Examination* Report form no later than one working day following completion of the Final Oral Defense.

10. Submit your completed dissertation and ensure that all remaining degree requirements are met by the last working day of the month.
    o   Submit your dissertation on-line
    o   Publishing fee, paid on-line with submission of dissertation
    o   One signature page signed by your advisor
    o   One copy of the title page of your dissertation
    o   Deposit Agreement for the Digital Conservancy (only if electing to participate in the UDC)
    o   The University of MN Survey of Earned Doctorates (completed on-line)

**Forms and more information can be found at: www.grad.umn.edu**

# PhD Student Timeline
## Updated August 2010

| FIRST YEAR – FALL SEMESTER | | |
|---|---|---|
| August | Attend new student orientation and read student guidebook | |
| September | Week 1-2: | Meet with academic advisor. Get acquainted, discuss your interests, start thinking about what your dissertation topic will be, as well as supporting program, and training opportunities you wish to take advantage of. |
| | *Note: | Use your academic **advisor** for:<br>-academic planning                    -electives<br>-deciding area of emphasis            -developing a supporting program<br>-academic progress issues             -course sequencing<br>-professional development             -discussing research ideas<br>-discussing career plans<br><br>Use **Maureen** (Major Coordinator) for:<br>-class schedules                      -when courses are offered<br>-benchmarks/timelines                 -registration issues<br>-permission numbers                   -Grad school requirements<br>-changing advisors                    -student news for web<br>-fellowship/funding issues            -Transferring/waiving courses<br>-reserving room for oral exams/defense<br><br>See the Student Guidebook at:<br>http://www.sph.umn.edu/programs/hsrpaphd/index.asp  and click on the "Student Resources" tab in the middle of the page for more information about advising (e.g., academic advisor, thesis advisor and major coordinator roles). |
| On-going | If you have not decided on an Area of Emphasis (A of E), remember that this has to be declared by May 30 of your first year. Make opportunities to seek information to help guide this decision. For example, meet with various A of E faculty and fellow graduate students, ask them about the kind of health services research problems people in their area work on, what their favorite journals are, and what professional association and meetings they attend or are active in. Peruse these journals and professional association web sites to inform your decision. | |
| Ongoing | <ul><li>Attend Faculty Work-in-Progress (WIP) seminars to learn faculty and visitor interests, get a sense of common research issues, and how speakers approach research topics. Also, attend visiting scholar seminars when available. This provides exposure to national/international experts outside our local environment.</li><li>Join student groups and watch for activities they organize. Various student groups include:<ul><li>HPM Student Group (most impact on your day-to-day life in the division)</li><li>COGS (Counsel of Graduate Students) invites student reps</li><li>SPH Student Senate – invites student reps</li></ul></li></ul> | |
| Fall | <ul><li>While taking methods courses, consider topics to pursue for the "Writing</li></ul> | |

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|---|---|
| | for Research" class in the Spring of your second year. Read literature on the topics to get acquainted with background information while completing these courses. <br> • Attend meeting with Director of Graduate Studies (DGS) to review expectations and ask questions. <br> • Attend HPM social gatherings |
| Early November | • Registration for Spring semester opens. Clear all "holds" so you can register. <br> • Consult with academic advisor again about spring coursework if needed. |
| December | • Final exams. <br> • Complete end of semester course evaluations (on the web). Grades won't be released until the evaluation is completed. <br> • Attend HMP holiday potluck <br> • Attend SPH holiday party |

| FIRST YEAR – SPRING SEMESTER | |
|---|---|
| Mid January | Spring semester starts on the day after MLK day. |
| January | Meet with DGS to debrief about first semester |
| Jan-Feb | • Meet with academic advisor. Discuss courses, electives, research topic ideas and how to satisfy the teaching requirement. Get closer to deciding on an A of E (**must be declared by May 30th**). <br><br> • Talk to your advisor and/or other faculty about opportunities to build your Vita through work on projects (e.g., writing papers, work on grants, presentations at professional meetings, etc). <br> NOTE: It is expected that students will graduate with up to 3 publications (first and supporting author roles). |
| Late Spring semester | Doctoral student progress reports are sent to students. Complete the form, send to your advisor and set up a time to meet with your academic advisor (and co-advisor if applicable). After the meeting, both you and your advisor(s) must sign off on the report. Take advantage of this opportunity to discuss items on or off the progress report. |
| March/April | Join meeting with DGS for general question and answer session. |
| March | Begin looking for RA job for fall if funding ends. Network with faculty. This will help them keep you in mind when they have RA funds and are considering advertising for positions. <br><br> Tip: Networking is very important. Get to know faculty. Have a current resume/CV (SPH Career Services offers assistance in this area). Desirable RA skills include: SAS, STATA, other statistical processing software, or previous research experience. Sign up for courses in SAS or STATA (sometimes offered over winter break) or teach yourself. <br> Note: Some but not all courses that offer TA positions require prior enrollment in the course. |
| April | • Meet with academic advisor. If possible, finalize supporting program. Make plans for fulfilling teaching requirement in the coming year. Get organized to take written prelim exams. |

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| | Teaching Requirement:<br>Either TA, or take a class (Grad 8101) or, if you have previous teaching experience, you may submit an appeal to the Graduate Faculty for a waiver. Advisor has to approve the option you choose.<br><br>Written Prelims:<br>Deadline to take and <u>pass</u> is **August 30th of your third year**. Once you decide on you A of E, find out what the prelim exam for that area is like, ask A of E faculty members when to begin preparations and how best to prepare.  To meet the August 30 deadline, include time necessary to retake a failed exam. A written prelim exam can be failed only once. |
| May | • Attend HPM Spring Party<br>• Complete SPH end of the school year survey (on the web).<br>• Complete end of semester course evaluations (on the web).<br>• Meet with DGS to debrief about second semester<br>• **May 30th**: Deadline to declare Area of Emphasis (get form from the Student Guidebook at: http://www.sph.umn.edu/programs/hsrpaphd/index.asp click on the "Student Resources tab in the middle of the page.<br>• It is recommended that your academic advisor be within your A of E. If you need to change advisors based on your declared A of E, see Maureen.<br>• You should receive the annual progress form to complete; set up a time to meet with your advisor (and co-advisor if applicable). |

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| **FIRST YEAR – SUMMER** |

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|---|---|
| June | • AHRQ/NRSA Trainee Conference. Current and past trainees are strongly encouraged to attend. Trainees have a travel subsidy with their training grant that can be applied to their travel expenses. (Most also attend the Academy Health Research Meeting since they occur back to back).<br>• Academy Health Conference. AHRQ/NRSA trainees can use the travel allowance from the grant to attend this conference.<br><br>NOTE: All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. See Patty Homyak before making any travel arrangements. |
| Summer | • Complete and send your annual progress form to your advisor. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. At the close of the meeting obtain signatures.<br>• Again, consider topics to pursue for the "Writing for Research" class in the Spring of your second year.<br>• If time permits, take the opportunity to work with faculty on projects to gain hands on research experience. |
| August | Clear all holds that may block Fall registration. |

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| **SECOND  YEAR – FALL SEMESTER** |

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|---|---|
| September | •Meet with your academic advisor. If supporting program is still not approved, work on this with advisor and other A of E faculty. Discuss plans to take written prelim exams. Discuss other issues of concern. Talk about opportunities to build your Vita through work with faculty on projects, presentations, writing papers, grants, etc.<br>REMINDER: It is expected that students will graduate with up to 3 publications (first and supporting author roles).<br>•Plan to take the methods prelim in the spring after completing PubH 8811. The methods prelim exam is a 3-day, take home exam. Students may arrange the exam on dates that work for their cohort—discuss dates with cohort members and the Methods Committee (Professors Dowd and Rockwood).<br><br>NOTE: Students MUST be registered every fall and spring of their degree program. If you miss registering in a term, the Graduate School will deactivate your record and you will have to apply for readmission. In extenuating circumstances, such as brief periods of leave of absence, students still need to register. The Grad School has a free "placeholder" registration status to retain active student status called: Grad 999. Check with Maureen if you have questions about this.<br><br>Other registration status and purpose:<br>*Pre-Thesis credits (PubH 8666)*: For students who have finished coursework but have not yet passed the prelim oral exam. This is used when full time enrollment is needed (like to qualify for an RA/TA job, student loan deferments, or fellowships).<br><br>*Thesis credits (PubH 8888)*: 24 thesis credits are required AFTER passing the prelim oral exam (dissertation proposal).<br><br>*One Credit Equivalent to FTE (PubH 8444)*: For students who have used up all their thesis credits, but need to be full time while completing dissertation This single credit is counted as full time . Permission from the Grad School is required. Find the form for permission to register on the Grad School website: www.grad.umn.edu . |
| Ongoing | •Attend Faculty Work-in-Progress (WIP) seminars<br>•Join or stay connected to student groups for activities they organize, or consider joining a professional organization.<br>Please note that the Graduate School organizes dissertation and writing support groups. Visit their web page. |
| Oct/Nov | Join meeting with DGS for general question and answer session. |
| November | •Meet with your academic advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor but need not be). Discuss classes, keep working on supporting program, and have a plan for completing written prelims. Also discuss career goals and how to position self to achieve these goals. |

| | |
|---|---|
| | • Clear registration holds (if any) for spring registration.<br>• Attend HPM fall party |
| December | • Complete end of semester course evaluations (on web). Grades won't be released until the evaluation is completed.<br>• With your cohort, decide on a date to take the Methods prelim. Clear it with Bryan Dowd and Todd Rockwood, and then inform Maureen of those dates.<br>• Attend HMP holiday potluck<br>• Attend SPH holiday party<br>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E. |

| | |
|---|---|
| **SECOND YEAR – SPRING SEMESTER** | |
| Jan/Feb (or other agreed upon date) | • Take Methods prelim exam.<br>• Meet with DGS to discuss Fall Semester |
| Ongoing | • Attend Faculty Work-in-Progress (WIP) seminars<br>• Join or stay connected to student groups for activities they organize, or consider joining a professional organization. |
| February | Meet with your advisor to discuss your progress in the program. Make a plan to satisfy the teaching requirement, finalize your supporting program, and be on-track with meeting written prelim deadlines. Fine-tune your research topic. Talk about opportunities to build your Vita through work with faculty on projects, presentations, writing papers, grants, career goals, etc.<br><br>REMINDER: It is expected that students will graduate with up to 3 publications (first and supporting author roles).<br><br>NOTE: Each A of E written prelim exam has its own format. Check with your A of E for the format of the prelim exam.<br><br>NOTE: When your plan for the supporting program is finalized complete the Supporting Program form (get from the appendix in the Student Guidebook: - http://www.sph.umn.edu/programs/hsrpaphd/index.asp click on the Student Resources tab in the middle of the page. Have Maureen review when approved by your A of E faculty. |
| March/April | • Join meeting with DGS for general question and answer session.<br>• Clear any registration holds for fall. |
| April | Attend HPM Spring Party |
| May | • Complete end of semester course evaluations (on web). Grades won't be released until the evaluation is completed.<br>• Meet with DGS to debrief about Spring semester<br>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E. |

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| | • You should receive the annual progress form to complete. |

**SECOND YEAR – SUMMER**

| | |
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| Early June | • AHRQ/NRSA Trainee Conference. Current and former trainees may be eligible for partial funding from AHRQ to help cover some costs.<br>• AcademyHealth Conference.<br>NOTE: All travel expenses that are to be paid for with fellowship funds or by the Division have to be approved prior to making travel arrangements. See Patty Homyak.<br>• Complete and send your annual progress form to your advisor. Set up a meeting to go over all of the materials on this form and any other issues on your own agenda. Included in this discussion with your advisor is your thesis ideas/topics and potential target dates for your oral prelim exam. Talk about opportunities to build your Vita through work with faculty on projects, presentations, writing papers, grants, career goals etc.<br>• Obtain signatures for progress report and turn in (electronically).<br>• The oral prelim exam is a defense of your written doctoral thesis research proposal. See Guidelines for Proposal in the Student Guidebook or the web at: http://www.sph.umn.edu/programs/hsrpaphd/index.asp and click on the "Student Resources" tab in the middle of the page. Also, start brainstorming with your advisor about possible committee members if your proposal topic is well defined.<br><br>NOTE: Passing the oral prelim puts you in position to submit a proposal or funding for R36 AHRQ Dissertation Award (Due dates are February 16, June 16, and October 16 of each year) |

**THIRD YEAR – FALL SEMESTER**

| | |
|---|---|
| ****IMPORTANT**** Written prelims have to be <u>passed</u> by **August 30<sup>th</sup>** of your third year. | |

| | |
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| October | • Meet with your academic advisor. Discuss classes, keep working on supporting program, have a plan for completing written prelims.<br>• Discuss thesis topic and begin identifying a thesis advisor. With guidance from your thesis advisor, begin to fine tune your thesis topic, determine viable data sets, and begin a discussion about assembling a committee (5 people). Talk about opportunities to build your Vita through work with faculty on projects, presentations, writing papers, grants, etc.<br><br>NOTE: Your thesis advisor can be the same as your academic advisor, but need not be. |
| Ongoing | Attend Faculty Work-in-Progress (WIP) seminars.<br>Join or stay connected to student groups and watch for activities they organize; consider joining a professional organization. Please note that the Graduate School organizes dissertation and writing support groups. Visit their web page. |
| Oct/Nov | • Attend HPM fall party. |

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| | • Join meeting with DGS for general question and answer session. |
| November | Clear all holds for spring registration. |
| December | • Complete end of semester course evaluations (on web). Grades won't be released until the evaluation is completed.<br>• Meet with DGS to debrief about Fall semester<br>    ○ Note: this is the last formal "end of semester" debrief with the DGS as most students will have completed all HSR core required courses at this point.<br>• As you complete courses in your in A of E, provide feedback to your A of E advisor – let them know whether you would have them recommend the course to other students in your A of E. |

| THIRD YEAR – SPRING SEMESTER | |
|---|---|
| January | Have final date for taking remaining written prelim exam. |
| Ongoing | • Attend Faculty Work-in-Progress (WIP) seminars.<br>• Join or stay connected to student groups for activities they organize, or consider joining a professional organization. |
| February | • Meet with your advisor. Discuss thesis topic and begin identifying a thesis advisor. (Your thesis advisor can be the same as your academic advisor, but need not be. Once selected, most of your guidance should come from your thesis advisor.) Discuss classes, keep working on supporting program and begin a discussion about potential thesis committee members (5 people) with guidance from your thesis advisor. Talk about opportunities to build your Vita through work with faculty on projects, presentations, writing papers, grants, career goals, the job market, etc.<br>• Determine thesis topic and data set.<br>• When you have a thesis advisor, inform Maureen (she tracks advisors). |
| March/April | Join meeting with DGS for general question and answer session. |
| March | Clear holds for summer and fall registration. |
| April | Attend HPM spring party. |
| May | • Complete end of semester course evaluations (on web). Grades won't be released until the evaluation is completed.<br>• Complete SPH End of the Year survey on the web.<br>• You should receive the annual progress form to complete. |

| THIRD YEAR – SUMMER | |
|---|---|
| June-August | • Complete and send your annual progress form to your advisor. At this meeting with advisor: Discuss thesis topic, identify thesis advisor, discuss classes, keep working on supporting program, complete written prelims, make plans to assemble a committee, and determine thesis topic and data set. Talk about opportunities to build your Vita through work with faculty on projects, presentations, writing papers, grants, etc. Following meeting obtain signatures.<br>• Have plan for satisfying teaching requirement. |
| **August** | **Absolute deadline to pass all written prelims.** Plan well in advance to build in |

| | |
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| **30th** | time for grading exam, and potential of having to retake the exam. **NOTE:** The department informs the Grad School via a form, when the written prelims are passed. Check with Maureen to ensure this form has been submitted. |

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| **FOURTH YEAR – FALL** | |
| | <ul><li>Have concrete plan for dissertation topic, data set and assemble thesis committee.</li><li>Meet with thesis advisor frequently.</li><li>When committee is determined, submit to Graduate School, Degree Program form.</li></ul> |
| | |
| | |
| | <u>**Pass**</u> **oral prelim no later than Dec. 30$^{th}$ of the 5$^{th}$ year.** Allow ample time for committee review of proposal and scheduling a time for full committee to meet. See "Dissertation Proposal and Final Defense Guidelines" in the Student Guidebook. NOTE: The Graduate School requires that the prelim oral exam be scheduled and approved by the Grad School at least 7 days prior to the exam. The electronic Preliminary Oral Scheduling form is on the Grad School website: www.grad.umn.edu Contact Maureen to locate and reserve a room and arrange for any needed equipment. After passing the Oral Prelim exam, you will be eligible to register for the required 24 thesis credits. Submit a Thesis Proposal form to the Grad School. Write your dissertation |

| On-going while writing dissertation | <ul><li>Attend WIP sessions and stay connected to student groups.</li><li>Meet frequently with your advisor.</li><li>With guidance from your advisor, provide drafts to your committee members and obtain their feedback</li><li>Integrate feedback into draft<br>    Allow adequate time for your committee members to provide<br>    Feedback-at least 2-3 weeks.</li><li>If you are still working on your dissertation after completing the required 24 thesis credits, **continue to register!** Students must be registered in order to defend! Contact Maureen for details about registration options<br>    **Options**: Special 1 credit equivalent to FTE, PubH 8444.<br>        Grad 999 (no credit "place holder"</li><li>Continue to meet with your advisor to discuss career goals, professional development ideas, job market and continue to build your Vita through work on faculty projects (e.g., presentations at professional meetings, writing papers, work on grants, etc).<br>REMINDER: It is expected that students will graduate with up to 3 publications (first and supporting author roles).</li><li>DEFEND and graduate by 5th year!</li></ul> |
|---|---|

| Student Progress Report: Ph.D. in HSRP&A |
| :---: |
| **DUE IN JULY** |
| **Division of Health Policy and Management** |

**Instructions –**Complete all sections of this document in preparation for meeting with your advisor to discuss progress and career goals. After you and your advisor(s) have met to discuss your progress, obtain signatures and submit to Maureen Andrew (andre031@umn.edu).

Your name:

Your email:

Year that you started the HSRP&A PhD program:

Name of *Academic* or *Thesis* Advisor (circle which is applicable):

(Note: Responsibility for the progress report transfers to the <u>thesis advisor</u> once one is selected. Inform Maureen Andrew of any change in advisor.)

Name of Co-Advisor (if applicable):

Your area of emphasis (AE):

**Students:** To complete this form, you need to attach a recent transcript (see IA) and a current resume/curricular vita (see II), and send to your advisor(s) no later than June 15. Set up a late June/early July meeting with advisor (and co-advisor if applicable).

**Faculty Advisor(s):** To complete this form, you need to add comments, sign it, and return it to student to sign before submitting to Maureen Andrew no later than July 30.

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## I.  FOR DISCUSSION WITH ADVISOR

**1<sup>st</sup> year students**: Have you identified a faculty member whose interests are compatible with your own? (Goal is to begin connecting in the 2<sup>nd</sup> semester of first year.) If not, who do you have in mind? What topics are you interested in?

**ALL STUDENTS PLEASE COMMENT ON EACH ITEM BELOW (or attach write up)**

A. List any projects you are working on with faculty members and/or peers.

B. Please comment on your past year's progress.

   List any professional experiences not be listed on your CV, conferences and workshops attended, papers in preparation, list faculty are you working with on projects and/or papers, provide progress report on dissertation, etc:

C. Please note any areas of concern and possible plans for addressing concerns.

   (e.g., incompletes, delays in meeting benchmarks, impending deadlines that may be difficult to achieve, requests for support in meeting goals, etc):

D. Please comment on your plans for next year.

   (e.g., coursework and program benchmarks to meet, dissertation plans, professional development opportunities you hope to take advantage of, which faculty would you like to connect with, etc):

E. Briefly describe your dissertation ideas or topic:

F. List your dissertation committee members (this may be a tentative list to review and discuss with your advisor):

   Internal:                                    External:

   _____          _____

   _____          _____

   _____

## II. COURSEWORK

A. <u>Completed</u>: Print out a new unofficial U of MN transcript and attach it to this form.  To print a recent transcript, go to www.onestop.umn.edu, then to Grades and Transcripts.


B. <u>Completed</u>: If you have either been granted a waiver from a course, or are transferring coursework into the HSRP&A PhD, please list those courses here:


Waived HSRP&A Courses:                              Transferred-In courses

_____                              _____

_____                              _____

_____                              _____


C. <u>Remaining:</u> Provide spreadsheet with courses to be completed per semester and year. Attach to this form.  OR, print out the PhD curriculum from the Student Guidebook, and cross off completed courses and write in elective courses.


## III. CURRICULUM VITA

Please attach copy of your current Vita. Note with asterisks * any new entries since your last review.


**IV. Degree Milestones**

| Milestone | Anticipated Date of Completion | Actual Date of Completion | |
|---|---|---|---|
| | | **Failed** | **Passed** |
| Methods Written Prelim Exam<br><br>Taken and Passed | | | |
| AE Written Prelim Exam<br><br>Taken and Passed | | | |
| *Econ students only:*<br><br>Economics Department Exam<br>Taken and Passed | | (Can be retaken until passed) | |
| **WRITTEN PRELIMS MUST BE COMPLETED BY AUGUST 31 OF THE 3<sup>RD</sup> YEAR** | | | |
| Oral Prelim<br><br>Taken and Passed | | | |
| **ORAL PRELIM MUST BE COMPLETED BY DECEMBER 31 OF THE 5<sup>TH</sup> YEAR** | | | |
| Final Oral Exam Scheduled | | | |
| **FINAL ORAL EXAM DEADLINE NO LATER THAN 5 YEARS AFTER PASSING ORAL PRELIM** | | | |

# V. Program Requirements and Recommendations

| | | |
|---|---|---|
| Established committee members[1] | ☐ Yes | ☐ No |
| Supporting program approved | ☐ Yes | ☐ No |
| | Date approved: | |
| PhD Degree Program Plan filed[1] | ☐ Yes | ☐ No |
| 24 thesis credits taken | ☐ Yes | ☐ No |
| Fulfilled the teaching requirement though:<br><br>    A. Taking course Grad 8101 and earned a grade of "B" or better<br>    B. Serving as a TA with a variety of experience; course and/or syllabus development/revising, lecturing, grading, one-on-one1:1 student help, leading study group, etc.<br>    C. Had prior teaching experience (Waiver request submitted for faculty approval is required) | ☐ Yes    ☐ No<br><br>Which option was used? | |
| Thesis/Project Proposal form submitted[2] | ☐ Yes | ☐ No |
| Participation as a member of grant writing team (recommended but not required) | ☐ Yes | ☐ No |
| Prepared first-authored manuscript for publication (strongly encouraged) [3] | ☐ Yes | ☐ No |
| Prepared manuscript for publication in supporting role (strongly encouraged) [3] | ☐ Yes | ☐ No |

[1] In most circumstances committee members are selected, and the Degree Program Plan form is completed after successfully passing the Preliminary Written Exams. The form is completed with the assistance of Maureen Andrew.

[2] The Thesis/Project Proposal form is submitted to the Graduate School sometime between the Prelim Oral Exam and the Final Oral exam, no later than two months prior to the Final Oral. The form is completed with the assistance of Maureen Andrew.

[3] Ideally all PhD students will have at least three peer review publications prior to completing the PhD, with one as lead author.

## VI. Dates, Signatures and Comments

**Instructions:** THIS PAGE SHOULD BE COMPLETED AFTER THE MEETING BETWEEN STUDENT AND ADVISOR(S) TAKES PLACE. STUDENT REVIEWS ADVISOR(S) COMMENTS BEFORE SIGNING, COMMENTING AND SUBMITTING TO PROGRAM CHAIR/DGS

**Note date of meeting with Advisor (and co-advisor if applicable)**:

**Advisor Comments**:

Advisor Signature                                                    Date


**Co-advisor Comments**:




_____                    _____

Co-Advisor Signature                                              Date


**Student Comments**:




_____                    _____

Student signature                                                   Date


**PhD Program Director/Director of Graduate Studies Comments**




_____                    _____

PhD Program Director/DGS                                      Date

# DRAFT Final form will be provided in the Master's Project Seminar Course

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## MS in Health Services Research, Policy, and Administration
## PLAN B PROJECT APPROVAL FORM
## 2010-11

The proposal should provide a brief outline of the project that the student plans to complete in partial fulfillment of the MS degree in HSRP&A.  It should provide enough details so that the advisor and committee can judge whether the project is feasible and will meet expectations for the MS degree. The student and committee should be confident that this project can be completed as proposed in a reasonable time-frame.  (If the project substantially changes after the proposal has been signed, a new project proposal must be submitted).

## Student Name:

## Title of Project:

## Type of Project:

☐ **Literature Review**       ☐ **Policy Analysis**   ☐ **Research Project**      ☐ **Quality Improvement**

☐ **Other (Specify)**

### I. Objectives:

Describe the objectives of the project.  What are they questions you plan to answer?  What is the scope?  What topics are beyond the scope of this project? Do you have hypotheses?  Etc.

### II. Significance:

Describe the significance to health services research, policy, administration or practice?  How will the proposed project make a contribution? Etc.

### III. Methods:

Describe the methods in sufficient detail so that it is clear that they are appropriate for answering your research questions or meeting your objectives.  (For example, is the sample size large enough?
Are the variables available? etc.)  If sophisticated methods are proposed, the student should demonstrate that they have the skills and infrastructure (i.e. computing) necessary to complete the project.  If data are necessary, the student should specify when they will be available.

### IV. Human Subjects Protection:

If a review by the University's Institutional Review Board (IRB) is unnecessary, describe why.  Otherwise, describe steps that will be taken to address human subjects projection before the project begins.

# V.Authorship:

If this thesis is published in some form, such as an article, what are the authorship agreements for the individuals involved in this project (e.g. order of authors).  Both student and faculty roles must be clearly specified.

# VI.Additional Items:

Enter additional items you feel are necessary for evaluating this proposal.

## Signature Page (MS Plan B Project Approval)

The MS examining committee consists of an advisor and at least two readers.  The advisor and one reader must be on the HSRP&A graduate faculty, the other reader must have a Graduate School faculty appointment outside of HPM.

MS   Students may include a 4th member on their Plan B Project committee if desired. The 4th member may be external to the Graduate School and/or the University. Including a 4th committee member requires an additional step of obtaining permission. The student should send an email request to Maureen Andrew, including a justification of why that person should be included on the committee, the person's name, title and resume or CV, and whether the person should be a formal or informal member.

Please consult the instructor, course guide, the major coordinator or your advisor if you have any questions about committee membership.

**Advisor**
Name:
Email:

Signature: _____
Date:

**Reader**
Name:
Email:

Signature: _____
Date:

**Reader**
Name:
Email:

Signature: _____
Date:

**Reader (Optional)**
Name:
Email:

Signature: _____
Date:

**UNIVERSITY OF MINNESOTA**

**School of Public Health**
# Health Services Research, Policy and Administration
## PLAN B PROJECT COMPLETION FORM

Students are asked to submit two bound copies of the final approved version of the project; one copy should be given to the project advisor and the second copy will be retained in the MS in HSRP&A Program Office. (Give it to the MS major coordinator) Please have the paper bound with a Velo Bind Cover with a clear cover and a black vinyl back. No grade will be assigned for PubH 7894 until the student has complied with this request. Complete Master's Projects are available for review by any MS in HSRP&A student upon request.

Please remind project supervisor to assign a grade for the Plan B Project Credits (PubH 7894).

Please refer to the HSRP&A *Student Guidebook* for complete policies and procedures.

Student's Name _____

Project Title _____
_____

PHAP Faculty Advisor - Name _____

Phone _____

Email _____  Signature
_____

First Reader - Name _____

Phone _____

Email _____  Signature
_____

Second Reader - Name _____

Phone _____

Email _____  Signature
_____

Optional 4th Member – Name _____

Phone_____

Email_____  Signature _____

**Return to: Maureen Andrew, Division of Health Policy and Management**
**Suite D-262 Mayo, MMC 510,**
**420 Delaware St SE, Minneapolis, MN 55455**