

UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

MASTER'S STUDENT HANDBOOK



Academic Year 2009 - 2010

For more information about the
Department of Behavioral and
Community Health Sciences, including an
on-line copy of this handbook, go to

www.bchs.pitt.edu

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BCHS MASTER'S STUDENTS GRADUATE SCHOOL OF PUBLIC HEALTH

To the Master's Students in the Department of Behavioral and Community Health Sciences:

On behalf of the faculty and staff of the Department of Behavioral and Community Health Sciences I would like to welcome new students to our Master's Program, and to offer our best wishes to the continuing students. The staff and faculty look forward to working closely with all of you toward the successful completion of your academic program.

This handbook has been developed to provide background material about the history and philosophy of the Department of Behavioral and Community Health Sciences, the organizational structure of BCHS, and an overview of the research and training activities of the faculty. In addition, it explains various policies, procedures, protocols and timelines that are important regarding the Master's Program, and addresses a range of frequently asked questions. We hope this handbook will be a useful guide to you as you proceed through the program.

It is our hope that you have a rewarding academic experience that will enable you to define and realize your career goals. Please feel free to contact your faculty advisor or Ms. Natalie Blais if you have additional questions.

Sincerely,

Ronald D. Stall, PhD, MPH
Professor and Chair
Department of Behavioral and Community Health Sciences

I. DEPARTMENTAL OVERVIEW

A. MISSION AND GOALS OF THE DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

The mission of the Department of Behavioral and Community Health Sciences is to promote a science-based understanding of social and behavioral factors that influence the health of populations and to develop, implement and evaluate programs and policies designed to improve the public's health. Students in BCHS learn how to examine public health problems using social and behavioral sciences theory and information; develop and plan programs and policies to address public health problems; implement, manage and evaluate programs and policies; conduct community-based research and practice to build a knowledge base and gain understanding; communicate information to policymakers and the public; and advocate for program development, policy change and improvements in the quality of life populations and communities. The Department is firmly committed to competency-based education linked directly to the Institute of Medicine 2003 report on Educating Public Health Professionals for the 21st Century.

The educational programs of the Department are designed to prepare researchers and practitioners who can apply social/behavioral theory, concepts and methods to the development, implementation and evaluation of public health interventions designed to prevent illness and to promote health. The educational programs offered within the Department build upon a common body of public health knowledge (Graduate School of Public Health Core), social/behavioral science concepts, theories and applied research methods (Department Core) as well as offer students an opportunity to focus on specific public health issues. The academic programs in the Department are based on a strong theoretical and knowledge base in the social and behavioral sciences, with a particular emphasis on social ecology as an organizing construct. Social ecology emphasizes the inexorable connection across the levels of human enterprise, including the genetic, biophysical, intrapersonal, interpersonal, family and social connections, groups, organizations, communities and policies.

The members of the Department have contributed in significant ways to the development of public health in the United States and internationally. Many of the graduates of this Department have assumed leadership roles in regional, state, national and international agencies and organizations that play a major role in the prevention of illness and promotion of health. Research conducted by our faculty and students has resulted in major changes in the provision of public health programs and policy.

B. DEPARTMENTAL ORGANIZATION

The Department maintains two educational programs: Master of Public Health in Behavioral and Community Health Sciences (MPH), and Doctor of Public Health (DrPH). Additionally, the Department has joint programs with the School of Social Work, Graduate School of Public and International Affairs (GSPIA) and the Department of Anthropology in the University's School of Arts and Sciences. The degrees earned are, respectively, the MPH/PhD

or MPH/MSW in Social Work, MPH/MID or MPH/MPA in GSPIA, and the MPH/PhD in Anthropology. Beginning in 2009 there is the Peace Corps Master's International Track option. This intense four year commitment includes two initial terms at GSPH, 27 months out-of-country with the Peace Corps, followed by two final terms of study back at GSPH. Please note: Students must apply and be accepted into this program prior to the start of their program. Students also may avail themselves of University or GSPH certificate programs. These include certificates in Latin American Studies, Eastern Asian Studies, and Women's Studies; and Public Health Preparedness and Disaster Response, Public Health Gerontology, Global Health, Minority Health and Health Disparities, Evaluation of Public Health Promotion and Health Education Programs, Community-based Participatory Research and Practice, or Lesbian, Gay, Bisexual & Transgender Individuals' Health and Wellness.

The Department cooperates closely with the following Centers:

- 1) Center for Minority Health, Dr. Angela Ford, Director
- 2) Center for Healthy Aging, Dr. Constance Bayles, Director
- 3) Center for Environmental and Community Health, Dr. Conrad Volz
- 4) Evaluation Institute, Dr. Edmund Ricci, Director
- 5) Center for Public Health Preparedness, Dr. Sam Stebbins, Director
- 6) Center for Public Health Practice, Dr. Maggie Potter, Director
- 7) Center for Research on Health and Sexual Orientation, Dr. Anthony Silvestre, Director

General administration of the Department is carried out by the chairperson (Ronald D. Stall), the Associate Chair (Kenneth Jaros), the Associate Chair for Science and Research (Steven Albert) and the Department Administrator (Edi Bernardon) in conjunction with the Executive Committee. Additional standing faculty committees are the Doctoral Committee, the Admissions and Student Performance Committee, the Curriculum Committee, Community Linkages, Authorship Committee, and Grant Review Committee. Extensive research is carried out by individuals and groups of faculty as well as through partnerships with other departments, schools, and universities and communities.

Department faculty help support the Department's mission through University and Department committee work and through faculty and staff meetings. Students also are asked to participate on Department, School, and University committees, as appropriate.

C. Faculty and Students

The Department has 20 primary faculty members. Additionally, 26 faculty members with primary appointments in other University departments hold secondary appointments in Behavioral and Community Health Sciences; 23 persons have adjunct appointments. Contact information for these faculty can be found in Appendix I and on our website at www.bchs.pitt.edu.

The Department has an approximate enrollment of 130 students in its programs. About 106 students are currently enrolled in the MPH program, including new, continuing and joint degree students, and 23 are enrolled in the DrPH program.

D. RESEARCH AND FACULTY INTERESTS

The Department's educational programs have their base in an extensive array of funded research projects. Currently, our faculty, through their research and development programs, are improving the public health knowledge base in such areas as assessing the needs of communities and populations for the purpose of guiding policy and program development; initiating a range of culturally appropriate community based chronic disease prevention and management initiatives; evaluating the effectiveness of a home visiting program for young families; assessing health and welfare needs of the elderly and assisting local provider organizations in streamlining their services. Numerous agencies and foundations such as the National Institutes of Health, Centers for Disease Control and Prevention, Department of Health and Human Services, Agency for Health Care Policy and Research, Substance Abuse and Mental Health Service Administration (SAMHSA), Allegheny County Health Department, Pennsylvania Department of Health, Pennsylvania Area Health Education Center, as well as several foundations, provide major support for the research conducted by BCHS faculty.

Additionally, the Department has a state-of-the-art computer-assisted telephone interviewing system housed within our Institute for Evaluation Science in Community Health, which is affiliated with the University Center for Social and Urban Research.

1. FACULTY WITH PRIMARY APPOINTMENTS

Steven M. Albert, MSc, PhD

Dr. Albert is a Professor in the Department of Behavioral and Community Health Sciences and is director of the Aging Certificate. Dr. Albert completed post-doctoral training at Rutgers and Columbia. He received a Fulbright award to conduct fieldwork in Papua New Guinea and an NSF fellowship to apply anthropological methods to gerontologic research. He is a Fellow of the American Anthropological Association and Gerontological Society of America. Dr. Albert's research examines the impact of neurological deficits on health outcomes and patient reports of quality of life. He has

carried his research forward in the areas of Alzheimer's disease, neuromuscular disease, HIV and normal aging.

Jessica Burke, MHS, PhD

Dr. Burke is an Assistant Professor in the Department of Behavioral and Community Health Sciences. She completed her MHS and PhD at the Johns Hopkins Bloomberg School of Public Health where she holds an adjunct faculty appointment in the Department of Population & Family Health Sciences. Dr. Burke is currently funded by the National Center on Minority Health & Health Disparities as a Health Disparities Scholar and has received training fellowships from HRSA's Maternal and Child Health Bureau and the National Institute of Mental Health at NIH. Dr. Burke's research interests focus on the reciprocal relationship among health, behavior and environment. Dr. Burke uses theory-driven, participant and community oriented approaches to exploring the cultural and contextual factors that influence the health status of women and children. Her current research uses ethnographic and social epidemiologic techniques to explore multiple levels of influences on maternal and child health outcomes such as intimate partner violence, youth violence, low birth weight and pre-term delivery. Dr. Burke is also interested in the design, implementation and evaluation of comprehensive interventions that address important women's health issues such as HIV/AIDS.

James Butler, MEd, DrPH

Dr. Butler is an Assistant Professor in the Department of Behavioral and Community Health Sciences and the Center for Public Health Practice. Dr. Butler completed a postdoctoral fellowship in Preventive Medicine and Public Health at the University of Kansas School of Medicine. He was director of a National Cancer Institute-funded clinical trial, which examined the effects of nicotine gum and motivational interviewing counseling on smoking rates and daily consumption of fruits and vegetables among public housing residents. His research interests are community-based participatory research; cultural competency; cancer prevention; program evaluation; qualitative research methods; and the use of motivational interviewing counseling to design intervention strategies to address obesity, type 2 diabetes, and cancer risk factors (tobacco use and dietary habits).

Patricia I. Documét, MD, MPH, DrPH

Dr. Documét is an Assistant Professor in the Department of Behavioral and Community Health Sciences. She was trained as a pediatrician in Peru, where she worked at a maternal-child hospital. She earned her Master's of Public Health in 1995, a Certificate in Latin American Studies in 1996, and a Doctor of Public Health in 2001. She has worked that combine quantitative and qualitative research methods, such as her dissertation, a CDC funded project that dealt with Latinos' health care access in southwestern Pennsylvania, as well as in a project to study breast cancer screening cross culturally, among Latino, African American, Appalachian and Amish women. Her interests include health disparities, health and health care access for minorities and underserved populations, the influence of culture on health behaviors, cancer, breastfeeding, maternal and child health, women's issues, and program evaluation. Additionally, she is actively

involved in initiatives to improve access to health care and services in the Latino community of southwestern Pennsylvania.

Mark Friedman, PhD

Dr. Mark Friedman is Visiting Assistant Professor. His primary research interest is the development of health problems and resiliency among gay and bisexual adolescents and health disparities among gay and bisexual men. His research projects to date have focused on defining and measuring adolescent sexual orientation; the relationship between gender-role nonconformity, bullying, and suicidality among gay youth; and childhood and adolescent antecedents of adult health problems among gay males. He was recently awarded a K01 Mentored Research Scientist Development Award to longitudinally study gay male adolescents using the Internet (Ron Stall, Mentor) and is currently implementing a meta-analysis focusing on sexual, physical and verbal abuse of gay, lesbian and bisexual youth.

Craig Fryer, DrPH

Dr. Fryer is an Assistant Professor in the Department of Behavioral and Community Health Sciences and Assistant Director of the Center for Minority Health. His primary research interests include the sociocultural context of health and health disparities, qualitative methods, and the translation of research to public health practice. Substantively, my work focuses on minority health and health disparities, the health and well-being of youth and young adult populations, and substance use prevention, cessation, and treatment, including tobacco and marijuana. Collateral research endeavors are related to STI prevention, including HIV and the reproductive health of young populations. Dr. Fryer is interested in community-level approaches to these issues that place individual-level risk factors in a broader context and draw on social and human capital to address them.

Mary A. Garza, MPH, PhD

Dr. Garza is an Assistant Professor in the Department of Behavioral and Community Health Sciences and Deputy Director of the Center for Minority Health. Her research activities embrace the full spectrum of the intervention research process: planning, developing, implementing, evaluating and disseminating evidence-based health interventions using a community-based participatory approach. She has an interest in health disparities research and understanding the psychosocial and behavioral determinants of health behavior, specifically those related to sustained compliance with cancer screening and health related decisions making. She is also interested in the role and influence of religion and spirituality on health outcomes. Her research experiences include behavioral studies related to breast, prostate and colorectal cancer and domestic violence.

Kenneth J. Jaros, MSW, PhD

In addition to his administrative and teaching responsibilities Dr. Jaros is the Director of the Center for Maternal and Child Health Leadership in Public Health & Social Work funded by the federal Maternal & Child Health Bureau. In addition he serves as a core faculty member of the UCLID Center Neuro-developmental Disabilities Training Program

(HRSA funded) at the University of Pittsburgh. During his academic career he has primarily been involved in program development, evaluation, and operations research activities in maternal and child health, health and human services delivery, and other public management areas. He has directed a variety of needs assessment and evaluation projects relating to Children with Special Health Care Needs, substance abusing women, state-wide MCH planning, peer education, and violence prevention. Areas of interest include children and youth services, community organizing, and addressing issues of health disparities.

Christopher R. Keane, ScD

Dr. Keane is an Assistant Professor in the Department of Behavioral and Community Health Sciences. He researches transformations in healthcare systems, including trends towards privatization, partnership and multiple forms of managed care. He explores how these transformations reflect changes in the metaphors people use to understand the social world. He is completing a book showing how management models and metaphors have penetrated healthcare and a variety of health-related domains including public health movements, healthcare reform, and popular advice on infant care and geriatrics. Dr. Keane's concern is how recent transformations in health systems affect the uninsured and vulnerable and the preparedness of public health departments. He has served as principal investigator or co-principal investigator on research projects funded by the Robert Wood Johnson foundation, HRSA and the Centers for Disease Control and Prevention. Most recently, he received a career award grant from the Agency on Healthcare Research and Quality. He has published articles in over a dozen peer reviewed journals on topics ranging from privatization, health insurance, and social models of world health.

Christine Ley, PhD

Dr. Ley is an Associate Professor in the Department of Behavioral and Community Health Sciences. Her research interests are in maternal and child health, and community health. She currently is serving on the Technical Advisory Panel for the Evaluation of the National Healthy Start Program. She has served as Principal Investigator of numerous research grants concerning evaluation of community health education programs, public health training, rural health, teen parent programs, and prenatal care programs. Dr. Ley has made numerous presentations at national meetings relating to her research.

Beth Nolan, PhD

Dr. Nolan is a Visiting Assistant Professor of Behavioral and Community Health Sciences. Her research interests include the study of implementation processes and program evaluation of health services, especially for older adults. She has expertise in applied behavior analysis, behavioral systems analysis, and applied gerontology. Dr. Nolan has conducted intervention and evaluation research in nursing homes and on issues related to quality of life for older adults. Currently, she is evaluating a police-based Crisis Intervention Team program that addresses the need to prevent arrests of non-violent individuals with mental illness and a Pre-booking Diversion program to divert non-violent individuals with mental illness to treatment by building a system that prevents

incarceration and conviction, and links them with the treatment and support that they need in the community.

Jean F. Nutini, MA

Ms. Nutini is a Research Assistant in the Department of Behavioral and Community Health Sciences. She obtained her master's degree from the Universidad Iberoamericana in Mexico. Ms. Nutini's research interests lie in the methodological aspects and management of research projects, including both survey and case study evaluation and ethnographic data collection and qualitative analysis. She has done extensive ethnographic research in Central Mexico on kinship, ritual kinship, religion, witchcraft and sorcery, culture change, social stratification and expressive culture ranging from Indians and rural mestizos to urban middle and upper class Mexicans.

Sandra Crouse Quinn, PhD

Dr. Quinn is an Associate Professor in the Department of Behavioral and Community Health Sciences. Since 2002, she has also served as the Associate Dean for Student Affairs and Education in the Graduate School of Public Health. She holds a doctorate in Health Education from the University of Maryland, College Park. She seeks to integrate research, teaching and public health practice in her work. Her research interests include public health interventions in the African American community, public health history, and health and risk communication, particularly with regard to bioterrorism, natural disasters and infectious diseases. She teaches BCHS 2572: Risk Communication. She is the co-Principal Investigator on the EXPORT Health Center (Excellence in Partnerships for Community Outreach, and Research on Disparities in Health and Training, funded by the National Center for Minority Health and Health Disparities. She recently completed a qualitative study of risk communication during the 2001 anthrax attack. She is an active leader in the Society for Public Health Education (SOPHE).

Edmund M. Ricci, PhD

Dr. Ricci is Professor of Sociology in Public Health and Director of the Institute for Evaluation Science in Community Health. His primary technical areas are evaluation research and survey research methods. Most recently, his work has focused on the areas of minority health disparities, long-term care services and institutions, emergency and disaster medicine, and substance abuse intervention programs. Dr. Ricci has designed, directed and participated in more than 250 evaluation studies, assessing a wide range of behavioral health interventions and operational issues in health and human service programs and organizations. He has been a "visiting" faculty member at the Institute of Hygiene and Tropical Medicine, Lisbon, Portugal, the University of West Indies, Mona, Jamaica and the World Health Organization Center for Health Development in Kobe, Japan. He is a member of the Board of Examiners, Sir Venkateswara University, Andhra Pradesh, India, the Behavioral Sciences Council, Association of Schools of Public Health and the Scientific Advisory Committee for the International Resuscitation Research Center. He has served as a member of the National Academy of Sciences/National Research Council, Committee on Emergency Medical Services. He is a member of the editorial boards of the Journal of Health and Social Policy and PreHospital and Disaster

Medicine and recently served as Chair, Health Care Research Training Study Section, Agency for Health Care Research and Quality (AHRQ, HHS).

Ravi K. Sharma, PhD

Dr. Sharma is an Assistant Professor in the Department of Behavioral and Community Health Sciences. His research is directed at understanding the community, neighborhood and environmental determinants of health and illness focusing on the underlying socioeconomic and physical mechanisms in the United States as well as globally. In particular, his research has focused on how neighborhood level factors in conjunction with individual level variables explain spatial variations in adverse reproductive health outcomes. He is also studying the determinants of physical activity, obesity and maternal smoking by neighborhoods based on the 2002 Allegheny County Behavioral Risk Surveillance Survey for which he served as the PI. He uses GIS, spatial data analysis and multilevel models in his research. He is the chairperson of the GSPH Faculty Diversity Committee. His outside service is related to conducting community health assessments for local and international agencies. He works closely with Magee Women Hospital's WomenCare International and has served in Ukraine, Albania and Shaklin Island in Russia. He is an elected member of the International Union for the Scientific Study of Population, based in Paris.

Ronald D. Stall, MPH, PhD

Dr. Stall is Professor and Chair of the Department of Behavioral and Community Health Sciences. He established several critical areas for HIV prevention by studying the issue of maintenance of safe sex behaviors over time, the influence of alcohol on sexual risk behavior and most recently, the inter-relationships of drug use, depression and partner violence on HIV risk behaviors. While at the CDC Dr. Stall served as Chief of the Prevention Research Branch of the Division of HIV/AIDS Prevention and the National Center for HIV, STD and TB Prevention. He has been principal investigator of research projects on topics such as care for intravenous drug user with AIDS, AIDS risk reduction for substance abusing gay men, a large scale population-based study of gay men's health and HIV treatment adherence among alcohol abusers, among a series of international AIDS research projects. He is currently PI of a large-scale study of the long-term health effects of methamphetamine use among gay men as well as co-PI of a study of HIV serosorting among gay men.

Martha Ann Terry, PhD

Dr. Terry is a Senior Research Associate in the Department of Behavioral and Community Health Sciences, Adjunct Research Associate in the Department of Anthropology, and affiliated faculty in the Graduate School of Public and International Affairs and the Center for Latin American Studies, University of Pittsburgh. She is the director of the BCHS MPH program. In addition, she currently works as the qualitative data supervisor for a project evaluating the integration of new medical record technology into diabetes care, a project evaluating community-based interventions to raise awareness of cancer clinical trials and an observation study exploring medical features that impede and/or facilitate adult immunization. She also works as the focus group consultant on a Veterans Administration study to develop computer-based interventions around alcohol abuse and

on a project exploring the needs of deaf and hearing impaired residents of Allegheny County. Her research interests include women's health, community-based interventions and education, HIV/AIDS, sociocultural perspectives on sexuality, evaluation, and qualitative methodologies. Dr. Terry has developed facilitator/recorder training for focus groups and provides periodic workshops for interested agencies, including Adagio Health. She is a member of the editorial board for AIDS Education and Prevention. She teaches Introduction to Population Problems and Seminar in Global Family Planning.

Stephen B. Thomas, PhD

Dr. Thomas is the Philip Hallen Professor of Community Health and Social Justice and Associate Dean for Diversity. Additionally, he holds a joint appointment as Professor in the School of Social Work. His research is focused on the elimination of racial and ethnic health disparities through community based interventions. He has served on the Institutes of Medicine's Committees on Preventing HIV Transmission: The Role of Sterile Needles and on Reducing the Odds: Prevention Perinatal Transmission of HIV in the United States. A noted scholar on the legacy of the Tuskegee Study, he was invited to the White House ceremony for the Presidential Apology to Survivors of the Syphilis Study at Tuskegee (1997). He is the recipient of an NIH grant in Applied Research Ethics and currently serves as Principal Investigator on an NIH-NCMHD Center of Excellence in Minority Health & Health Disparities (EXPORT Health). He believes that the successful elimination of racial and ethnic health disparities depends upon our ability to establish trusting community partnerships designed to increase the participation of minority populations in biomedical and public health research.

Jeanette M. Trauth, PhD

Dr. Trauth is an Associate Professor and Chair of the Doctoral Program in the Department of Behavioral and Community Health Sciences. Her main area of research is the application of health behavior theory to various health promotion and disease prevention behaviors. In particular, she is interested in conducting research that helps to understand individual and structural barriers to the adoption of various health behaviors, such as cancer screening, participation in medical research and type 2 diabetes self-management, and identifying strategies to eliminate health disparities in these areas. She is currently applying different theoretical approaches, such as the Transtheoretical Model and models of Patient-Provider Communication, in a number of current and proposed studies. She recently had a paper published in Health Education & Behavior, which was the first application of the Transtheoretical Model of health behavior change to an understanding of colorectal cancer screening behavior. In addition, she is currently leading a study of patient-provider communication regarding cancer screening, examining racial differences in communication among a cohort of men at two local sites. This study is one of the first longitudinal studies of patient-provider communication.

2. FACULTY WITH SECONDARY APPOINTMENTS AND TEACHING RESPONSIBILITIES

Scott R. Beach, PhD

Dr. Beach received his PhD in Social Psychology from the University of Pittsburgh in 1993. Since that time, he has been a Senior Research Associate at the University of Pittsburgh's Center for Social and Urban Research (UCSUR) and was appointed Director of the Survey Research Program in 1999. As Director, Dr. Beach oversees day-to-day operations of a 24-bank computer-assisted telephone interviewing facility and supervises seven professional staff members. Survey projects at UCSUR generally involve large, complex data sets; have been conducted with general community samples, special populations, and organizations; and have focused primarily on physical and mental health issues. Dr. Beach has been involved in all phases of the survey research process, including overall research design, sample design, questionnaire development, data analysis, and report writing. In July 2000, Dr. Beach received a secondary appointment as an Assistant Professor in the Department of Behavioral and Community Health Sciences where he teaches a course on health survey methods. In addition to his interest in survey methodology, he has interests and has published in areas such as aging and caregiver stress, criminal victimization, and child development.

Valire Carr Copeland, MSW, MPH, PhD

Dr. Copeland is an Associate Professor in the School of Social Work with a secondary appointment in The Department of Behavioral and Community Health Sciences. In the Graduate School of Public Health, she is the Associate Director of the Public Health Social Work Training Program, and Faculty Affiliate in the Center for Minority Health at the University of Pittsburgh's Graduate School of Public Health where she Co-Directs the Minority Health and Health Disparity Education core. In addition to the above, she is the Co-Director for Faculty Diversity Seminar for the Office of the Provost. Dr. Copeland received her M.S.W. (1978), M.P.H. (1988) and PhD (1989) from the University of Pittsburgh. Her research and publications have focused directly on the health and mental health status of African Americans, mental health disparities in service delivery, program planning, and treatment engagement for women and children. Dr. Copeland's current scholarship focuses on culturally competent engagement and intervention strategies and their impact on minority health disparities. Dr. Copeland's areas of interest include: child health policy, maternal and child health services programs, and the health/mental health status of African American women and children.

John Marx, MA, PhD

Dr. Marx is a Professor in the Department of Sociology, with a secondary appointment in the Department of Behavioral and Community Health Sciences. He received his PhD in Sociology from the University of Chicago. Dr. Marx's research focus has been in the areas of behavioral sciences, sociology of health and illness, and sociology of health services. He has authored numerous journal articles, book chapters and academic presentations dealing with a variety of sociological issues, especially in the health and public health arena. His recent research has been in the study of the impact and implications of privatization in public health, including investigation of proponents,

resisters and decision-makers concerning privatization. Recent articles, co-authored with C. Keane and E. Ricci, have reported on research specific to privatization, including perceived outcomes of privatization in local health departments. Currently, he is directing the doctoral program in the Department of Sociology.

Donald Musa, DrPH

Donald Musa is a Senior Research Associate at the University Center for Social and Urban Research at the University of Pittsburgh with a secondary appointment in the Department of Behavioral and Community Health Sciences. He received his doctorate in public health from the University of Pittsburgh. His broader substantive interests include the study of social and psychological factors that affect health-related behaviors and health outcomes, ranging from social/psychological to neighborhood and community determinants of health and illness. He has particular interests in the health of the elderly and health inequalities. Musa's recent research and publications focus on the study of self-care for chronic disease among African American and White older adults in Allegheny County with Dr. Silverman. He has been involved in a wide variety of research in a methodological and analytic capacity and has expertise in survey methodology, evaluation and data analysis. He teaches a course on health survey methods in the department.

3. PROFESSORS EMERITI

Elsie R. Broussard, MD, DrPH

Dr. Broussard, a psychoanalyst of adults, children and adolescents, is Emerita Professor of Public Health Psychiatry. She was a pioneer in developing programs for preventive intervention services related to psychosocial disorders in families and infants at risk. Using both group and individual models, office-based and home-based, she developed the Pittsburgh First-Born Project and the Infant-Family Resource Program. Dr. Broussard has also worked extensively with adolescent parents. She was the principal investigator of a multidisciplinary training program in the area of child abuse and neglect. She is certified by the American Board of Psychiatry and Neurology in Psychiatry and Child and Adolescent Psychiatry; and the American Board of Preventive Medicine in Public Health and attained Life Fellow Status in the American Psychiatric Association. She has received numerous awards, including the American Psychiatric Association's Hofheimer Award for outstanding research in mental health, the National Mental Health Association's Lela Rowland Award for prevention services and the Pennsylvania Public Health Association's Presidential Award for outstanding contributions in public health.

William T. Hall, PhD

Dr. Hall was a major figure in the maternal and child health component of the Graduate School of Public Health until his retirement in 1990. He directed the MCH Leadership Program in Public Health Social Work and was active on several national advisory panels. Throughout his career he was an advocate for systems improvement and policy change, and was a respected mentor for students, faculty colleagues and practicing professionals.

E. SERVICE

Service activities are integral to the educational and research programs of the Department. To meet the departmental obligations to public service, faculty and staff serve as members of organizational boards and/or expert committees of governmental, private or voluntary organizations, provide consultations to community agencies, serve as members of professional organizational boards and/or committees, and participate as speakers and panelists at conferences or as visiting lecturers in other schools. Faculty also indirectly provide community service through advising and monitoring students who are engaged in field work or community-based research.

II. MASTER OF PUBLIC HEALTH PROGRAM

A. MISSION STATEMENT

The MPH program trains students for applied research and practice careers in a variety of public, voluntary and private community health organizations. Students are prepared to draw upon social and behavioral theories and concepts to assess the health status and needs of populations, formulate public health interventions that are informed by social/behavioral theory, and to use social/behavioral science research methods to evaluate these programs as well as develop recommendations for improvement. The emphasis is that students will learn and practice assessment and research skills in the context of social and behavioral change at the individual, organizational, and community levels. (See Figure 2, page 15, for core functions.)

Some students in the Department are recruited from health professional fields. Other students have or are earning a degree in a health related profession, or they have been employed in the field of public health, and they want additional training in public health with a focus on research and/or practice in the social and behavioral health sciences. The MPH program also attracts international students who are health professionals in their own countries. Students also apply directly from undergraduate programs in such diverse areas as psychology, biology, journalism, anthropology, communications and English.

B. OBJECTIVES

Students in the MPH Program will learn to:

1. Identify the determinants of health and illness of populations through the analysis and use of relevant data;
2. Document and communicate community-based needs and resources and particular needs of special and vulnerable populations;
3. Develop collaborative efforts for public health interventions at multiple levels (individual, organizational, and community) by effectively applying behavioral and social science concepts and theories in research for program planning;
4. Identify components of policy development and legislative processes for effective development of public health interventions;
5. Implement interventions using needs assessment data and the application of communication, organization and management principles;
6. Apply social/behavioral theory, concepts and methods to conduct complex evaluations of public health programs;

7. Communicate research and evaluation findings using written and oral communication technology for effective ongoing policy and program development.

**FIGURE 1: FRAMEWORK FOR SOCIAL/BEHAVIORAL SCIENCES IN PUBLIC HEALTH FOR THE MASTER OF PUBLIC HEALTH PROGRAM
DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES,
GRADUATE SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF PITTSBURGH**

| <i>Core Functions of Public Health*</i> | | | |
|--|---|--|---|
| | Assessment of Health/Illness and Need for Public Health Programs | Assurance and Implementation of Quality of Public Health Programs | Community Health Policy Formation |
| Public Health Professional Competencies Drawn from Social/Behavioral Sciences | <u>Community Health Assessment</u> Ability to assess community/population health status and needs, including: <ul style="list-style-type: none"> - identification of social/behavioral factors affecting health status of population - incorporation of input from community groups - assessment of health status of specific community sub-groups - mapping of health resources and community assets - ability to use survey methods, statistical analysis, ethnographic methods, demographic methods - knowledge of primary and secondary data sources of health status and health behavior. | <u>Program design and Implementation</u> <ul style="list-style-type: none"> - Ability to design and implement behavior change program on a community/population level. - Ability to fit intervention within cultural context. - Population-based communication techniques/social marketing. - Ability to develop collaborative efforts. <u>Program Monitoring and Evaluation</u> <ul style="list-style-type: none"> - Monitor and evaluate structure, process, outcome, cost - Ability to set up monitoring and assessment systems. - Ability to apply modern information technology to public health programs. | Understand legal and political process and procedures related to public health program structure and operation. Ability to translate scientific findings into policy recommendations. Ability to communicate scientific findings to lay public and politicians. Ability to document and communicate needs and resources to lay public and politicians. Ability to develop coalitions. |
| Social/Behavioral Knowledge Areas Applied to Public Health | <ul style="list-style-type: none"> - role of social/behavioral factors in health and illness - health related behavior of specific community sub-groups. - context of population served (economic, cultural and political). - research methods for planning and assessment - community dynamics and principles of community development. | <ul style="list-style-type: none"> - models of health behavior. - group change theory and strategy. - lay/professional communication and interaction. - legal and political processes in public health. - structure of social/organizational networks and processes. - program organization and management behavior. - social/behavioral research design and methods for evaluation and monitoring (survey, ethnographic, etc.) | <ul style="list-style-type: none"> - relationships among social structure, culture and health policy. - economic and political factors in health behavior. - cultural and economic barriers to utilization of health programs. - health policy process. |

*Adapted from 1988 Institute of Medicine Report, "The Future of Public Health" and Centers for Disease Control and Prevention

C. ADMISSIONS AND STUDENT PERFORMANCE COMMITTEE

1. Composition of the Committee

The Admissions and Student Performance Committee (ASPC) is a standing committee in the Department of Behavioral and Community Health Sciences. The ASPC is comprised of five faculty members, one of whom serves as Committee Chair, each appointed for three-year terms by the Department Chair. Members may be reappointed.

2. Functions

The ASPC evaluates all MPH applications for admission to BCHS and makes recommendations for admission to the Assistant Dean of Student Affairs. Applications are now submitted on-line through a centralized application system, SOPHAS. When an applicant's file is complete, it is circulated by the Master's Program Director to two members of the committee. Each member reviews the material and makes an independent recommendation (e.g., accept, accept provisionally, reject, defer). These recommendations are reviewed by the Director, and in cases where there is a difference of opinion on the recommendation, a third member is asked to review the application, and if necessary, a meeting of the full committee may be held to resolve the situation and reach a decision.

The ASPC also has an oversight role regarding student performance. The Program Director regularly reviews academic performance for all students in the BCHS program. In those cases where it is apparent that a student is experiencing difficulty, the student's faculty advisor is typically contacted and an attempt is made to resolve the problem. In cases where the problem has not been resolved and it is necessary to formally address the issue, the Program Director will contact members of the ASPC, who then make a recommendation to the Department Chair for formal action by the Department.

The ASPC plays a role in assigning faculty advisors to students, with the final decision made by the Program Director. The process of assigning advising responsibility will be reviewed annually by ASPC and recommendations regarding this process will be made as needed to the Department Chair. It is assumed that a student's academic advisor will also serve as the practicum faculty advisor and as the essay or thesis advisor, unless there are mitigating circumstances.

An additional responsibility of this committee is to respond to issues raised in the annual student survey, such as those related to advising, teaching and curriculum.

D. ORIENTATION

The process of orientation to the Department and to the school occurs over time. For students admitted in the fall, orientation might begin when they meet with their academic advisor during the summer to register for the first time. But usually, students' first orientation experience will be the school-wide orientation held on the Friday before classes begin in the fall. At this orientation students are introduced to many of the administrators of the School and also have an opportunity to meet faculty, staff and continuing students in department-specific break-out sessions. There is no comparable event held in the spring semester.

In mid-September and in mid-January, the department holds events to welcome new students and to introduce them to faculty, staff and continuing students. These are opportunities for all members of the Department to socialize and get to know each other. Students are strongly urged to attend these affairs.

Each semester the Department schedules two informative workshops:

- 1) Practicum workshop: four weeks into the fall semester and six weeks into the spring semester; students attending will hear about the program practicum requirements and about practicum opportunities; this workshop is facilitated by the Department's Coordinator of Community Programs, who currently serves as the Practicum Coordinator.
- 2) Paper/thesis workshop: six weeks into the fall semester and four weeks into the spring semester; students attending will learn about the requirements for the master's paper/thesis; this workshop is facilitated by the Director of the MPH Program.

A critical experience in helping students develop as a professional is serving on departmental and school committees. If you have an interest in some aspect of the Department or School, such as curriculum development, ask how you can get involved. Another way to learn more about how the Department and School work is to participate in the faculty search process. This involves attending faculty candidate presentations and meeting with faculty candidates. Though this process occurs only occasionally, we urge you to take advantage of the opportunity when it occurs.

You'll also learn a lot about the school by attending seminars, workshops, special lectures, defenses and GSPH Council meetings. Announcements for these and other interesting and informative events are posted on bulletin boards on every floor and by elevators.

E. PREREQUISITES

School-wide requirements for admission are listed below.

1. Applicants should have an undergraduate quality or grade point average of at least 3.0.

2. Applicants must submit the scores from the general test of the Graduate Record Examination (GRE), including the writing assessment section. In selected cases, the MCAT may be submitted as a substitute for the GRE scores. Students applying with a master's degree are not required to submit GRE scores. The Department looks for a minimum of 500 on each of the verbal and quantitative sections.
3. Applicants for whom English is not their first language must submit scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students must score a minimum of 213 on the computerized TOEFL (or 550 or higher on the paper-based version), or 5.5 or higher on the IELTS to be eligible for admission. The requirement to take an English test may be waived if the applicant has received a degree from an accredited institution in the United States. All students for whom English is not their first language and whose IELTS score is less than 7.0, or TOEFL score is less than 250 (600 on the paper-based test), must take the Test of English Language Proficiency before registering for their first term.
4. Applicants must demonstrate in their statement of purpose that they have a clear understanding of how the program of study will benefit them in achieving their career goals in the field of public health and how pursuit of the MPH at the University of Pittsburgh is integral to their long-term plans.

Admission to the Master of Public Health program is for either the Fall or Spring Term. The centralized SOPHAS application process has been adopted by GSPH, and those wanting preferential review for the Fall Term should submit all materials by the first week of January; those seeking spring acceptance should submit all materials by October 31. Applications received after this will be reviewed on a "rolling" basis and admission offered to eligible students as space allows.

F. PROGRAM OF STUDY

All master's students complete a set of school core courses, a set of departmental required courses, and at least 7 credits of electives. Typical schedules for full-time students can be found in Appendix II. The program is designed to be completed in four semesters of full-time study (fall, spring, fall and spring). Full-time study is considered to be at least nine and as many as fifteen credits. Part-time students are also welcome; however, their course of study is more difficult to lay out because of core course scheduling and their own work schedules. Part-time students should expect to take some daytime courses.

1. GSPH Core Courses

All students must fulfill the GSPH core requirements. Students holding an MPH degree may waive GSPH core courses if these or equivalent courses were taken as part of their MPH program. Applications for waiver of school requirements may be obtained from the Recruitment and Academic Affairs Administrator or from the Office of Student Affairs. For your convenience, Appendix III contains checklists of required courses so that you can track your progress toward completing the program.

Principles of Statistical Reasoning
BIOS 2011 (3 credits) *fall/summer*

Principles of Epidemiology
EPID 2110 (3 credits) *fall*

Environmental Health and Disease
EOH 2013 (3 credits) *spring*

Introduction to Leadership, Management and Policy for Public Health
HPM 2001 (3 credits) *spring*

Public Health Overview
PUBHLT 2014 (1 credit – first semester) *fall*

Public Health Biology
PUBHLT 2015 (2 credits – first semester) *fall/summer*

Capstone: Problem Solving in Public Health
PUBHLT 2016 (2 credits – last semester) *fall/spring*

Dean's Public Health Grand Rounds
PUBHLT 2022 (0 credits – first and second semester – must be taken twice)

2. BCHS Core Courses

All students must meet departmental requirements, which are as follows:

- a. Core courses:
 - i. Introduction to Health Communication
BCHS 2504 (3 credits) *spring*
 - ii. Theories of Health Behavior and Health Education
BCHS 2520 (3 credits) *fall/spring*
 - iii. Introduction to Applied Research
BCHS 2525 (3 credits) *fall (face to face)/spring (online)*
 - iv. Community Development Approaches to Public Health
BCHS 2559 (3 credits)
 - v. Community Health Assessment
BCHS 2563 (3 credits) *fall/summer*
- b. Experiences Applying Social/Behavioral Theories and Methods
 - i. Community Practicum in Applied Social/Behavioral Theories and Methods
BCHS 2503 (2-3 credits) *anytime*
 - ii. Master's Paper Applying Social/Behavioral Science Concepts and Methods in a Public Health Setting *
BCHS 2521 (2-3 credits) *anytime*

* Students have the option of submitting a master's paper or a master's thesis. Refer to Section G for an explanation of and requirements for the paper / thesis.

Students requesting exemption from departmental core courses must complete the Waiver Form found in Appendix IV and are required to provide a syllabus for each course for which they are requesting a waiver. These requests are reviewed first by the student's academic advisor and then by the primary instructor for the course, who makes the final decision.

3. Electives

In addition to the required courses listed above, students will choose a number of elective courses in order to complete the required credit minimum of 45. Students may use elective credits to enhance their knowledge in a single academic area of interest by taking classes available on topics such as maternal and child health services, public health gerontology, program evaluation, minority health and health disparities, bioterrorism, global health or women's health. Certificates are available for some of these and other topics. Or students may choose to use their elective credits to gain a more generalized knowledge of public health.

Elective courses may be taken in other GSPH departments or in other university schools or departments with permission of the academic advisor and when the student can demonstrate sound rationale for doing so. Permission from the instructor may also be required.

Students who have completed graduate work in another program may request that credits from that program be transferred in and applied to the MPH. Courses must be relevant to the MPH. The request for advanced standing credit transfer should be completed by the student and her/his advisor; final approval is given by the Office of Student Affairs.

Peace Corps Master's International Track

This track within the MPH program combines MPH courses with 27 months of hands-on global health experience with the Peace Corps. This intense four year commitment includes two initial terms at GSPH, 27 months out-of-country with the Peace Corps, followed by two final terms of study back at GSPH.

G. JOINT PROGRAMS

BCHS collaborates on four joint programs, through which students earn an MPH in BCHS and an additional graduate degree in another school. Students wanting to earn joint degrees must apply to each of the participating schools or divisions no later than the middle of their second semester in one or the other program and ***must register through GSPH at least twice*** during their tenure as a student.

1. Master of Public Health/Doctoral Degree in Social Work (MPH/PhD)

This program with the School of Social Work allows students to obtain the MPH degree in behavioral and community health sciences and the PhD degree in social work. Students with the Master of Social Work degree (MSW) may enter the program to obtain only the MPH degree. Students in this joint program must meet the 45-credit requirement for the MPH degree. They are granted, however, 16 credits of advanced standing. Graduates of this program are prepared to assume leadership positions in public health systems or academic settings with a particular focus on maternal and child health.

2. Master of Public Health/Master of Social Work (MPH/MSW)

This program is a collaboration between BCHS and the School of Social Work and allows students to obtain the MPH in behavioral and community health sciences and the MSW in social work. Students meet all the requirements for both degrees. The joint degree program prepares students for leadership roles in public health, social welfare, and other related fields and systems where the public's health is a concern, based on the perceived impact of identifiable social problems.

3. Master of Public Health/Master of International Development or Master of Public Affairs (MPH/MID/MPA)

These programs with the Graduate School of Public and International Affairs are 78-credit programs providing backgrounds in both in public administration and/or international development and in public health. Graduates of these joint programs will be able to obtain leadership positions in governmental and voluntary organizations providing public health services or positions in organizations with an international development and health focus. **GSPH requires that those in their joint programs be full-time students.**

4. Master of Public Health/Doctoral Degree in Anthropology (MPH/PhD)

This joint degree program with the Department of Anthropology in the School of Arts and Sciences allows students to prepare for an academic career that encompasses the interdisciplinary competencies of anthropology and public health. The program meets requirements for the MPH and PhD degrees after completion 87 credits of course work, including dissertation research.

H. POLICIES AND PROCEDURES FOR GSPH

1. Forms and Deadlines

Students are required to meet with their advisors at least once a semester, in order to register for the following semester. Thus, registration for each term is done with the advice of the student's academic advisor and the registration form must be signed by the academic advisor. **Registration deadlines can be obtained from Student Affairs, the Recruitment and Academic Affairs Administrator, or the University Academic Calendar.** In addition, students should check email messages for information about deadlines and other important dates. Course schedules, registration forms and other forms related to enrollment and transfer of credit are available in the Program Office (the office of the Recruitment and Academic Affairs Administrator), 227 Parran Hall, or GSPH Office of Student Affairs, 114 Parran Hall.

Completed registration forms are processed by the Recruitment and Academic Affairs Administrator. In order to register for independent study credits, a completed Independent Study form **must be** submitted with the registration form (see Appendix V).

2. Student Status

In order to graduate, students must have full (not provisional) status. Students who have been admitted provisionally are responsible for clearing the provision identified in their acceptance letter. Students must be registered for at least one credit in each 12-month interval to retain active status. Students must be registered for at least one credit in the term in which they expect to graduate and must meet requirements for full status in order to graduate.

Only those persons who are registered can expect to receive guidance and direction from members of the graduate faculty, check out books from the library, use interlibrary loan, request on-line database searches and have a Network Authorization Account for computer usage.

3. Meeting Credit Requirements

A full credit load is nine to fifteen credits per term. With advance approval, enrolled graduate students may obtain training not available at the University of Pittsburgh and transfer those credits toward the requirements for an advanced degree at the University of Pittsburgh, assuming that the total number of transfer (advanced standing) credits does not exceed six. At least three terms, or thirty-nine credits must be successfully completed at the University of Pittsburgh.

Undergraduate quality points and undergraduate credits (except for upper level courses taken with the approval of the academic advisor) do not count toward graduation.

In the event that a student's cumulative QPA falls below 3.0, or if the student fails a core course at any time during the course of study, the student is automatically placed on probation by the MPH Admissions and Student Performance Committee and by GSPH's Academic Policies and Standards Sub-committee. Students on probation and their advisors will be informed in writing of procedures to remove the probation in an appropriate period of time. Typically, students are given two full-time semesters in which to clear the probation. A student cannot graduate with a cumulative Quality Point Average (QPA) below 3.0 or a failing grade in any required course.

A grade of B or better is the desired grade for all school wide core courses required in a student's academic program (see below). The rationale is that students who earn a B or better will be able to demonstrate competencies in the subject matter and thus be better prepared to enter public health practice.

If a student earns a C, the committee recommends that the student and advisor meet to discuss the grade and that the student be strongly encouraged to re-take the core course. However, the committee does leave the final decision to the advisor and the student.

4. Independent Studies

When students choose to register for independent study credits, they must identify a faculty member who will work with them closely to design a course of study and oversee the work involved. When students take this option for earning credits, they must complete the independent study form found in Appendix V, which involves identifying the faculty advisor, outlining the work to be completed and establishing a timeline. Students will not be allowed to register for independent study credits without this paperwork. Upon completion of the agreed-on work, students can request that independent studies be given a formal name, to more accurately reflect the content of the work completed.

5. Incompletes and Class Withdrawals

In order to graduate, outstanding incomplete grades ("I" or "G") in school and departmental core courses must be changed to letter grades or S/H. In the event a student has an incomplete grade in a class that is not required for graduation **and** that student has met the 45-credit program minimum, a memo from the academic advisor or master's program director must be submitted to the Assistant Dean for Student Affairs stating that the incomplete course is not required for graduation.

A "G" grade is given when personal circumstances prevent students from completing coursework during the semester in which they are registered. Students must arrange with the course instructor for this option. According to University policy, the student has one year to complete the work and have the grade changed; however, the instructor may set her/his own time frame within which to complete the work.

A “W” is given when the student requests permission to submit a “monitored withdraw” form for a course. This is arranged with the course instructor and may be done up to the deadline specified in the Academic Calendar. If the course is required for graduation, the student must register again for the course at a later time when it is offered.

An “I” is assigned in cases when the instructor deems it necessary to allow the student more than a year to complete coursework, such as in the case of a practicum or thesis research that extends for longer than 12 months.

6. Exemption from Required GSPH Courses

Students requesting a waiver for a GSPH required course must submit the appropriate form with a transcript and syllabus documenting that the subject of the required course was covered in a similar course taken at another school. This form, signed by the student’s academic advisor, is submitted to the Program Office and sent on to the core course instructor for approval, then returned to the Program Office. The form to request a waiver of a GSPH core course may be found in the Appendix, obtained from the Recruitment and Academic Affairs Administrator or from the Student Affairs Office.

I. POLICIES AND PROCEDURES FOR THE MPH PROGRAM

1. Meeting Credit Requirements

The program is a 45-credit program that is designed for full-time study. Part-time students are welcome, although no part-time “track” exists. Twelve (transfer or advanced standing) credits may be awarded for graduate work taken after earning the baccalaureate degree. Transcripts certifying graduate courses completed at another institution prior to admission to the University of Pittsburgh should be submitted with the application for admission. Transcripts certifying graduate courses completed at another institution during the course of study in the Graduate School of Public Health should be submitted during the student’s graduate program. A minimum of thirty-nine credits must be successfully completed at the University of Pittsburgh.

2. Time Required to Complete the Program

The typical full-time student will be able to complete the course requirements for the MPH in four terms of full-time study. In fact, some students have completed the program in three semesters. If a student is not enrolled for at least one credit in a 12-month period, he or she must re-apply to the program. Acceptance for readmission may be granted but with the understanding that the student may be asked to meet some or all of the current program requirements.

3. Supervised Community Practicum

The supervised community practicum provides the student with a practical public health experience. It is intended that the field placement be an experience to which students bring the knowledge and skills they have acquired through their studies in order to put that knowledge to work and to benefit the agency where the student is placed. The supervised practicum is usually completed in the term following two terms of coursework. Under some circumstances, the practicum requirement can be met with field work extended for a two term period. A practicum requirement might also be met by a student assuming extra (unpaid) responsibilities in the student’s employment site or by the student spending non-employed hours on a special work-related project. Two objectives of the practicum requirement are to fill gaps in the student's experience and to augment and enrich a developing field of interest in the student. The student is urged to use the practicum as the basis for the master’s paper or thesis. **Dissertation fieldwork for students in the joint program with Anthropology fills the practicum requirement.**

With the help of the Coordinator of Community Affairs, who currently serves as the Practicum Coordinator, and the faculty advisor, the student selects the type and location of field experience, based on interests of the student and on relationships between the department and organizations and agencies in and around Pittsburgh. Some students may identify practicum experiences on their own, in the area or outside of Pittsburgh, either domestically or internationally. In these cases the student should consult with the Practicum Coordinator to verify that the opportunity qualifies for

practicum credit. After the practicum site has been chosen, an agency or organization preceptor is identified and the project designed. The preceptor acts as the student's supervisor in the field. Students are required to work a minimum of 200 hours and to maintain a log of all work completed.

An evaluation of the student's performance is to be provided by the placement preceptor at the mid-point and conclusion of the practicum. Additionally, the student is to provide, in written form, a mid-point and final self-evaluation. These and other required forms are available in the Community Practicum Handbook. Students must produce a poster presentation based on the practicum experience. (See the Community Practicum Handbook for more details and for required forms.)

4. IRB Module Requirement

All master's students will be required to complete the Human Subjects and Research Integrity modules on the IRB education site before the end of their second semester. They *must* provide proof of completion by submitting the print-out of the certificate to the Program Office (227 Parran Hall). No student will be allowed to graduate without this certification.

5. Procedures to Request Waivers from BCHS Courses

a. BCHS Core Courses

A sample waiver form is provided in Appendix IV. For exemption from a BCHS core course, the procedure is similar to the exemption process for GSPH core courses. Student advisors must approve the waiver before it can be considered.

b. Supervised Community Practicum

No student will be exempted from the practicum requirement except for those in the joint programs with prior approval or the PCMI track.

6. Master's Paper / Thesis

The paper/thesis requirement is designed to provide the student with an opportunity to integrate the major components of the GSPH learning experience and to apply the principles of public health to analysis of a specific topic area. A major goal is to permit the student to relate concepts and principles from the didactic program to experiences encountered during the field placement. The student is expected to demonstrate verbal and technical proficiency in expository writing. Papers or theses must be a minimum of 40 pages, double-spaced; typically, papers or theses range from 40 to 80 pages long. The topic must be one of public health significance.

The paper and thesis are similar with regard to expectations about length, quality and type. Students may choose to do original research for either option. They differ in three ways:

- 1) number of readers;
- 2) requirement for an oral defense (thesis);
- 3) electronic submission (thesis).

Master's papers require two readers, do not require an oral defense and are submitted in hard copy to the student's advisor and to Office of Student Affairs. The thesis, on the other hand, requires a minimum of three readers, an oral defense and electronic submission – **there is absolutely no difference with respect to quality, content or length.** For reader eligibility, students should consult the Department's Core Faculty List online or with the Program Office. An ETD workshop on electronic submission is offered by the University at least once a semester. Students are strongly encouraged to complete this.

a. Type of Paper or Thesis

The paper or thesis can be any of the following general types, **which are not entirely mutually exclusive:**

i. Original investigation

This involves the formulation of a hypothesis and the collection and analysis of data to test a hypothesis. The data may already exist or come from the student's research. Consideration of the time and financial resources necessary might limit the scope of the research so that the paper takes the form of a demonstration or pilot project. This would be the case when information from only a limited number of organizations would reasonably be included in the project. The project would then demonstrate a methodology, or structure, and/or process that would have much wider potential applicability.

ii. Critical literature synthesis

In a critical literature synthesis, all of the relevant literature on a given topic is examined in order to create a definitive "state of the art" document about the topic. This is not the same thing as a literature review, which is required for the other types of papers as well. In the critical literature synthesis, the student's competence in analysis, evaluation, and integration of information must be demonstrated.

iii. Position paper

This kind of paper establishes a specific point of view on an issue. It must be closely reasoned and use all available evidence. The original contribution is the student's own understanding, analysis, and presentation of a point of view.

iv. Program development

The student chooses to develop a program or plan for agency or institutional implementation. This plan is based on an analysis of agency services and policies; the

paper would include an explanation for the logic of or need for the proposed program and its feasibility. The original contribution is the student's understanding of the agency's strengths, challenges and ability to implement the program as outlined.

v. Program evaluation

The student uses tested and appropriate program evaluation methods to arrive at a judgment regarding the success of a specific program in meeting its objectives. This approach requires the student to make suggestions for improvement in effectiveness or possibly for a change in objectives.

vi. Case study

A case study is acceptable provided the student is able to find and analyze material from a variety of sources to bring out a true and important set of lessons or conclusions to be drawn from the case. The case study could also fit the models under *iv* and *v* above, provided a single institution, agency, or other entity appropriate to the development of a case was used. A useful reference, *Case Study Research: Design and Methods*, by Robert K. Yin, may be found in Falk Library (200 Scaife Hall) in the Nursing Collection: call number H62 Y51 1994.

b. Topic Selection

Topics for papers and theses vary depending on the student's past experience, both academic and professional, the field experience, and future career goals. Obviously, certain topics may not be suitably handled in one or some of the types of paper or thesis discussed above. It would, therefore, seem reasonable to choose the topic first. Students are urged to use their practicum as a source for paper or thesis topics, though this is not required.

c. General Style

Essays and theses are to be written in a clear, concise prose. If you need guidance, consult Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, William Strunk and E.B. White's *The Elements of Style*, *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*, *The Chicago Manual of Style*, (for sale at the University Book Center or available at most University libraries) or another agreed-upon substitute, as a final arbiter of style. Refer to the *Style and Form Manual for Graduate Thesis and Dissertation Preparation at the University of Pittsburgh*, March 1993, for final preparation procedures. This is available from the GSPH Office of Student Affairs. Variations in internal design of the paper are expected, but all manuscripts must address an issue of public health significance and most will include the following elements:

- i. Introduction: the purpose of the study or research, description of the agency or environment of data collection (if relevant), public health significance, and scope or focus of the study or research, including, where appropriate, the hypothesis to be tested

- ii. Literature review: major relevant findings from journal articles, books and other sources and gaps in knowledge that the study may attempt to fill
- iii. Methods: how information was collected, analyzed, and limitations or problems; definition of terms and statement of assumptions
- iv. Findings: results of the data collection or research
- v. Discussion: implications of results, synthesis of major trends, analysis of the data and literature review
- vi. Conclusions: summary of major findings, application to agency planning, limitations of the study, recommendations
- vii. Bibliography

d. Paper or Thesis Process

i. Master's paper readers

Students identify two readers, one from the BCHS core faculty list and one who is not a core BCHS faculty member. Most faculty with primary appointments in the Department are considered to be core faculty. To verify the status of a particular reader, check the GSPH website, which has core faculty lists for all GSPH departments.

ii. Master's thesis committee

Students identify a committee chair, who must be on the BCHS core faculty list. Students identify at least two additional members, one of whom is not a BCHS core faculty. Half or more of thesis committee members must be a core member of at least one GSPH department. In addition, half or more of the committee must have Graduate Faculty status. For instance, if a student chooses a committee of three readers, the following configurations are acceptable:

- 1) two of the committee members are BCHS core faculty and the third is core faculty in another GSPH department; all three are graduate faculty
- 2) the committee chair is BCHS core faculty and the other two readers are core faculty in another GSPH department; the two outside readers are graduate faculty and the committee chair is not
- 3) the committee chair is BCHS core faculty, and the other two readers are core faculty in two other GSPH departments; the BCHS and one other member are graduate faculty; the third member is not

- 4) the committee chair is BCCHS core faculty, the second reader is core faculty from another GSPH department, and the third reader is from another University department; the GSPH members are graduate faculty, the outside member is not

Upon identification of members of the paper or thesis committee, the student must complete the Paper/Thesis Forms, found in Appendix VI, which are submitted to the Recruitment and Academic Affairs Administrator so that a memo requesting approval of the committee make-up can be drafted. The first step is to prepare a proposal. The proposal should address the following issues: the overall purpose of the study, the specific questions to be considered, the experimental and conceptual background the student brings to the topic, the research methodology, and the scheduling and timing of tasks. This proposal must be approved by all members of the committee (see forms).

Students are advised to give considerable thought to the paper or thesis topic, to the composition of the committee and to maintaining communication with appropriate faculty members as the work progresses. **Students *must* have the topic approved by the faculty advisor no later than twelve weeks prior to planned date of graduation. Students will provide the advisor or thesis committee with a complete rough draft of the essay/thesis no later than eight weeks prior to the desired graduation date.**

At least three revisions are expected. All drafts and revisions must have correct spelling, grammar and punctuation. Check with the advisor for resources available in these areas. However, be aware that it is not the responsibility of the paper/thesis advisor to teach students how to write. If you need assistance in further developing your writing skills, we urge you to consult with staff at the University's Writing Center. In addition, the sources mentioned above can provide guidance.

The paper requires submission of a written paper to two readers for their acceptance. The thesis must be defended orally in a public setting with the committee composed of three faculty members and written copies submitted to the members. The defense is a public event which anyone in the University community or from the general public can attend. **The standard for excellence with respect to clarity of thought and well-written expression that demonstrates the ability to reason, based on scientific evidence and to draw appropriate conclusions, is the same for paper or thesis.**

The number and distribution of copies of the completed and accepted paper may vary. **You must check with Joanne Pegher in the office of Student Affairs or the GSPH intranet (www.my.pitt.edu > choose GSPH intranet under Communities) to obtain a graduation packet with updated thesis/essay format guidelines and requirements.** The minimum number required for papers is two, an unbound copy submitted to the GSPH Office of Student Affairs (Room 114, Parran Hall) and a bound copy to the advisor.

The following essay/paper guidelines are subject to change. Please refer to Joanne Pegher, in Student Affairs for current guidelines for essay and thesis submissions.

1. One unbound original copy of the essay, double spaced and printed on white, 20 pound paper, and containing an abstract of 350 words or less.
2. The abstract contained within the essay must include the advisor's name and degree typed in the upper right-hand corner of the page, and be initialed (not signed) by the advisor in black ink. The abstract must be double-spaced, and contain a heading consisting of: the title in all capital letters; the student's name and ONLY the degree sought at GSPH; and "University of Pittsburgh, 20__".
Important: the abstract must include a statement of public health relevance.
3. An additional abstract - not contained within the essay - with the advisor's name and degree typed in the upper right-hand corner and initialed in black ink by the advisor.
4. Two extra title pages
5. One signed committee sheet
6. One unsigned committee sheet
7. Cash payment of \$3.70 binding fee. Students will be given a receipt upon payment.
8. Permission letter from a journal, when articles published by the student are included in the essay. In lieu of a letter, an email from the journal granting a student permission to use the article will be accepted.

Theses are now submitted electronically and the . A tutorial is available that outlines the submission requirements (<http://www.pitt.edu/~graduate/etd/>). Students are strongly urged to complete this workshop since formatting is now standardized.

If the paper or thesis schedule is not adhered to, students may not graduate in the desired term and will be required to register for at least one credit in the term in which they want to graduate.

Students can obtain paper/thesis guidelines forms from the website www.publichealth.pitt.edu, but they are also available in Appendix VI of this handbook.

Upon completion of all program requirements, a form certifying the student's eligibility to graduate is filled out by the Recruitment and Academic Affairs Administrator, signed by all relevant persons and submitted to the Office of Student Affairs.

e. Human Subjects

When research for a practicum, paper or thesis involves human subjects, the project must obtain clearance from the University of Pittsburgh Institutional Review Board (IRB). Guidelines for applying for IRB approval are available online at www.irb.pitt.edu or from the IRB Office located in 3500 5th Ave, Ground Floor, McKee Place Entrance, Pittsburgh PA, 15213; Phone: 412.383.1480. Students must also complete human subjects research modules, available on-line through the IRB website; and their proposals for research must undergo prior scientific review (approval of the Department Chair).

7. Application for Graduation

Each candidate for graduation must file an official Application for Graduation in the GSPH Office of Student Affairs according to the academic calendar. **Students must obtain a graduation packet from Joanne Pegher in the Office of Student Affairs (114 Parran Hall).** Deadlines for filing are posted outside the Office of Student Affairs and on the door of the Recruitment and Academic Affairs Administrator (227 Parran Hall). These deadlines are usually three months before the date of graduation. The timetable for submission of documents pertaining to graduation must be strictly observed. There is a penalty for late filing.

Students must be registered for at least one credit in the term in which they graduate. If students do not complete all degree requirements in the semester they intend to graduate, they must re-register and complete another application for graduation for the term in the degree will be awarded. Before any degree can be posted, “I” and “G” grades in classes required for graduation must be changed.

There are four graduations per year, in December, April, June and August. However, the University holds one ceremony per year, in late April or early May. GSPH holds a separate ceremony, on the same weekend as University graduation. Graduates of the previous June, August, and December are invited to participate in the spring ceremony. Graduating students will be sent information about obtaining caps, gowns and other graduation paraphernalia at Graduation Central.

Diplomas are mailed to graduates. Diplomas are not ordered until after graduation; therefore, they are usually available several months after graduation.

III. FOR YOUR INFORMATION (FYI)

A. STUDENT STUDY AREAS

A study area for students in GSPH is the student lounge, located on the 7th floor of Crabtree Hall. The libraries most often used by BCHS students are Falk Library (412.648.8866), located in 200 Scaife Hall, the Western Psychiatric Institute and Clinic Library (412.624.2378), both of the Health Sciences Library System, and Hillman Library (412.648.7800), in the University Library System. The University provides several state-of-the-art computing laboratories; the closest to GSPH is located on the 10th floor of Benedum Hall. Computers are also available for student use in the 7th floor GSPH student lounge. A student wanting to print documents while using the computers in the 7th floor student lounge must obtain authorization to do so through the Dean's Office.

B. INFORMATION SOURCES

Master's students are advised by academic advisors, who are assigned by the Admissions and Student Performance Committee when the student submits the \$100 deposit. Efforts are made to match students with faculty whose interests are similar and to accommodate students' preferences. However, advising students is one of the ways that faculty serve the department, and the responsibility for advising must be shared by all faculty. Academic advisors help students schedule courses each semester, give advice about professional development and generally help the students stay connected to the department.

If you feel that working with another advisor would enhance your academic experience, please make your request to the Program Director.

Students are responsible for being in frequent contact with their academic advisor to ensure that all procedures are being followed and that all requirements are being met. Additionally, students should seek the advice of the Recruitment and Academic Affairs Administrator, and/or GSPH Student Affairs staff concerning questions regarding School and University policies, procedures, and requirements. Also, other master's students are an excellent source of information. Efforts are made to link a newly admitted BCHS student with a BCHS continuing student as an additional mentoring resource.

All registration deadlines are on the GSPH website; these and other deadlines are posted outside the Office of Student Affairs (114 Parran Hall). It is the student's responsibility to be aware of these deadlines and accept the penalty for missed deadlines.

Sources of information for BCHS master's students are:

The GSPH web site
www.publichealth.pitt.edu

The BCHS web site

www.bchs.pitt.edu

Graduate and Professional Bulletin

<http://www.umc.pitt.edu/bulletins/graduate/index.html>

Regulations Governing Graduate Study at the University of Pittsburgh

<http://www.umc.pitt.edu/bulletins/graduate/regulations.htm>

University of Pittsburgh Academic Calendar

<http://www.pitt.edu/~registrar/calpgcallst.htm>

University and GSPH Term Class Schedules

<http://www.pitt.edu/~registrar/crinPgCrInfo.htm>

University of Pittsburgh Style and Form Manual

<http://www.pitt.edu/~graduate/etd/templates.html>

Graduate School of Public Health Alumni Newsletter

<http://www.publichealth.pitt.edu/alumni/society.html>

Other Graduate School of Public Health publications

<http://www.publichealth.pitt.edu/index.html>

List of Graduate Faculty at the University of Pittsburgh

<http://www.ir.pitt.edu/gradfac/homepg.htm>

University of Pittsburgh Style and Form Manual

Notices are also posted on bulletin boards throughout the GSPH

Other University of Pittsburgh Graduate School of Public Health publications
(available through the Office of Student Affairs)

Email

Additionally, mailboxes have been provided for BCHS master's students. These are located in the second floor hallway, between Room 207J and the black doors that separate Parran and Crabtree halls. **Mailboxes should be checked frequently for notices to students and other mail.**

Please note:

The most efficient and quickest way of communicating with faculty and other students is via email. All enrolled students automatically receive a University of Pittsburgh email address. All notices regarding program matters are sent to this address. If the student uses a different email address, their pitt email should be set up to forward to their other "main" email

address, and it should be given to the Recruitment and Academic Affairs Administrator, Room 227.

C. RELAY OF EMERGENCY TELEPHONE MESSAGES

Emergency calls will be taken by the BCHS Program Office located in Room 227, Parran Hall, 412.624.3107, or the GSPH Student Affairs Office, 412.624.5200. If the student is in class at the time of the emergency, every attempt will be made to relay the message to the student.

All address and phone number changes should be given to the Recruitment and Academic Affairs Administrator in person (227 Parran Hall), by phone (412.624.3107), or by e-mail narnold@pitt.edu).

IV. FINANCIAL AID

A. GRADUATE STUDENT RESEARCHERS (GSRs)

Very little financial aid is available for master's students, particularly those in their first year. Students are advised to make their need for financial aid known to the BCHS Master's Program Director and Recruitment and Academic Affairs Administrator, who will advise them concerning the possible sources. A limited number of GSRs may become available.

B. SCHOLARSHIPS

1. GSPH Scholarship Endowment: Campaign for the Next 5000

This scholarship provides financial support for deserving students at GSPH. It is used to provide partial tuition support with consideration given to both needs-based and merit-based applicants and to achieve GSPH diversity goals. Although preference may be given to master's level students, scholarships may be awarded to either master's or doctoral students. Students are nominated by faculty members.

2. Book Center Scholarships

This \$100 scholarship is awarded to full-time GSPH students to defray the cost of text books and is based on demonstrated need. Students are nominated by program directors.

V. STUDENT GOVERNANCE

Students interested in serving on committees with student representation or who want to be active in any of the student government associations should contact the BCHS Master's Program Director. Opportunities for professional development are available in the following organizations:

American College of Health Care Executives – Students discuss health administration issues related to careers; associated with the Health Policy and Management Department.

American Public Health Association – Students are encouraged to join this national leading association of public health professionals.

Association of Women in Public Health – Students showcase research and gain skills through organizing conferences, sponsoring receptions and hosting dinners.

Global Health Student Association – This organization provides support for international students and facilitates interest in global health at GSPH.

Minority Student Organization – This group promotes the welfare and interests of GSPH minority students by sponsoring social events and community outreach.

Pennsylvania Public Health Association – This state affiliate of APHA sponsors annual conferences and provides an opportunity for students to network with other students and public health professionals.

The Student Government Association and the Minority Student Organization have offices in the student study area on the seventh floor of Crabtree Hall. The organizations work jointly in the planning of several events held throughout the year and have been responsible for staffing the GSPH exhibits at the annual meetings of the Pennsylvania Public Health Association and the American Public Health Association. The Women in Public Health Association has partnered with a GSPIA group to organize a spring-term conference. Other student groups and organizations are listed on the University and GSPH web sites.

Additionally, the Graduate and Professional Student Association, GPSA, a University-wide organization can be reached at <http://www.pitt.edu/~gpsa2/>. There is a GSPH student representative to the University's GPSA, which in turn provides a student representative to the University Senate Council. This organization sometimes has travel funds available for students who plan to present at professional conferences.

Involvement in matters of governance can be enlightening and instructive for students preparing for careers in academia. Immediate rewards come to the student involved in governance matters because of the opportunity to provide student input and to network with students across BCHS, GSPH and the University.

VI. ACADEMIC INTEGRITY

A student has the obligation to exhibit honesty in carrying out academic assignments. If a student violates this obligation, adjudication proceedings in accordance with University policy may be undertaken. In all cases, the objective is to provide fundamental fairness to the student as well as an orderly means for arriving at a decision, starting first with the individual instructor and then designated administrative officer or bodies. Academic integrity guidelines address issues of plagiarism, collaborating on assignments when individual work is required and using ideas of others without proper citations.

VII. ACCESS TO STUDENT FILES

Students have the right to inspect all personally identifiable records maintained by the School and Department and may challenge the accuracy and content of the records through appropriate institutional procedures.

VIII. SO YOU'RE A GRADUATE NOW!

Upon completion of the MPH program in BCHS, you join over 200,000 Pitt graduates and over 5,000 GSPH alums. As an alumnus, you have the opportunity to continue being involved with Pitt through several organizations. One of these is the Pitt Alumni Association whose mission is to support the University and enrich the lives of alumni worldwide. As a dues-paying member of the Pitt Alumni Association you are entitled to many services, benefits, and programs, such as Alumni Travel, Alumni Publications, access to the University Libraries, discounts at the Book Center/University Press, reduced membership rates at the Pitt Club, and many more. For more information, check out the Pitt Alumni Association website at www.alumni.pitt.edu.

Another organization that may be of interest to you is the Graduate School of Public Health Alumni Society, founded in 1952 to promote the welfare and interests of GSPH and its alumni, and to foster close cooperation between alumni and the school. All graduates, students, faculty, and others who have made meritorious contributions to GSPH are considered members of the GSPH Alumni Society. Your participation is welcome in Society activities, which are designed to promote the welfare and interest of the University, GSPH and our alumni worldwide, as well as to support and advance the cause of public health. Information about Society activities and membership can be found at the GSPH website.

Finally, women who graduate from Pitt automatically become a member of the Alumnae Council, a group comprised of all women graduates from the University, whether undergraduate or graduate. The Alumnae Council, an affinity council of the Pitt Alumni Association, has the mission of supporting the University and enhancing the educational experience of Pitt undergraduate women. The Council operates through a Board of Directors and sponsors the annual Lantern Night, awards the Distinguished

Alumna of the Year and gives a \$1000 scholarship to a deserving freshman woman at Pitt. For more information about the Council and how you can get involved, contact the current President, Kristi Riccio (rickio23@yahoo.com).

APPENDIX I:
Faculty Contact Information

BCHS FACULTY AND STAFF CONTACT INFORMATION

Note: A description of each faculty member's research interests can be found online.

| Faculty with Primary Appointments | | | | |
|--|---------------|---------------|-----------------------|----------------------|
| | Office | Phone | Email Address | Support Staff |
| Professor | | | | |
| Ronald D. Stall, PhD, MPH | 208 PubHl | 412-624-3100 | rstall@pitt.edu | Eileen Tuccillo |
| Steven M Albert, PhD | A211 PubHl | 412-383-8693 | smalbert@pitt.edu | Celeste Petruzzi |
| Edmund M. Ricci, PhD, | 207A PubHl | 412-624-6393 | emricci@pitt.edu | Danielle Kirin |
| Stephen B. Thomas, PhD | 125 PubHl | 412-624-5665 | sbthomas@cmh.pitt.edu | Rosalie Jones |
| Associate Professor | | | | |
| Christine E. Ley, PhD | 216 PubHl | 412-624-3162 | chrisley@pitt.edu | Rhea Buccigrossi |
| Sandra J. Quinn, PhD | 230 PubHl | 412-624-3124 | squinn@pitt.edu | Louise Pitcher |
| Jeanette M. Trauth, PhD, | 217 PubHl | 412-624-0968 | trauth@pitt.edu | Louise Pitcher |
| Assistant Professor | | | | |
| Jessica G. Burke, PhD | 218 PubHl | 412-624-3610 | jgburke@pitt.edu | Louise Pitcher |
| James Butler, DrPH | A223 PubHl | 412-383-8630 | jbutler9@pitt.edu | Celeste Petruzzi |
| Patricia I. Documét, MD, DrPH | 223 PubHl | 412-624-1601 | pdocumet@pitt.edu | Louise Pitcher |
| Craig Fryer, DrPH | 219 PubHl | 412-624-3236 | cfryer@cmh.pitt.edu | TBA |
| Mary A. Garza, PhD | 231A PubHl | 412-624-5531 | mgarza@cmh.pitt.edu | TBA |
| Kenneth J. Jaros, PhD | 210 PubHl | 412-624-3102 | kjaros@pitt.edu | Eileen Tuccillo |
| Christopher R. Keane, ScD | 211 PubHl | 412-624-3128 | crkcity@pitt.edu | Danielle Kirin |
| Ravi K. Sharma, PhD | 228 PubHl | 412-624-3615 | rks1946@pitt.edu | Louise Pitcher |
| Visiting Assistant Professor | | | | |
| Mark S. Friedman, PhD | A212 PubHl | 412-624-3506 | msf11@pitt.edu | Celeste Petruzzi |
| Beth Nolan, PhD | 207A PubHl | 412- 624-2255 | ban17@pitt.edu | Danielle Kirin |
| Senior Research Associate | | | | |
| Martha A.Terry, PhD | 222 PubHl | 412-624-5887 | materry@pitt.edu | Rhea Buccigrossi |
| Research Associate | | | | |
| Jean F. Nutini, MA | A226B PubHl | 412-624-3131 | nutini@pitt.edu | Danielle Kirin |
| Post Doctoral Associate | | | | |
| Thomas Guadamuz, PhD | 212A PUBHL | 412- 624-7778 | teg10@pitt.edu | n/a |

| Faculty with Secondary Appointments | | | |
|--|---|------------------------------|----------------------|
| | Office | Phone | Email Address |
| Professor | | | |
| Kathleen DeWalt, PhD | Department of Anthropology | 412-648-7551 | kmdewalt@pitt.edu |
| Michael Fine, MD | Center for Health Equity Research and Promotion | 412-688-4867 | finemj@upmc.edu |
| Judith R. Lave, PhD | Department of Health Policy & Management | 412-624-0898 | lave@pitt.edu |
| John H. Marx, PhD | Department of Sociology | 412-624-9157 412-648-7562 | jmarx@pitt.edu |
| Charles F. Reynolds, MD | Department of Psychiatry | 412-246-6414 | chipr@pitt.edu |
| Richard Schulz, PhD | Institute on Aging | 412-624-5442 | schulz@pitt.edu |
| Associate Professor | | | |
| Valire Carr Copeland, PhD | School of Social Work | 412-624-6324 | sswvcc@pitt.edu |
| Denise Charron-Prochownik, PhD | School of Nursing | 412-624-6953 | dcpro@pitt.edu |
| Howard Degenholtz, PhD | Department of Health Policy & Management | 412-647-5860 | degen@pitt.edu |
| Bruce Dixon, MD | School of Medicine | 412-578-8008 | dixonbru@pitt.edu |
| Melanie Gold, DO, FAAP, FACOP | Center for Research on Health and Sexual Orientation | 412-692- 8504 | magold@pitt.edu |
| Chyongchiou Lin, PhD | Department of Radiation Oncology | 412-235-1060 | cjlin@pitt.edu |
| Lisa Parker, PhD | Department of Human Genetics | 412-647-5780 | lisap@pitt.edu |
| Mary Ann Sevick, ScD, RN | School of Medicine | 412-692-4889 | sevick@pitt.edu |
| Richard Zimmerman, MD | School of Medicine | 412-383-2354 | zimmer@pitt.edu |
| Assistant Professor | | | |
| Scott Beach, PhD | Center for Social and Urban Research | 412-624-7785 | scottb@pitt.edu |
| Jonathon Erlen, PhD | Office of the Senior Vice Chancellor for Health Sciences/Falk Library | 412-648-8927 | erlen@pitt.edu |
| Michael P. Marshal, PhD | Department of Psychiatry | 412-246-5663 | marshalm@upmc.edu |
| Donald Musa, DrPH, MA | University Center for Social and Urban Research | 412-624-3790 | dmuc@pitt.edu |
| Linda K. Robertson, PhD | Department of Medicine | 412-647-6586 | robertsonlk@upmc.edu |
| Wesley Rohrer, III, PhD | Department of Health Policy & Management | 412-624-3125 | wmrun@pitt.edu |
| Scott J.M. Weber, EdD | School of Nursing | 412-624-2990 | webersjm@pitt.edu |
| Harold Weiss, PhD | Center for Injury Control & Prevention/Department of Epidemiology | 412-648-2600 | hw@injurycontrol.com |
| Visiting Professor | | | |
| Dana H. Bovbjerg, PhD | Department of Psychiatry | 412-623-5965 | bovbjergdh@upmc.edu |
| Joshua M. Epstein, PhD | The Brookings Institute | 202-797-6040 | jepstein@pitt.edu |

| Instructor | | | |
|---|--|--------------|------------------------|
| Angela F. Ford, MSW | Center for Minority Health | 412-624-3402 | forda@cmh.pitt.edu |
| Richard W. Rubin, DDS | School of Dental Medicine | 412-648-2069 | rrubin@pitt.edu |
| Faculty with Adjunct Appointments | | | |
| | Office | Phone | Email Address |
| Professor, Associate & Assistant | | | |
| Mary Carrasco, MD | International and Community Health, Mercy Hospital | 412-232-8273 | mcar@pitt.edu |
| Alberto Colombi, MD, MPH | PPG Industries | 412-434-3847 | |
| Joyce A. D'Antonio | Early Childhood Partnerships | 412-390-3346 | joyce.dantonio@chp.edu |
| Virginia Dato, MD | Center for Public Health Practice | 412-383-2400 | |
| Gerald St. Denis, PhD | Retired/Volunteer | | |
| Linda Duchak, MED | Volunteer | | duchakls@upmc.edu |
| Joanne McVay, DrPH | Graduate School of Public Health/Multidisciplinary Masters Program | 412-624-3755 | phadm@pitt.edu |
| Jaime Munoz, Ph.D., OTR, FAOTA | Duquesne University/Rangos School of Health Sciences | 412-396-5950 | munoz@duq.edu |
| Timothy F. Murphy, PhD | PA State Legislator | 412-344-5583 | |
| John M. Prendergast, MD | Mercy Hospital | | |
| Ernesto Pretto, MD, MPH | University of Miami | 305-585-7432 | epretto@med.miami.edu |
| Seung-Hyun Yoo, PhD | Seoul National University | | syoo1864@gmail.com |
| John J. Zanardelli, MPH | United Methodist Services for the Aging | | johnzan@pitt.edu |
| Instructor | | | |
| Richard T. Boland | Volunteer (CPHP) | | bolandrt@upmc.edu |
| Lecturer | | | |
| Philip B. Hallen, MA | Volunteer | | |
| Lois G. Michaels, MS (Hyg) | Volunteer | | |
| Professor Emeritus | | | |
| Elsie R. Broussard, MD | Department of BCHS | 412-624-3108 | first@pitt.edu |
| William T. Hall, PhD | Department of BCHS | | |
| Myrna A Silverman, PhD | Department of BCHS | 412-624-3611 | woman@pitt.edu |

| BCHS Departmental Staff | | | | |
|--------------------------------|--|---------------|--------------|----------------------|
| | Title | Office | Phone | Email Address |
| David Arndt | Data Manager & IT Specialist | 207L PubHl | 412-624-2174 | arndtd@pitt.edu |
| Natalie Arnold Blais | Student Liaison/ Admissions Recruiter | 227 PubHl | 412-624-3107 | narnold@pitt.edu |
| Edi Bernardon | Departmental Administrator | 214 PubHl | 412-624-9495 | ediber@pitt.edu |
| Rhea Buccigrossi | Support Staff | 215 PubHl | 412-624-3136 | rheab@pitt.edu |
| Sue Cotter | Assistant Departmental Administrator | 213 PubHl | 412-383-7357 | suecot@pitt.edu |
| Danielle Kirin | Support Staff | 207F PubHl | 412-624-3109 | dmk45@pitt.edu |
| Celeste Petruzzi | Support Staff | A226 PubHl | 412-624-6174 | celestep@pitt.edu |
| Louise Pitcher | Support Staff | 231A PubHl | 412-624-3106 | lpitcher@pitt.edu |
| Alba Ruckert | Support Staff | 206 PubHl | 412-624-3108 | alba@pitt.edu |
| Michael Tokosh | Grants Administrator | 212 PubHl | 412-624-0676 | mtokosh@pitt.edu |
| Tammy Thomas | Coordinator of Community Programs & Practicums | 221 PubHl | 412-624-8139 | tlthomas@pitt.edu |
| Eileen Tuccillo | Support Staff | 209 PubHl | 412-624-3100 | emtuc@pitt.edu |

| GSPH Office of Student Affairs Staff | | | | |
|---|-----------------------------------|-----------|--------------|-------------------|
| Joan Anson | Career Services Director | 114 PubHl | 412-624-3806 | anson@pitt.edu |
| Mary Derkach | Assistant Dean of Student Affairs | 114 PubHl | 412-624-3004 | derkach@pitt.edu |
| Bernadette Foley | Administrative Secretary | 114 PubHl | 412-624-3002 | foleyb@pitt.edu |
| Joanne Pegher | Graduation & Course Coordinator | 114 PubHl | 412-624-3005 | jpegher@pitt.edu |
| Karrie Presutti | Admissions Manager | 114 PubHl | 412-624-3003 | presutti@pitt.edu |

APPENDIX II:
Class Schedule Options:
Full-time Students

Two-Year Schedule – Full-time Students

| | Fall I | Spring I | Summer I | Fall II | Spring II | Summer II |
|-----------|--|--|---|---|--|-----------------------------------|
| GSPH Core | BIO 2011 Principles of Statistical Reasoning (3) EPI 2110 Principles of Epidemiology (3) PUBHLT 2014 Public Health Overview (1) PUBHLT 2015 Public Health Biology (2) PUBHLT 2022 Grand Rounds (0) | HPM 2001 Intro to Leadership, Management & Policy in Public Health (3) EOH 2013 Environmental Health and Disease (3) PUBHLT 2022 Grand Rounds (0) | | PBHLT 2016 Capstone (2) | | |
| BCHS Core | BCHS 2520 Theories of Health Behavior (3) OR BCHS 2559 Com Devel Approaches (3) OR BCHS 2563 Community Health Assessment (3) OR BCHS 2525 Applied Research (3) BCHS 2003 Practicum (3) | Health Communication (3) BCHS 2525 Applied Research (3) BCHS 2559 Com Devel Approaches (3) | BCHS 2520 Theories of Health Behavior (3) BCHS 2563 Community Health Assessment (3) | | BCHS 2521 Essay/Thesis (2-3) | |
| Electives | | BCHS 3505 Social/Cult Com Factors in Public Health (3) BCHS 3002 Health Survey Methods (2) BCHS 3007 Ethnographic Methods (3) BCHS 2562 Seminar in Global Family Planning (3) | BCHS 2568 Human Diversity (2) BCHS 2534 Clinical Aspects of Dementia Care (2) BCHS 2541 Research in Aging (2) | BCHS 2524 Overview Minority Health (3) BCHS 2558 Program Evaluation BCHS 2579 Intro to Emergency Prepared (3) BCHS 2560 Intro to Population Problems (3) | BCHS 3505 Social/Cult Com Factors in Public Health (3) BCHS 3002 Health Survey Methods (2) BCHS 3007 Ethnographic Methods (3) BCHS 2562 Seminar in Global Family Planning (3) | BCHS 2598 Social Inequalities (2) |

APPENDIX III:
CHECKLIST OF REQUIRED COURSES

CHECKLIST OF REQUIREMENTS - MPH Program in BCHS

Name: _____ Starting Date: _____

| | Date Completed | Credit Hours |
|---|-----------------------|---------------------|
| Required Courses – GSPH Core (19-20 credits) | | |
| • BCHS 2521 Paper/Thesis (2-3 credits) | _____ | _____ |
| • BIOST 2011 Principles of Stat (3 credits) f/sum (even./day) | _____ | _____ |
| • EOH 2013 Environ Hlth & Dis(3 credits) s (evening) | _____ | _____ |
| • EPID 2110 Principles of Epi (3 credits) f (web & day) | _____ | _____ |
| • HPM 2001 Intro to Ldr (3 credits) s/sum (day/web hybrid) | _____ | _____ |
| • PUBHLT 2014 Overview (1 credit) f (req 1 st sem) | _____ | _____ |
| • PUBHLT 2015 Biology (2 credits) f/sum (day/even.) | _____ | _____ |
| • PUBHLT 2016 Capstones (2 credits) f/s (late day) | _____ | _____ |
| • PUBHLT 2022 Grand Rounds (0 credits) f/s - 2 sem | _____ | _____ |
| Required Courses – BCHS Program Core (20-21 credits) | | |
| • BCHS 2503 Practicum (2-3 credits) | _____ | _____ |
| • BCHS 2504 Health Communication (3 credits) s (e) | _____ | _____ |
| • BCHS 2520 Theories (3 credits) f/s (late day/even) | _____ | _____ |
| • BCHS 2525 Applied Research (3 credits) f/s (d/web) | _____ | _____ |
| • BCHS 2559 Develop Approaches (3 credits) f/s (d) | _____ | _____ |
| • BCHS 2563 Health Assessment (3 credits) f/sum (e) | _____ | _____ |
| Elective Courses | | |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| Advanced Study Credits | _____ | _____ |
| Practicum paperwork complete | _____ | _____ |
| Paper/Thesis paperwork complete | _____ | _____ |
| TOTAL CREDITS (minimum - 45) | | _____ |

APPENDIX IV:
BCHS Required Course Waiver Form

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES
GRADUATE SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF PITTSBURGH

REQUEST FOR EXEMPTION FROM MPH CORE COURSE REQUIREMENT

To: Designated Core Faculty
Professor: _____

BCHS 2504 Tammy Thomas/Martha Terry
BCHS 2520 Jeanette Trauth
BCHS 2525 Patricia Documét
BCHS 2559 Jessica Burke/James Butler
BCHS 2563 Christopher Keane

To be completed by MPH Master's Student

Name: _____

BCHS Core Course for which exemption is requested:

Reason for exemption (courses, academic degrees, experience, etc. Use other side if necessary):

To be completed by Student's Advisor

Recommendation: _____

Signature: _____ Date: _____

To be completed by designated Core Faculty

Approved: _____ Date: _____
(Signature)

Disapproved: _____ Date: _____
(Signature)

Original copy of signed request must be sent to the BCBS Program Office, Room 227 Parran Hall.

APPENDIX V:
INDEPENDENT STUDY FORM

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

Master's Program Independent Study Pre-Registration Form

NAME: _____

TERM/SESSION REGISTERED: _____

DATE: _____ # CREDITS: _____

TITLE OF INDEPENDENT STUDY: _____

DESCRIPTION OF OBJECTIVES: _____

EXPECTED FINAL PRODUCT (e.g., paper, article, poster): _____

EXPECTED COMPLETION DATE: _____

SIGNATURE OF STUDENT: _____

SIGNATURE OF FACULTY SUPERVISING INDEPENDENT STUDY:

APPENDIX VI:
MASTER'S PAPER/THESIS FORMS

Master's Paper/Thesis Process:

1. Identify readers

a. paper advisor:

| | | |
|------|--------|-------|
| Name | Degree | Dept. |
|------|--------|-------|

b. second reader:

| | | |
|------|--------|-------|
| Name | Degree | Dept. |
|------|--------|-------|

For thesis only:

c. third reader:

| | | |
|------|--------|-------|
| Name | Degree | Dept. |
|------|--------|-------|

d. fourth reader (optional):

| | | |
|------|--------|-------|
| Name | Degree | Dept. |
|------|--------|-------|

2. Prepare proposal (see attached outline)

3. Attached proposal and timeline have been approved by readers:

a. Master's paper advisor: _____
Signature Date

b. second reader: _____
Signature Date

For thesis only:

c. third reader: _____
Signature Date

I, the undersigned, have discussed the attached proposal and timeline with those indicated above and agree to submit work as indicated on the timeline.

Print Student Full Name

Student's Signature Date

Master's Paper /Thesis Proposal

- I. Overall purpose of the paper/study
- II. Specific questions to be considered
- III. Experimental and conceptual background
- IV. Research methodology
- V. Scheduling/timeline of tasks/anticipated graduate date (as agreed to by the student and readers). Timeline should include a detailed outline and enough time for drafts and revisions (form attached).

TIMELINE *

1. Proposal to readers: _____
2. First draft to readers: _____
3. Reader comments to student: _____
4. Second draft to readers: _____
5. Reader comments to student: _____
6. Third draft to reader(s): _____
7. Reader comments to student: _____
8. Defense scheduled (thesis only): _____
8. Final version submitted: _____

*Nota bene: An effective strategy is to establish the time line from back to front by first identifying the due date (available from Joanne Pegher in Student Affairs). Set due dates for drafts approximately one month apart, which allows for the student to write and edit, and allow a week's turnaround time for comments from readers. Insist on three drafts, and adherence to the agreed-upon timeline. Even if the student feels that the first draft is not complete, it is useful to review it with the student.

APPENDIX VII:
AUTHORSHIP EQUITY GUIDELINES

Authorship Equity in BCHS

Issue

Joint authorship of papers submitted for publication should be fair and inclusive, with all contributors listed as authors in an order that reflects their proper contribution. However, without a transparent procedure for assigning authorship, we risk accidental exclusion or unfair claims to priority in authorship. Given the asymmetry of rank in academia, students, junior faculty, and staff may be at greater risk of unfair practices. However, we recognize as well that senior faculty may also be excluded in the rush to publish.

Authorship equity must also recognize a series of important differences: in journal requirements for authors, in disciplinary standards for order in authorship, in a contributor's comfort in working with multiple authors, and in the contribution authors are most comfortable making.

Charge of Authorship Equity Committee

For these reasons, we have formed an authorship equity committee to develop standards for authorship. The aim of the Committee is to disseminate these standards; to provide a forum to adjudicate disputes, if needed; and to encourage greater joint authorship, in particular with students. Joint authorship can allow authors to be more productive and may lead to better publications and more efficient use of data (it can also be more fun working with colleagues); but it is something that needs to be learned and guided by explicit standards.

General Guidelines for Joint Authorship

1. *Err on the side of inclusiveness.* Colleagues or students who helped design a study, who suggested a key analysis, who conducted analyses, who drafted parts of the manuscript, who reviewed the manuscript for content, or who played a central role in securing funding or gaining access to research participants are all candidates for authorship. The principal investigator for a project should set a tone that encourages staff, junior faculty, and students to participate in writing papers for publication.
2. *Take into account different abilities of potential authors.* Senior faculty effort may be required to make a paper competitive for publication (for example, by rewriting it or by responding more effectively to reviewer criticism). This effort should help students, staff, and junior faculty move manuscripts toward publication. Senior faculty should consider a secondary role in authorship in such cases (for example, giving up the first author position) if the paper is largely the effort of more junior investigators.
3. *Use the writing committee model.* To avoid conflict after authors have already invested work in a paper, principal investigators of a project may want to consider convening a writing group of all potential authors before anyone starts a paper. At meetings of this group, assignment of paper topics and division of labor should be clarified. Benchmarks for paper progress may be set as well as likely venues for publication. This is the proper forum to work out the order of authorship.
4. *Use a sign-off procedure for paper submission.* Many journals now require that all authors sign a form indicating their claim to authorship. The first or corresponding author should send

the final version of the manuscript to all authors with a specified time period for comment (say, 2 weeks). No response means assent to content of the paper and position in a list of authors.

5. *Do not inflate the author list.* People who did not make a contribution to the paper or research project should not be included as authors. Also, more than 5-6 authors may be questioned by journals.

6. *List student as first author in papers emerging from theses.* For articles emerging from masters and dissertation theses, students should consider adding the primary faculty supervisor as a minor author (last or middle). An exception would be a case where a faculty member substantially adds to the thesis, and the student and faculty member agree this is a new effort. In that case, the student would likely be a subordinate author. This scenario would most likely apply to a paper covering a topic outside the primary analysis of the dissertation.

These broad guidelines will not prevent all conflict but present a broad outline of an equitable approach to joint authorship that encourages increased collaboration.

Department Policy Innovations Relating to Authorship Equity

In addition to these standards, we propose a number of important policy innovations for the Department.

1. *Provide incentives for joint publication with junior faculty, research staff, and students.* In promotion reviews and yearly evaluations, the BCHS chair should take into account joint publication efforts as a positive attribute. Faculty who take a second or last authorship in a paper led by a student or junior faculty member should be rewarded. Publication with students should be a valued category in itself.

2. *Convene a research committee to promote publication.* A monthly meeting, led by a research committee of senior faculty, could be held to review manuscripts, entice students to work on dormant data, suggest journal venues, and build collaborations. This could be part of an internal peer review process for authors seeking comment. The Research Committee will have a chair, who will announce the meeting, solicit manuscripts for discussion, and ensure that discussion is constructive.

3. *Use the BCHS website to highlight Department commitment to publication with students.* This could be an important recruitment resource.

4. *Accumulate a yearly count of papers published by Department members and track publications involving students and staff.* In this way we can evaluate the success of efforts to increase joint publication.