

University of Rochester School of Medicine and Dentistry

## Department of Public Health Sciences



# GRADUATE STUDENT HANDBOOK 2014 – 2015

**Masters' Programs:**

Public Health  
Clinical Investigation  
Health Services Research & Policy

**Doctoral Programs:**

Epidemiology  
Health Services Research & Policy

# **CONTENTS**

- **Section 1**            **Message from the Director of Education**
  
- **Section 2**            **Masters' Programs**
  - a. **Master of Public Health**
  - b. **Master of Science in Clinical Investigation**
  - c. **Master of Science in Health Services Research**
  
- **Section 3**            **Masters' Capstone Project**
  - a. **Guidelines**
  - b. **Previous Project Titles**
  
- **Section 4**            **Doctoral Programs**
  - a. **Epidemiology**
  - b. **Health Services Research & Policy**
  - c. **PhD Dissertation Titles & Job Placements**
  
- **Section 5**            **General Information**
  - a. **Academic Standards & Policies**
  - b. **Academic Calendar**
  - c. **Faculty**
  - d. **Administration**
  - e. **Goals and Objectives**

# Department of Public Health Sciences



## Education Mission Statement

*Our overall educational mission is to contribute to relevant programs at all levels of the institution including baccalaureate, MPH, MD and PhD training.*

## Values

The Department of Public Health Sciences at the University of Rochester School of Medicine and Dentistry recognizes the individual and the community as the basic foci of its efforts, while seeking to improve individual well-being through systematic community and population-based solutions. The combined commitment to education, research and service in the context of ethical/personal integrity is guided by the following core values:

- I. Professional Conduct:
  - A. Commitment to working in interdisciplinary contexts;
  - B. Committing fiscal resources consistently with other values;
  - C. Maintaining an atmosphere of gender, racial and cultural respect;
  - D. Being open to input from consumers of the system; and
  - E. Recognizing the community and population as the target of focus.
- II. Research Conduct:
  - A. Systematic application of appropriate research methods (quantitative and qualitative);
  - B. Responsible and honest reporting results;
  - C. Maintaining objectivity; and
  - D. Protecting the rights and dignity of human participants.
- III. Human Values:
  - A. Compassion;
  - B. Maximizing human health, wellbeing and optimal quality of life;
  - C. Respecting diverse cultural contexts in research, education and community settings;
  - D. Maintaining a balance between rights of individuals and community/population based approaches to health;
  - E. Promoting social justice; and
  - F. Addressing the needs of under-served populations.



# Masters' Programs

Master of Public Health (MPH)

Master of Science  
Clinical Investigation (MS-CLI)

Master of Science  
Health Services Research & Policy  
(MS-HSRP)

# MPH Program Mission Statement

*The MPH program is dedicated to providing students with the knowledge and skills to improve health and healthcare among diverse populations through public health education, practice and research.*

The Institute of Medicine (iom.edu) defines public health as those activities we undertake collectively to ensure the conditions under which communities can be healthy. Currently, only 18% of the public health workforce has specific training in public health.

The MPH curriculum at the University of Rochester equips students with knowledge and skills in the five core discipline areas of public – epidemiology, social and behavioral medicine, biostatistics, environmental health and health policy and management – so they can become leaders in the field.

The Association of Schools of Public Health (aspph.org) core competencies project identified specific learning objectives for each of the core areas. These learning objectives are reflected in the course offerings here and are tracked to provide students with a comprehensive exposure to them.

Several interdisciplinary cross-over competencies are addressed within courses or through special workshops. These include communication and informatics, leadership, diversity and culture, program planning, systems thinking and professionalism.

## **MPH Program Learning Objectives/Competencies**

At the conclusion of the Master of Public Health Degree program, a graduate should be able to:

### **Knowledge**

- Formulate and answer questions related to health improvement and healthcare among diverse populations through statistical thinking as evidenced in student project work in methods classes;
- Understand different ways to measure the distribution of traits and diseases in populations, and the determinants of those distributions;
- Utilize concepts and theories of public health in addressing specific population health concerns in a community-based practice setting by using these to frame their Capstone Projects;
- Identify and discuss different social and behavioral factors which impact on human health and the use of health services.

### **Skills**

- Employ statistical methods toward quantitative inferences;
- Apply epidemiologic principles and methods to problems in population health;
- Identify and analyze environmental factors and/or conditions that impact human health;
- Conduct a practical study of community health problems and interpret and summarize the appropriate literature as evidenced in their Capstone Project;
- Work collaboratively with communities to identify assets and problems, collect relevant data and devise and evaluate programs

### **Attitudes**

- Portray high ethical and professional standards in public health practice and research activities
- Appreciate the cultural logic that informs the world views of diverse communities

**DEPARTMENT OF PUBLIC HEALTH SCIENCES**  
**MPH PROGRAM OF STUDY SHEET**  
**TOTAL CREDITS REQUIRED: 43**

**Student Name:**

**Student  
ID#**

**REQUIRED COURSES**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Semester</b>	<b>CREDITS COMPLETED</b>
PM 410*	Introduction to Data Management & Analysis	3	Spring & Summer	
PM 415	Principles of Epidemiology	3	Fall	
PM 421	U.S. Health Care System: Financing, Delivery & Performance	3	Fall	
PM 426	Social & Behavioral Medicine	3	Fall	
PM 460	Masters Essay	6		
PM470	Environmental & Occupational Epidemiology	3	Spring	
PM 494	Quantitative methods	3	Fall	
IND 501	Ethics in Professional Integrity--Clinical	1	Fall	
<b>PLUS ONE OF THE FOLLOWING:</b>				
PM 450	Community-Based Organizations as Partners in Public Health	3	Spring	
PM 452	Community Health Improvement Practicum	3	Fall	
<b>RESEARCH METHODS AND ELECTIVES</b>				
	Elective 1	3		
	Elective 2	3		
	Elective 3	3		
	Elective 4	3		
	Elective 5	3		
	<b>TOTAL CREDITS</b>	<b>43</b>		

## DEPARTMENT OF PUBLIC HEALTH SCIENCES

MPH ELECTIVES				
Course #	Course Title	Credits	Semester	CREDITS COMPLETED
PM 412 <sub>1</sub>	Survey Research	3	Spring	
PM 413 <sub>5</sub>	Field Epidemiology	3	Spring	
PM 414	History of Epidemiology	3	Fall (Odd Years)	
PM 416 <sub>2</sub>	Epidemiologic Methods	3	Fall	
PM 417	Molecular Epidemiology	3	Spring	
PM 418 <sub>6</sub>	Cardiovascular Disease Epidemiology & Prevention	3	Fall	
PM 419	Recruitment & Retention of Human Subjects	3	Fall (Even Years)	
PM 420	American Health Policy & Politics	3	Fall	
PM 422	Quality of Care & Risk Adjustment	3	Fall	
PM 424	Chronic Disease-Epi	3	Spring	
PM 425	Health Promotion & Preventive Medicine	3	Spring	
PM 430	Psychology in Health Services Research	3	Fall	
PM 438	Practical Skills in Grant Writing	3	Spring	
PM 442 <sub>7</sub>	Nutritional Epidemiology	3	Spring	
PM 443	Foundations of Maternal & Child Health	3	Fall	
PM 445	Intro to Health Services Research & Policy	3	Fall	
PM 451	Infectious Disease Epidemiology	3	Spring	
PM 458	Qualitative Health Care Research	3	Spring	
PM 461	Program Evaluation for Public Health	3	Summer	
PM 466	Cancer Epidemiology	3	Fall (Even Years)	
PM 469 <sub>3</sub>	Multivariate Models for Epidemiology	3	Spring	
PM 472	Measurement & Evaluation of Research Instruments	3	Spring	
PM 484 <sub>4</sub>	Medical Decisions and Cost Effectiveness Research	3	Spring	
PM 486	Medical Ecology	3	Fall	

### Pre-requisites

<sub>1</sub>Principles of Epidemiology PM 415

<sub>2</sub>Introduction to Data Management and Analysis PM 410

<sub>3</sub>Advanced Epi PM 416, knowledge of SAS or other statistical s/w or permission of instructor

<sub>4</sub>At least one semester of graduate level statistics

<sub>5</sub>Principles of Epidemiology or permission of instructor

<sub>6</sub>Principles of Epidemiology PM 415 or Introduction to Epidemiology PH 103

<sub>7</sub>Introductory courses in epidemiology and statistics

# MS-CLI Education Program Mission Statement

*Train individuals to combine clinical knowledge and population-based research in an academic program that awards a recognized credential indicating expertise in clinical epidemiology, research study design, clinical decision-making and the evaluation of health care services.*

Individuals eligible for this program must have a post-graduate degree in medicine or another health-related discipline.

The core courses required are epidemiology, biostatistics, health informatics, cost-effectiveness analysis, design of clinical trials, data management and clinical evaluative sciences.

The degree is completed with a mentored research experience, usually in conjunction with a post-doctoral fellowship program in the trainee's medical field. The mentored research project can begin concurrently with coursework and, in most cases, will extend beyond completion of courses. The goal of the research project is an article worthy of publication in a peer-reviewed journal.

## **Master of Science in Clinical Investigation Competencies**

At the conclusion of the MS-CLI Degree program, a graduate should be able to:

### **Knowledge**

- Identify principles and theories which will serve as a basis for biostatistics and quantitative data analysis;
- Understand the ways to measure the distribution of traits and diseases in populations, the determinants of those distributions and study designs for this purpose;
- Be able to design and analyze studies relevant to patient-oriented clinical research;
- Appreciate study designs, settings and databases available to evaluate clinical interventions;
- Comprehend the concepts underlying the quantitative analysis of medical decisions;
- Understand the design and conduct of human experiments;
- Identify social and behavioral factors which impact on human health and the use of health services.

### **Skills**

- Develop hypothesis with a data set and perform appropriate statistical tests;
- Use multiple types and sources of medical informatics to facilitate research;
- Use database management and statistical software to organize and analyze data;
- Gain skills in communicating results of research in abstract and presentation form;
- Acquire skills in writing and critiquing research manuscripts;
- Develop abilities in writing and critiquing of research grant proposals;
- Manage the fiscal, personnel, facilities and regulatory assets of a funded clinical research program;
- Identify institutional resources needed to carry out high-quality research.

### **Attitudes**

- Appreciate ethical issues involved with research in human subjects;
- Understand the regulations and rationale for inclusion of women, minorities and children in research;
- Comprehend the types of clinical research which offers career opportunities;
- Appreciate the opportunities and challenges of multidisciplinary research involving two or more basic, clinical or population sciences;
- Understand the opportunities and obstacles to performing research within the private sector.



**DEPARTMENT OF PUBLIC HEALTH SCIENCES**  
**MASTER OF SCIENCE CLINICAL INVESTIGATION (MS-CLI) PROGRAM OF STUDY SHEET**  
**TOTAL CREDITS REQUIRED: 33**

**Student Name:** \_\_\_\_\_ **Date Matriculated:** \_\_\_\_\_

**GENERAL INFORMATION**

- a) Course work is completed in one year of full-time study with a mentored research project which, in most cases, will extend beyond the completion of the courses.
- b) Electives can be tailored toward individual's research focus and are identified accordingly.
- c) Program of Study Sheet must be approved and signed by advisor at first meeting.

COURSE NUMBER	COURSE TITLE	CREDITS	PROPOSED SEMESTER	CREDITS COMPLETED
PM 410*	Introduction to Data Management & Analysis	3	Spring & Summer	
PM 415	Principles of Epidemiology	3	Fall	
PM 494	Quantitative Methods	3	Fall	
IND 501	Ethics in Professional Integrity-Clinical	1	Fall	
BST 465	Design of Clinical Trials	4	Spring	
	Masters Research Project/Paper	6		
PLUS ONE OF THE FOLLOWING				
PM 413	Field Epidemiology	3	Spring	
PM 416	Advanced Epi Methods		Fall	
	Advanced Biostatistics Course			
REQUIRED LECTURE SERIES				
PM 476	RCTRC Lecture Series	0	Fall & Spring	0
OPTIONAL WORKSHOPS AS NEEDED				
List of training opportunities may be found at <a href="http://www.urmc.rochester.edu/ctsi/education/">http://www.urmc.rochester.edu/ctsi/education/</a>				
ELECTIVES				
	See Elective Table	3	Fall or Spring	
	See Elective Table	3	Fall or Spring	
	See Elective Table	3	Fall or Spring	
	TOTAL CREDITS	32		0

\*Pre-requisite BST 463

### **MS-CLI ELECTIVES**

We have identified certain electives into cluster areas to better assist students in  
choosing electives which  
focus around their research project topics.

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDIT S</b>	<b>SEMESTER OFFERED</b>	<b>COURS E TAKEN</b>
PM 412^	Survey Research	3	Spring	
PM 413 #	Field Epidemiology	3	Spring	
PM 414	History of Epidemiology	3	Every Other Fall	
PM 416	Epidemiologic Methods	3	Fall	
PM 417	Molecular Epidemiology	3	Spring	
PM 418 >	Cardiovascular Disease Epidemiology & Prevention	3	Fall	
PM 419	Recruitment & Retention of Human Subject	3	Fall	
PM 420	American Health Policy & Politics	3	Fall	
PM 421	U.S. Health Care System: Financing, Delivery, Performance	3	Fall	
PM 422 ¥	Quality of Care & Risk Adjustment	3	Fall	
PM 424	Chronic Disease-Epi	3	Spring	
PM 426	Social & Behavioral Medicine	3	Fall	
PM 438	Practical Skills in Grant Writing	3	Spring	
PM 442	Nutritional Epidemiology	3	Spring	
PM 443	Maternal & Child Health	3	Fall	
PM 445	Introduction to Health Services Research & Policy	3	Fall	
PM 451	Infectious Disease Epidemiology	3	Spring	
PM 458	Qualitative Health Care Research	3	Spring	
PM 461	Program Evaluation for Public Health	3	Summer	
PM 469	Multivariate Models for Epidemiology	3	Spring	
PM 472	Measurement & Evaluation of Research Instruments	3	Fall	
PM 486	Medical Ecology	3	Fall	

**Pre-requisites**    ^Principles of Epidemiology PM 415  
                               #Principles of Epidemiology PM 415  
                               >Principles of Epidemiology PM 415 -or- Introduction to Epidemiology PH 103  
                               ¥Introductory courses in epidemiology and statistics

updated 7/9/14

# MS-HSRP Program Mission Statement

*The MS HSRP program is dedicated to providing students with the knowledge and skills needed to conduct high quality health services research and policy analysis*

The American health care system is having trouble delivering equable, high quality care at reasonable cost. In response, The Institute of Medicine has proposed the transformation of the current health care system into one that is continuously learning, characterized by real-time access to knowledge, digital capture of the clinical experience, engaged, empowered patients, incentives aligned for value, full transparency, a leadership-instilled culture of learning, and supportive system competencies. (*Best Care at Lower Cost*)

The MS HSRP curriculum at the University of Rochester equips students with knowledge and skills needed to accomplish and maintain this transformation.

## MS-HSRP Program Learning Competencies

At the conclusion of the Master of Science in Health Services Research and Policy program, a graduate will be able to:

- Appreciate the multi-disciplinary nature of health services research.
- Understand the structure, financing, and performance of the US health care system.
- Be familiar with quantitative and qualitative analyses of health care services and policy.
- Understand the basic principles of statistical analysis, econometrics, quality assessment and comparative effectiveness analysis.
- Understand current methods used to formulate health care policy.
- Know how to conduct basic statistical tests and regression analysis.
- Know how to interpret health services research studies
- Be able to perform decision analysis and comparative-effectiveness analysis.
- Learn how to risk-adjust health care data.
- Be able to perform a health care policy analysis.

**DEPARTMENT OF PUBLIC HEALTH SCIENCES**  
**MASTER OF SCIENCE HEALTH SERVICES RESEARCH & POLICY (MS-HSRP)**  
**PROGRAM OF STUDY SHEET**  
**TOTAL CREDITS REQUIRED: 37**

**Year One - Fall Term**

Course Number	Course Title	Credits	Pre-requisite
<b>PM 445</b>	<b>Introduction to Health Services Research and Policy</b>	<b>3</b>	<b>None</b>
PM 421	U.S. Health Care System: Financing, Delivery and Performance	3	None
PM 463	Statistics I: Introduction to Mathematical Statistics	3	Calculus
PM 456	Health Economics I	3	None
IND 503	Ethics in Research	1	None
	<b>Total Credits</b>	<b>13</b>	

**Year One - Spring Term**

Course Number	Course Title	Credits	Pre-requisite
PM 412	Survey Research	3	None
PM 472	Measurement & Evaluation of Research Instruments	3	None
PM 448 -or- PM 484	Health Policy Analysis (odd years only)  Decision Making and Cost Effectiveness (all years)	3	None  One graduate level statistics course
PM 464	Introduction to Regression Analysis	3	None
	<b>Total Credits</b>	<b>12</b>	

**Year Two- Fall Term**

Course Number	Course Title	Credits	Pre-requisite
PM 422	Quality of Care and Risk Adjustment	3	Calculus and PM 421
PM 460	Master's Essay	6	None
PM 415 -or- PM 416	Principles of Epidemiology  Epidemiologic Methods (depending on previous coursework)	3	None
	<b>Total Credits</b>	<b>12</b>	



# **Masters' Capstone Project**

Guidelines

Project Titles  
(2006 to current)

# **Masters Capstone Project Guidelines**

## **Purpose/Background**

A Public Health Sciences (PHS) Capstone Project is a requirement of all Masters programs. It is an opportunity for students to synthesize knowledge and skills gained during their course work. All students are to design, conduct, and write this project under the supervision of a chair and committee.

## **Requirements**

Students are able to start working on their Capstone Project when they are ready in the judgment of their advisor and committee chair. Students will generally be expected to have taken courses covering the methods the student proposes to use in their project.

## **Departmental Specifications for Students**

### **Topic:**

Consult with your advisor on identification of a topic. Note that MPH research topics have a public health and/or population relevance.

Use of course assignments to satisfy the capstone requirement, with no additional work, is prohibited.

### **Committee Chair:**

Consult with your advisor on identification of a Project Chair.

The Project Chair **must** hold a full-time faculty appointment in PHS.

### **Committee Members:**

Consult with your advisor and/or your committee chair on identification of committee members.

Committees shall consist of at least three members:

Two members whose primary faculty appointment is in the Department of Public Health Sciences (PHS) and one whose primary faculty appointment is not in the Department of Public Health Sciences.

A committee may also include one or more consultants who are asked to help with specific issues identified by the committee.

## **Approval**

Submit a description of your proposed research topic and proposed committees members for review and approval by the Program Director

## **Research proposal presentations:**

Before the actual research project starts, the final research proposal, including the background, study objectives, and methods, is presented publically.

The goal of the presentation is to obtain feedback about the study objectives and proposed methodology from additional faculty and students.

Presentations are usually scheduled on Wednesday from 12:00 to 1:00 in 30 minute time slots.

The presentation should last no more than 18 minutes to leave ample time for discussion.

To set a date, first verify availability of committee members, then secure a presentation date with Elaine Topeck (see contact information below).

Send an electronic version of the proposal abstract to Elaine Topeck at least 7 days in advance of scheduled presentation.

The abstract should describe the project and be approximately 250-300 words.

An electronic announcement for the presentation with the abstract will be disseminated to all PHS faculty, staff and students as well as invited guests one week prior to the scheduled presentation. Printed announcements will also be posted.

A reminder announcement will be forwarded the morning of the scheduled presentation.

### **Investigations Involving Human Subjects:**

Projects involving the use of human subjects (through direct subject contact or through use of subject records) must be approved by the Research Review Board, Human Subjects for approval.

All students must have an active Human Subjects Protection Program (HSPP) number.

Your committee chair will be the primary investigator; students should register as the study coordinator.

Because review may take several weeks before a decision is rendered, advance planning is necessary.

After submission, there is a departmental review prior to delivery of the proposal to the RSRB. You can track the status of your application on the RSRB website. If it remains in "Departmental Review" for more than one week, ask the PI (your committee chair) to followup with the Department Chair.

Please consult the on-line RSRB application instructions for protocol development, templates for consent letters, etc. and definition of terms (<http://www.urmc.rochester.edu/rsrb>)

### **Contact Information:**

**James G. Dolan, MD, Masters Program Director**

Phone: (585) 276-5161

Email: [james\\_dolan@urmc.rochester.edu](mailto:james_dolan@urmc.rochester.edu)

**Pattie Kolomic, Graduate Programs Administrator**

Phone: (585) 275-7882

Email: [Pattie\\_kolomic@urmc.rochester.edu](mailto:Pattie_kolomic@urmc.rochester.edu)

## Departmental specifications for committee members

### Committee chair

The committee chair has primary responsibility for helping the student plan, propose, complete, and report the results of their capstone project.

The committee chair also has primary responsibility for coordinating the efforts of all committee members.

The committee chair is also charged with encouraging the student to publish a manuscript based on their capstone project.

To model best practices and avoid future misunderstanding, students and their chair should expect to talk about authorship order on any potential publication derived from the capstone project as part of the proposal development process. Plans for deciding manuscript authorship should be made following [the International Committee of Medical Journal Editors \(ICMJE\) guidelines](#):

*All those designated as authors should meet all four of the following criteria for authorship, and all who meet the four criteria should be identified as authors:*

- *Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND*
- *Drafting the work or revising it critically for important intellectual content; AND*
- *Final approval of the version to be published; AND*
- *Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.*

### Other committee members

Committee members are responsible for helping the student plan, complete, and report the results of their capstone project, particularly in areas of their individual expertise.

All committee members should also be listed as authors on manuscripts reporting the results of the capstone project if they meet the ICMJE criteria for authorship

Committee members who supply Capstone project data agree to allow the student to use the data to complete their proposed project and include the student and all committee members on any manuscripts reporting the project that are subsequently published whenever ICMJE authorship criteria are met.

## Thesis Requirements

The final thesis document should be a complete record of the capstone project. The following sections should be included:

1. Title page (see formatting below)
  - a. The cover page is not numbered



- b. Project title is typed in Title Case following standard rules of English
  - c. Only the Chair is listed on the cover page. Others may be included in the acknowledgements
  - d. Student's Departmental Name
  - e. College/School
  - f. Year of Final Defense (not month or day)
- 2. Table of contents
- 3. Abstract
  - a. The final abstract of the project should appear immediately after the table of contents
  - b. The final abstract must include the following headings bolded with a brief description of each:  
Background, Objective, Methods, Results and Conclusion.
- 4. Introduction
- 5. Background
- 6. Public Health Significance (For MPH projects)
- 7. Methods
- 8. Results
- 9. Discussion
  - a. Summary of findings
  - b. Relationship of study findings with previous results
  - c. Strengths and weaknesses
  - d. Conclusion and implications for further research
- 10. References
- 11. Tables
- 12. Figures
- 13. Appendix
  - a. Study materials (surveys etc)

In addition to the final thesis document, we encourage students to prepare a shorter version of the project in the form of a manuscript suitable for publication as they complete the main thesis document.

## **Formatting**

All students are required to submit a final copy of their Masters Capstone Project to the Graduate Programs Administrator in an electronic version. In addition they are required to present the final abstract with findings to Elaine Topeck.

## Text:

Students should use the following margins: 1 1/2" from the left side and 1 1/4" from the right side, top and bottom, including the page number (you may put the page number on the bottom of the page)

Font size should be 11 – 12; Font type should be Times New Roman; The report should be double-spaced

### IMPORTANT STEPS TOWARDS CAPSTONE PROJECT COMPLETION

Steps	Involvement	Description
1. Feasibility Inquiry	Student & Advisor	<ul style="list-style-type: none"><li>Idea discussion</li></ul>
2. General Topic Identification	Student & Advisor	<ul style="list-style-type: none"><li>Development of idea into topic</li></ul>
3. Identification of proposed Committee Chair	Student & Program Director	
4. Research Committee Identified	Student, Advisor, Program Director, proposed Committee Chair and other faculty	<ul style="list-style-type: none"><li>Student secures agreement for involvement from suggested committee members</li></ul>
5. Topic & Committee Member Approval	Student & Program Director	<ul style="list-style-type: none"><li>Brief abstract submitted for discussion, review and approval by Program Director</li></ul>
6. Committee Meeting	Student, Committee Chair and Committee Members	<ul style="list-style-type: none"><li>Refine topic and research question</li><li>Layout methods</li><li>Prepare timeline</li></ul>
7. Project Proposal	Student, Committee Chair and Committee Members	<ul style="list-style-type: none"><li>Preparation of proposal with review and feedback from Committee Chair and Members</li></ul>
8. Schedule Project Proposal Presentation	Student, Committee Chair, Committee Members, Graduate Programs Administrator	<ul style="list-style-type: none"><li>Schedule presentation with assistance of Elaine Topeck, Administrative Assistant, <a href="mailto:Elaine_topECK@urmc.rochester.edu">Elaine_topECK@urmc.rochester.edu</a></li></ul>
9. Announcement of Project Proposal Presentation	Student & Graduate Programs Administrative Assistant	<ul style="list-style-type: none"><li>Submission of abstract to Administrative Assistant one week prior to presentation</li><li>Notice posted within department and forwarded via email to all PHS faculty and students one week prior to presentation date</li></ul>
10. Project Proposal Presentation	Student, Committee Chair and Members, PHS faculty and students	<ul style="list-style-type: none"><li>Student presents</li></ul>
11. Faculty Caucus	Student, Committee Chair and Members, other faculty	<ul style="list-style-type: none"><li>Provided feedback and suggestions based on presentation</li></ul>
12. Project	Student, Committee Chair and Members and Consultants as necessary	<ul style="list-style-type: none"><li>RSRB approval</li><li>Data collection</li><li>Data analyses</li><li>Essay write up (draft format)</li></ul>
13. Committee Meeting(s)	Student, Committee Chair and Members	<ul style="list-style-type: none"><li>Review of progress and essay draft</li><li>Reworks based on feedback</li></ul>
14. First draft of thesis to Committee	Student	<ul style="list-style-type: none"><li>March 1 for May graduation</li><li>June 15 for August graduation</li><li>November 1 for December graduation</li></ul>
15. Final Project (see guidelines)	Student, Committee Chair and Members, Graduate Programs Administrator	<ul style="list-style-type: none"><li>Submission of final project to Committee Chair &amp; Members for sign off</li><li>Submission of final project to Graduate Programs Administrator</li><li>Submission of final abstract with findings to Graduate Programs Administrative Assistant</li></ul>

## KEY DATES & DELIVERABLES

### **May Graduation:**

March 1- First draft of the thesis must be submitted to your ENTIRE committee. **Note this deadline applies to the report of the completed project, not your project proposal.**

April 15- Final completed hard copy of the thesis with completed committee sign-off form to the Graduate Program Administrator

### **August Graduation:**

June 15 - First draft of your essay must be submitted to your ENTIRE committee. **Note this deadline applies to the report of the completed project, not your project proposal.**

August 1 - Final completed hard copy of the thesis with completed committee sign-off form to the Graduate Program Administrator

### **December Graduation:**

November 1- First draft of your essay must be submitted to your ENTIRE committee. **Note this deadline applies to the report of the completed project, not your project proposal.**

December 15- Final completed hard copy of the thesis with completed committee sign-off form to the Graduate Program Administrator

**The Master's graduation ceremony is usually the second Saturday in May. Consult the academic calendar at: [www.rochester.edu/provost/ir/calendar.html](http://www.rochester.edu/provost/ir/calendar.html)**

**(Cover page format)**

Title of Thesis

by

Your Name

Submitted in Partial Fulfillment of the Requirements  
for the (Master of Science Degree) or (Master of Public Health Degree)

Supervised by

(Chair of Committee **Only**)

Department of Public Health Sciences

School of Medicine and Dentistry

University of Rochester  
Rochester, New York

20XX

## Previous Master's Project Titles

### 2014 MASTER'S RESEARCH PROJECTS

Augustine, Erika Fullwood	Clinical Features of Epilepsy in Juvenile Neuronal Ceroid Lipofuscinosis (Batten Disease)
DeSorrento, Kathryn	Interaction Between Program Evaluation and Funding Practices Among Health-focused Nonprofits in New York
DiVincenti, Louis	Lake Sturgeon ( <i>Acipenser Fulvescens</i> ) as a Novel Bioindicator of Environmental Health
Gill, Chelsea A.	Phthalate Exposure via Consumption of Animal Proteins and Dairy Products in Reproductive-Aged Women
Henry, Kyvaughn Ariann	A Mother's Influence on her Daughter's Breastfeeding Practices
Holt, Dustina	The Relationship Between CAG Repeat Length and Clinical Progression of Huntington's Disease in the COHORT Study
Johnson, Jara	Month of Conception in Relation to Neurologic Phenotypes of Autism Spectrum Disorders
Mack, Lauren	Head Circumference to Abdominal Circumference Ratio: Is This an Accurate Predictor of Shoulder Dystocia?
Mohile, Nimish A.	Immunohistochemical Markers of Tumor Associated Epilepsy in Glioblastoma
Moreno, Militza	Evaluating the Association of Inflammatory Markers with Race, Ethnicity and Country of Origin
Prucha, Michael G.	Health care workers' knowledge, attitudes, beliefs and practices on tobacco use in seven economically disadvantaged communities in the Dominican Republic
Qazi, Mustafa	Determinants of the Use of Community Technology Centers (CTC's) in Dominican Republic - An Exploratory Study to Inform Future Policy on Telemedicine Use in Developing Countries
Recuay, Katie Devine	Facilitators and Barriers to Long-Term Follow-Up Care in Young Adult Survivors of Childhood Cancers
Rickles, Aaron	The Associated Risk of Visceral Obesity on Colorectal Cancer Survival
Ronis, Sarah D.	Personal Health Records in the Management of ADHD
Schmitt, Brianna R.	Knowledge, Attitudes, and Skills related to Teen Pregnancy and Long-Acting Reversible Contraception (LARC) among those working with inner-city youth
Strait, Nicole	Prenatal Care Experiences of Deaf Women in Rochester, NY
Surapaneni, Teja	A Geographical External Validation Analysis of a Multivariable Risk Score Model Predicting in Hospital Adverse Events Post-Gynecological Laparoscopic Surgery
Ugoeke, Nene	Relationship between CRT-D Induced QRS Morphology Changes and Response to Resynchronization Therapy in Patients with Mild Heart Failure and Left Bundle Branch Block

### 2013 MASTER'S RESEARCH PROJECTS

Aluri, Vidya	Gestational Diabetes Mellitus and the Long-Term Risk of Developing Stage 1-2 Chronic Kidney Disease
Concannon, Cathleen	The Effect of Multiple Concurrent Central Venous Catheters on Central Line Associated Bloodstream Infections
Craig, Mark S.	Identifying Residency Program Factors that Lead to Satisfaction with Quality Improvement (QI) Curricula, and Perceived Resident Proficiency in QI: A Secondary Analysis of a National Survey of Pediatric Residency Program Directors and Key Informant Interviews with Residents
Fernandez, Lydia	Barriers and Facilitators to Successful Telemedicine for Pediatric Urgent Care in an After-Hours Community-Referral Setting
Francone, Todd S.	Cost-Effective Analysis of Pre-operative Chemoradiation Therapy and Transanal Endoscopic Microsurgery Compared with Total Mesorectal Excision for T2N0 Rectal Cancer
Iannuzzi, James C.	Perioperative Pleiotropic Statin Effects in General Surgery

Jain, Minal	Evaluation of the Impact of Image Sharing on Inter-hospital Transfer of Patients with Stroke/Transient Ischemic Attack
Janelins, Michelle C.	The Relationship Between NSAID Use and Cognitive Function in Cancer Patients Currently Receiving Treatment
Kumar, Divya	An Evaluation of a Parental Training Program for Foster Parents
Lee, Sharon S.	Impact of a Comprehensive Worksite Health Promotion Intervention on Job Satisfaction
Marsh, Allison K.	Coping Strategies and the Resilience Process of Lesbian Women in Response to Minority Stress
Qiao, Nan	State Sex Education Policies' Impact on American Adolescents' Safe Sex Behavior
Spillman, Jessica	Is Better Communication With Nursing Home Staff Associated with Higher Rates of Advance Directive Completion Among Residents at the End-of-Life?
Taylor, Jacob	Self-Reported Facilitators and Barriers to Trail Use Along an Urban Community Trail
Teeters, J. Chad	Pre-Hypertension, Hypertension and Left Ventricular Hypertrophy in a Healthy Adolescent Population
Thew, Denise	Written English Text vs ASL Adaption Video-Comparing Disbursements of Information on Health Inequities to Deaf and Hard of Hearing College Students
Treviño, Lara A.	The Occurrence of Health Behaviors Among Smokers Based on Gender and Age
Velarde, Carla Renee	Minority and Socioeconomic Disparities in Health-Related Quality of Life of Colorectal Cancer Patients in the Surveillance, Epidemiology, and End Results-Medicare Health Outcome Survey (SEER-MHOS) Linked Database
Velez, Marissa Delano	Fortifying Fathers: Investigating Motivators and Barriers to Father Figure Participation in Early Childhood Education Among Head Start Families
Wolf, Aharon	CT vs. Clinical Diagnosis for Diagnosing Pediatric Appendicitis: A Cost Utility Analysis
Work, Dana	Microalbuminuria in Children with Chronic Kidney Disease
Zanghi, Christine	Taming Cardiopulmonary Bypass: A Potential New Method for Anticoagulation in Patients with Heparin Induced Thrombocytopenia

## 2012 MASTER'S RESEARCH PROJECTS

Abbas, Kaja M.	System Science Modeling of Epidemiological Outcomes of Latent Tuberculosis Treatment Policy for India in the Era of Tuberculosis Drug Resistance
Abbasi, Asim Ahmed	A Cost-Effective Analysis of Medical versus Surgical Treatment
Ascher, Jill	Characterization of Petting Zoos in Which There was Low Prevalence of <i>Escherichia coli</i> O157:H7
Augustine, Alicia	Environmental Tobacco Smoke Exposure is Associated with Reduced Circulating Adiponectin Concentrations in Pre-pubescent Children
Bernstein, Ethan M	Preoperative Brain Natriuretic Peptide and Atrial Arrhythmias After CABG Surgery
Bredlau, Amy-Lee	Oral Ketamine for Control of Chronic Pain in Children
Eleoff, Sara	Special Healthcare Needs Among Children in Informal Kinship Care
Jain, Minal	Evaluation of the Impact of Image Sharing on Inter-hospital Transfer of Patients with Stroke/Transient Ischemic Attack
Kainth, Mundeep	Chromosomally Integrated HHV-6 and HIV Disease Progression
Kirkham, Angel K	Community Mental Health Care in Belize: A Qualitative Case Study
Kondabolu, Sirish	Comparison of Concussion Incidence in High School Contact and Collision Sports: Perspectives on Concussion Surveillance and Prevention
Kumar, Divya	An Evaluation of a Parental Training Program for Foster Parents
McIntosh, Kenya P.	African American Families and Elder Care: A Qualitative Study of Decision Making
Markevicz, Colleen	The Use of Sucrose as Analgesia in Infants During Painful Procedures: A Randomized Trial
Mei, Christopher	Reduction of Social Disparities in Healthcare Through the Health-e-Access Telemedicine Model
Miller, Todd	The Northeast Rochester Youth and Family Wellness Project: An Evaluation of the "Second Step®" Violence Prevention Program

Raman, Kiran	Emergency Contraception for Adolescents and its Surrounding Societal, Cultural, and Moral Constructs
Rindal, Kristin	A Unique View into the World of Desperate and Unfortunate People: "ED Physicians' Attitudes and Beliefs Towards the Alcohol Intoxication Patient
Russell, Holly Ann	Program Completion, Lifestyle Changes and Weight Loss by Location of a Healthy Living Program
Sprod, Lisa K.	The Effects of Yoga on Cancer-Related Fatigue and Global Side-Effects Burden in Older Cancer Survivors
Tahir, Naira	A Multi-Country Analysis of the Characteristics Associated with Undiagnosed Depression

## 2011 MASTER'S RESEARCH PROJECTS

Artero, Pedro M Calderón	The Effects of Potent Inflammation Resolving Lipid Mediators on Platelet Function in ex-vivo Diabetic and non-Diabetic Blood
Baker, Liana	Physical Activity as a Coping Strategy for Smoking Cessation in Adults Age 50 and Older
Bhatt, Seema	Screening for Pediatric Cervical Spine Injury: Epidemiology and Trends in Imaging Use in the Emergency Department Setting
Boyle, Lisa L.	The Prevalence and Characteristics of Executive Dysfunction in Older Adults Receiving Aging Services Care Management
Buermann, Randall	Analysis of Potential Predictors of the Effects of CRT-D vs. ICD-Only Therapy on Heart Failure Event or Death in the Ischemic Male Subset of the MADIT-CRT Patient Population
Buttaccio, April	Breastfeeding and Employment: Factors That Differentiate Those Who Are Able To Continue Breastfeeding And Those Who Are Not
Caprio, Thomas	Medical Director Qualifications and Association with Nursing Home Characteristics
Chapman, Benjamin	Statistical Learning Models of the Prognostic Value of Personality Phenotype for Interleukin-6 8 Month Later in Older Persons
Corona, Ethan	Five Factor Personality and Paid Personal Assistance Services Use in a Chronically Ill Medicare Population
Cronmiller, Heather	Chronic Inflammation: The Potential Link Between Early Chest Radiotherapy and Increased Cardiovascular Disease
Ding, Ding	Obesity-Related Health Conditions in the Elderly: An Association with Depression?
Driscoll-Brantley, Erin	Comparison Of The Impacts Of Breastfeeding and Mammography On Breast Cancer Survival
Eleoff, Sara Beth	Special Healthcare Needs Among Children in Informal Kinship Care
Finch, Dana	Exploration of Self-Reported Reasons for Use of Emergency Medical Services and Patient Health Literacy
Hagen, Amanda	United States Navy Personnel Perceptions of a Proposed Navy-wide Smoking Ban
Hanwatar, Prachi	Fluoride Varnish: Knowledge, Preferences and Practices Of General and Pediatric Dentists
Hettinger, A. Zach	Emergency Medical Dispatch Code Association with Emergency Department Outcomes
Idris, Amna	Modeling Long Term Cost Savings from a Worksite Weight Management Program
Kuriyan, Ajay	Synthetic Triterpenoids Inhibit Myofibroblast Differentiation In Vitro: A Potential Novel Therapy for Corneal Scarring
Lemcke, Erin	Evaluation of the Presence of a Subchorionic Hematoma on 1st Trimester Ultrasound and Midtrimester Transvaginal Cervical Length: A Retrospective Cohort
Liebman, Scott	Predictors of Mismatch Between Chosen and Actual Dialysis Modality
Loy, Rebekah	Acceptance of New Health Services and Initiatives Established in Rima, Tibet as Measured by Utilization Patterns and Perceptions of Residents
Menzies, Keon Edwin	Association of Soluble Tissue Factor and Subclinical Atherosclerotic Disease: Multiethnic Study of Atherosclerosis (MESA)
Mookerjee, Sohug	Barriers to Help-Seeking: A Cultural Perspective on Intimate Partner Violence
Mooney, Christopher	Community Resources, Social Isolation & Cardiovascular Disease Mortality
O'Hanlon, Katherine	Defining the Population Health Impact of Global Health Work: Program Leaders Perspectives
Olden, Aaron	Palliative Care Needs and Symptom Patterns of Hospitalized Elders Referred for Consultation
Peebles, Skye	"Nothing About Us Without Us:" Women with Developmental Disabilities Have Conversations About Sexual and Reproductive Health

Peppone, Luke	The Effect of Cigarette Smoking on Cancer Treatment-Related Side Effects among 947 Subjects
Powalski, Caitlin	Unwanted Sexual Experiences During a Hook Up: Identifying the Narrator as Victim or Agent
Salloum, Rabih	Economic Evaluation of the Difference in the Rate of Surgical Site Infection Between Laparoscopic and Open Procedures for Resection of Colorectal Cancer
Shprecher, David	Identifying Barriers and Solutions to Clinical Research Recruitment for Neurodegenerative Disorders
Skerritt, Matthew R.	Carotid Endarterectomy and Carotid Artery Stenting in the Nationwide Inpatient Sample: Utilization Trends over Time
Smirnow, Alexis	The Health-Related Needs of Patients and Families Affected by Duchenne and Becker Muscular Dystrophy
Thomas, Otto	Long-term Effects of Radiation Therapy and Anthracycline Chemotherapy on Cardiac Function and Perfusion Changes in Survivors of Hodgkin Lymphoma and non-Hodgkin Lymphoma
Warder, Miranda	Analyzing First-time Smoking Cessation Attempts of Midlife & Older Smokers: Who is the 50+ Smoker?
Werner, Elizabeth	Cervical Cancer Screening Among Young Hispanic American Women: The Knowledge Barrier

## 2010 MASTER'S RESEARCH PROJECTS

Bender, Edward	What is Important?: A Qualitative Assessment of Needs Support In a Tobacco Dependence Trial.
Bishop, Courtney Ann	The Association between Methyl Mercury Levels and Atopy in the General US Population
Black, Jonathan	How We See It: A Photovoice Study with Children with Cancer
Chapman, Benjamin P.	Statistical Learning Models of Personality Phenotype and Interleukin-6
Fogg, Thomas	Relationships between Acculturation Strategy and the Risk of Suicidal Behavior in Deaf Adults
Foltz, Jennifer	An Assessment of School Wellness Policies: The Strength and Completeness of Competitive Food and Beverage Policies and the Correlation with District Characteristics
Fusco, Carlo	Barriers to Accessing Mental Health Services: Latino Students at a Northeast Private University
Gallivan, Sarah	Three Wishes: How can the hopes and dreams of adolescent patients inform provider practice?
Goldman, Micheyle L.	The Emergency Department "Teachable Moment": Can Burn Prevention Knowledge Be Increased with a Pediatric Emergency Department Intervention?
Gromer, Karen	Adolescent Sexual Risk Behaviors: Does Sport Type Play a Role?
Heatwole, Chad	High Impact Symptoms in Myotonic Dystrophy Type-1: A Qualitative Study
Hendren, Samantha	Patients' Barriers to Obtaining High-Quality Cancer Care and Risk Factors for Requiring More Help
Hettinger, Aaron Zachary	Emergency Medical Dispatch Codes Association with Emergency Department Outcomes
Idris, Amna	Modeling the Long Term Costs and Savings From a Worksite Weight Management Program
Inboriboon, Pholaphat C.	A Descriptive Study of Poisonings at a Referral Hospital in Northern Thailand
Khan, Ayesha	Metabolic Syndrome and Diet in Middle Aged and Elderly Population
Knight, Karena	Do the perspectives on the need of mental health counseling among foster parents and teens explain the use of the mental health services among teens in foster care?
Kunjukunja, Samuel	Utilization of Complementary and Alternate Medicines Among Psoriasis Patients
Kuriyan, Ajay	Electrophilic PPAR <sub>γ</sub> Ligands Inhibit Corneal Fibroblast to Myofibroblast Differentiation <i>in vitro</i> : A Potential Novel Therapy for Corneal Scarring
Linebarger, Jennifer S.	Resilience in Adolescents with Cancer: Impact of Cyberspace
Liu, Judy	Investigating the Risk Markers for Recurrent Syncope in Long QT Syndrome
Maher, Mary	A Study of Perinatal Outcomes of Hispanic Migrant Farmworkers Using the Optimality Index-US
Markey, Andrew	Is Strong Stories an effective educational tool for teaching middle-school age children in Rochester, NY about head injury prevention?
McGrath, Peter	Training frontline HIV prevention staff to conduct a brief behavioral intervention – do they use it?



McKee, Michael	Relationships between emergency room utilization and modes of communication among deaf adults who communicate in American Sign Language
Mura, Melissa	Workers' Perspectives on the Sociocultural Feasibility of Physical Activity Promotion in the Workplace
Narang, Shalu	Bacteremia in Children with Sickle Hemoglobinopathies
Operario, Drawin	Community-Based Participatory Research as an Approach for Improvement in Pandemic Influenza Response Planning
Paradise, Heather	Self-Assessment of Problem-Solving Competence Among Urban Mothers of Newborns
Puri, Savita	Physician Awareness of Radiation Attributable Cancer Risk from Diagnostic CT Scans
Schmitt, Kimberly	Expanded SCHIP Eligibility and the Influenza Immunization of Near-Poor Children
Schwartz, Ann	Why Do Insured Individuals Seek Care from Publicly-funded STD Clinics?
Smith, Heidi	Survey Development to Evaluate Educational Component of Medical-Legal Partnerships
Smith, Rebecca	Predictive Factors for Acute Otitis Media: Colonization and Immunity in a Cohort Of Children
Tavares, Viniinus	Barriers to Primary Dental Care: A Qualitative Investigation of Attenders to a Dental School Emergency Department
Wing, Richard	The Effect of Medication Costs on Adherence to Immunosuppressive Medications by Kidney Transplant Recipients



# Doctoral Programs

Epidemiology

Health Services Research & Policy

PhD Dissertations  
and Graduate Job Placements

# **EPIDEMIOLOGY PhD PROGRAM**

## **Mission Statement**

*Prepare individuals for an academic career in the conduct of scholarly work in epidemiology. The program focuses on the complex patterns of disease occurrence in human populations, the etiologic role of biomedical, environmental and socio-behavioral factors in the incidence and natural history of disease and effective approaches for disease prevention and health promotion.*

### **PROGRAM GOALS**

- Foster scholarly achievement in the field of epidemiology in an environment of interdisciplinary and collaborative research at the University of Rochester;
- Attract and retain well-qualified students seeking graduate education in epidemiology;
- Train graduate students to become independent research investigators and educators;
- Provide trainees with a unique set of skills and perspectives acquired through their training in epidemiology that can be applied in all areas of clinical and population research;
- Promote research and service at the local, state and national level, thereby contributing to improving the health of all U.S. communities; and
- Build a cadre of prepared individuals who will reflect the strengths of the university as these individuals fill academic positions in other institutions nationwide.

### **PROGRAM OBJECTIVES**

The primary objective of the epidemiology doctoral program at the University of Rochester is to train epidemiologists in a wide variety of skills and methods spanning the disciplines of psychology, social and behavioral health, statistics and biostatistics in addition to solid course offerings in advanced epidemiologic methods and specialized areas of epidemiologic and population health research.

Specific objectives are to:

- Educate individuals in the basic science of Epidemiology;
- Teach the skills required to conduct population research;
- Provide intense mentoring to assure a successful, productive, and satisfying educational and research experience;
- Prepare students to successfully transition into a role of an independent investigator by providing mentoring and opportunities to write grant proposals, publish work in scientific journals, and review the work of peers;
- Provide educational role models and opportunities that encourage students to develop and cultivate their own teaching skills; and
- Nurture a research environment in which accuracy, integrity and ethical practices are highly valued.

## EPIDEMIOLOGY PHD PROGRAM COMPETENCIES

Upon completion of the epidemiology doctoral program, every graduate should be able to:

- Describe the development of epidemiology into its own distinct scientific field from various disciplines;
- Understand and describe traditional and emerging epidemiological study designs, including their advantages and limitations;
- Define key epidemiological concepts of bias and interaction and assess their impact in epidemiologic investigations;
- Develop and apply a detailed statistical analysis strategy using a combination of stratified and regression techniques;
- Critically evaluate the design and conduct of published observational and interventional studies and interpret their findings;
- Design and conduct an original epidemiologic investigation including recruitment, data collection, data management and statistical analysis; and
- Understand the methodological commonalities and differences across specialized areas of epidemiologic and population health research.

## PROGRAM REQUIREMENTS

- 64 credit hours of formal coursework and 29 credit hours of dissertation research as mandated by the University of Rochester Graduate Studies Program;
- Coursework will focus on methodologic skills while providing adequate training in current epidemiologic content areas;
- Three electives specific to area of research interest.

## SUGGESTED SCHEDULE OF CLASSES

<b>YEAR 1 (Fall Semester)</b>	<b>YEAR 1 (Spring Semester)</b>	<b>Total</b>
PM415 Principles of Epidemiology (3)	PM410 Intro to Data Management (3)	
BST463 Intro to Biostatistics (4)	PM413 Field Epidemiology (3)	
PM414 History of Epidemiology (3)	PM412 Survey Research (3)	
PM421 Social & Behavioral Medicine (3)	Elective or Epi Content Course (3)	
Elective or Epi Content Course (3)	Elective or Epi Content Course (3)	
IND503 Ethics (1)		
Total Semester Credits: 17	Total Semester Credits: 15	32
<b>YEAR 2 (Fall Semester)</b>	<b>YEAR 2 (Spring Semester)</b>	
PM416 Epidemiology Methods (3)	PM469 Multivariate Stats for Epi (3)	
BST464 Statistical Methods (4)	BST465 Clinical Trials (4)	
BST421 Sampling (3)	PM472 Measurement & Evaluation (3)	
Elective or Epi Content Course (3)	Elective or Epi Content Course (3)	
Elective or Epi Content Course (3)	Elective or Epi Content Course (3)	
Total Semester Credits: 16	Total Semester Credits: 16	32
	<b>TOTAL RECOMMENDED COURSE CREDITS</b>	<b>64</b>

### Epidemiology Content Courses (3 credits each) include:

- PM442 Nutritional Epidemiology (spring)
- PM451 Infectious Disease Epidemiology (spring)
- PM417 Molecular Epidemiology (spring)
- PM418 Cardiovascular Epidemiology (every other fall)
- PM424 Chronic Disease Epidemiology (spring)

## **COMPREHENSIVE EXAMINATIONS**

A predetermined objective system of grading both the oral and written qualifying examination is established. Student performance in the oral examination is independently scored by each committee member and these scores are averaged to one grade which represents 30% of the overall qualifying examination grade (0-100%). Each written examination is independently scored by two faculty reviewers. If the scores differ by more than 10% or if the two grades result in a differing decision regarding the pass/fail status of the student, that written exam is graded by a third reviewer. The scores are then averaged and this grade represents 70% of the overall grade. The weighted average of the oral and written exams represents the student's final qualifying examination grade. A cut-off score for passing has been established, determining successful completion of the examination. Students will receive formal notification of pass/fail status but will not receive the actual grade. If a student does not pass the exam, he may repeat the examination once following a minimum of six months of remedial preparation.

Written and oral qualifying examinations are required upon completion of a minimum of 55 credit hours of coursework.

- Written examination is developed yearly by the Executive Committee of the Program and administered in a two day classroom setting.
- Oral examination is administered by the Executive Committee of the Program.

### **Completion (pass) status**

- Based on scores of written and oral examination.
- Second qualifying examination opportunity is provided for those who fail
- A minimum of six months must elapse since the first examination.
- No further opportunities will be provided.
- Any student not successfully completing the examination will be counseled to complete requirements for a Master of Public Health.

## **TEACHING ASSISTANTSHIPS**

- Each student is required to serve as a Teaching Assistant for a minimum of two courses
- If additional Teaching Assistant positions need to be filled in order to meet course demands, students who are funded on a training fellowship will be the first asked to serve in these additional Teaching Assistantships.

## **SEMINAR SERIES**

- All students are required to attend this weekly series
- The series includes:
  - "Nuts & Bolts" informal discussions with an investigator
  - Formal lecture series of renowned speakers in Epidemiology
  - Journal Club

## **DISSERTATION RESEARCH**

### **Background**

- UPMC has a strong research program as demonstrated by its \$262 million in sponsored research of which \$183 million is NIH funding (FY 2011)
- Within the PHS there is currently \$8 million in sponsored research generated by faculty.
- The Department published over 150 research publications in the past year.
- 123 presentations were made by faculty and students at national and international scientific meetings.
- This track record confirms the depth of the institution and of the Department for the provision of research opportunities for doctoral students.

## Research Component of the Doctoral Training

- Planned as an intense, carefully mentored process
- Program faculty represent the majority of clinical departments within UPMC as well as basic science department.
- Also represented are government agencies such as the Health Department and private corporations such as Kodak, Xerox and Blue Cross/Blue Shield, each of which has expressed interest in public health and health care issues.
  - Collaborations with these institutions have been developed and nurtured by the PHS because of the diversity that they bring to the Department activities, as well as the rich data sources each holds.
- Program faculty will provide the primary source of research opportunities for students to share in during their training, as well as serving as the foundation on which dissertation research investigations may be built.
  - Numerous federally-funded research studies are currently in progress which are led by program faculty. These will provide ample options for doctoral students. However, students are not limited to these projects.
- Additional opportunities for research are available from the Center for Community Health and numerous research investigations across other departments.
  - Candidates are required to make a formal oral presentation of their planned research investigation to their respective Dissertation Advisory Committee. This presentation is open to other UPMC faculty and staff as well.
- The inclusion of primary data collection in the doctoral research will be a critical component of each project.
- Following approval of the research plan each student will be strongly encouraged to seek pre-doctoral funding for support during the conduct of the dissertation.
  - In the public health sciences this is a common approach and one in which ample opportunities for funding are available.
- At the completion of the research investigation the student will be required to present and defend his/her research methodology and findings at a public forum.
- The committee for the final defense will consist of the dissertation committee.
  - The committee Chairman must be at the Assistant Professor or higher level and must hold a primary appointment in the Division of Epidemiology.
  - Other members will include at least one full-time faculty member of the rank of Assistant Professor or higher who holds a primary appointment in the PHS and one or two “outside” members who hold a primary appointment in another department.
  - All other requirements for completion of this process will follow the regulations outlined in the *Official Bulletin for Graduate Studies* (Red Book).
- Award of Degree
  - A degree candidate upon meeting all degree requirements will be recommended for the degree at the next meeting of the Board of Trustees
  - Degrees are approved by the Board of Trustees at its regular meetings in October, February and May.
  - Degrees are conferred annually at the University’s Graduate Commencement
  - Diplomas are received following Commencement in May.

# **HEALTH SERVICES RESEARCH & POLICY**

## **PhD PROGRAM**

### **Vision/Mission Statement**

*To produce cross-disciplinary researchers who translate theory into clinically-relevant and policy-relevant explanations and applications for health care issues.*

### **PhD CORE OBJECTIVES/COMPETENCIES**

- Understand and communicate knowledge regarding the healthcare system and current areas of health care and health policy research;
- Understand and communicate key theories underlying current explanations for healthcare issues and phenomena;
- Identify important and innovative healthcare questions;
- Create policy-relevant, theory-based explanations for healthcare phenomena and identify corresponding testable implications;
- Create models that facilitate the investigation of research questions;
- Identify, develop and implement the proper study designs, data collection and acquisition approaches and analytic methods required to answer research questions;
- Integrate research findings into the current body of knowledge;
- Effectively work in cross-disciplinary teams;
- Responsible conduct of research.

### **PROGRAM REQUIREMENTS**

- 60 hours of formal coursework and 30 credit hours of dissertation research as mandated by the University of Rochester Graduate Studies Program.

### **SUGGESTED SCHEDULE OF COURSES**

- Immediately prior to the start of Year 1 courses all incoming students participate in a two week mathematics and statistics refresher course.

## HEALTH SERVICES RESEARCH AND POLICY PHD PROGRAM CURRICULUM

COURSE	OFFERED	PROGRAM YEAR
PM445 Introduction to Health Services Research	Fall	1
PM421 US Healthcare System	Fall	1
PM463 Stat 1 – Mathematical Statistics	Fall	1
PM 430 Psychology in HSR	Fall	1
IND 503 Ethics	Fall	1
PM456 Health Economics	Fall	2
PM 422 Quality Assessment and Risk Adjustment	Fall	2
PM 420 Politics & Policy US Healthcare System	Fall	2
Methods elective	Fall	2
PM464 Stat 2 – Regression	Spring	1
PM 412 Survey Research	Spring	1
PM 472 Measurement and Evaluation	Spring	1
PM 483 Advanced Economics	Spring	2
PM 484 Decision Analysis & Cost Effectiveness	Spring	2
PM 448 <sup>b</sup> Policy Analysis	Spring	2
PM 465 <sup>c</sup> Stat 3 - Advanced Multivariate Analysis	Spring	2
Math Camp <sup>d</sup>	Summer	0

b. Taught every odd year

c. Taught every odd year

d. Math Camp is a two-week course prior to formal start of first semester.

For course descriptions go to: [Course Offerings](#)

### COMPREHENSIVE EXAMINATION

- Taken at the end of May in a student's second year.
- Emphasizes:
  - Integration of student's knowledge in HSR methods
  - Student's ability to analyze complex conceptual structures, synthesize ideas into systems of concepts and demonstrate ability to reason to conclusions providing arguments for claims
- Successful completion of this examination allows student to proceed to the preparation and defense of a doctoral theses.

### DOCTORAL THESIS

- Students must successfully complete the required courses and the comprehensive exam before proposing a doctoral thesis.
- Supervision of the thesis involves a Committee.
- See *Official Bulletin Regulations Concerning Graduate Study and Department Policy*.
- Proposal may not be scheduled until committee agrees at a formal meeting with the student.
- At least ten business days must elapse between formal meeting and proposal schedule date.
- Proposal and final defense occur at a public lecture open to the academic community.



## **GRADUATE RESEARCH WORKSHOPS AND DISSERTATION SEMINARS**

All students must attend bi-weekly Graduate Research Workshops (PM 428). Students who have not yet proposed their doctoral thesis are also required to attend monthly dissertation seminars. These are informal, but required gatherings, to provide an additional forum to address and further students' educational goals.

### **Graduate Research Workshops (PM 428)**

- Held every other Friday, 12:00 p.m. to 1:30 p.m.
- Provide doctoral students with a friendly environment in which to present their work for discussion as well as to obtain presentation experience.
- All students in their second year and above are required to present once each year.

### **Dissertation Seminars**

- Held monthly (dates and times to be announced).
- Designed to educate students with regard to the dissertation process, teach students how to identify research areas, how to focus on the appropriate research questions, how to choose a committee and to discuss other dissertation-related issues.
- All students who have not proposed their doctoral thesis must attend these seminars.

### **HSR Seminar**

- Held 12:00 p.m. to 1:00 p.m. on alternate Fridays from the Graduate Student Workshop
- Involves Departmental faculty as well as guest speakers from outside the Department
- Doctoral students are required to attend

## **TEACHING ASSISTANTS**

- Doctoral students are required to be teaching assistants for two courses.
- Typically for courses offered by the Division of Health Services Research & Policy.

## **RESEARCH ASSISTANTS**

- Offers students the opportunity to carry out supervised research with departmental faculty or other qualified faculty or researchers
- Primary objective is to develop and/or enhance research skills and knowledge in preparation for a health-related research career
- A fifteen month requirement for doctoral students

# PhD Dissertation Titles & Job Placements

## EPIDEMIOLOGY

### 2014 PhD Thesis

Evans, Kristin	The Relationship of Local High and Low Energy Density Food Prices to Children's BMI
Current Position:	<i>Post-Doctoral Fellow, Dept. of Pulmonary, University of Rochester, Rochester, NY</i>
Jones, Courtney	Trauma Triage: The Effect of Age on EMS Provider Clinical Judgment and Prehospital Guidelines for Transportation of Injured Patients
Current Position:	<i>Assistant Professor, Emergency Medicine, University of Rochester, Rochester, NY</i>
Parlett, Lauren	The Association of Prenatal and Infant Phthalate Exposure and Childhood Asthma Symptoms
Current Position	<i>Senior Research Data Analyst, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD</i>
Spellane, Kathleen	Associations between Prenatal Anxiety, Discrimination and Gestational Age at Birth

### 2013 PhD Thesis

Kobrosly, Roni	An Epidemiologic Investigation into the Relationship between Stress, Allostatic Load, and Depressive Disorder among Older Adults
Current Position:	<i>Post-Doctoral Fellow, Mount Sinai Med. Center, Mount Sinai School of Medicine, New York, NY</i>
Licon, Denisse	The Association between Race, Ethnicity and Socioeconomic Status and Cervical Cancer Screening Rates and Cervical Intraepithelial Neoplasia in Monroe County
Current Position:	<i>Epidemiologist Office of Epidemiology, Center for Epidemiology, Preparedness &amp; Response, Columbus Public Health, Columbus, OH</i>

### 2012 PhD Thesis

Brownell, Elizabeth	The Effect of Immediate Postpartum Depo-Provera on Early Breastfeeding Cessation
Current Position:	<i>Director, Connecticut Human Milk Research Center Connecticut Children's Medical Center</i>
Hoffmire, Claire	Examination of Sleep Disturbances in Children with Down Syndrome and Multiple Co-morbidities in New York State
Current Position:	<i>Researcher, Department of Veterans Affairs</i>
Shankar, Jyoti	Breast Cancer Heterogeneity: Race, Reproductive and Hormonal Factors
Current Position:	<i>Post-Doctoral Fellow, J. Craig Venter Institute, Infectious Diseases Group, Rockville, MD</i>

### 2011 PhD Thesis

Scosyrev, Emelian	The Effect of Neo-Adjuvant Platinum-Based Combination Chemotherapy on Pathological Downstaging and Survival of Patients with Locally Advanced Bladder Cancer
Current Position:	<i>Senior Epidemiologist, Novartis, East Hanover, NJ</i>
Stevens, Vanessa	Antibiotic Exposure and Risk of Clostridium difficile Infection: A Retrospective Cohort Study
Current Position:	<i>Research Assistant Professor, University of Utah College of Pharmacy, Salt Lake City, UT</i>

Simning, Adam	Anxiety and Depression in Older Adult Public Housing Residents: Prevalence, Correlates, and Implications for Care
Current Position:	<i>MD/MPH, Resident, Dept. of Psychiatry, University of Rochester, Rochester, NY</i>
<b>2010 PhD Thesis</b>	
Kakinami, Lisa	Differences in the Risk of Cardiovascular Disease among People with HIV, Hepatitis C, or Co-infection
Current Position:	<i>Post-Doctoral Fellow, Dept. of Epidemiology, McGill University, Montreal, AC Canada</i>
<b>2009 PhD Thesis</b>	
Eisenberg, Katherine	Lead Exposure in Refugee Children in the United States
Current Position:	<i>Medical Student, University of Rochester</i>
Elder, Jessica	Assessment of Female-Specific SPECT Parameters for Prediction of Cardiac Outcomes in Women with Suspected Ischemia
Current Position:	<i>Instructor, Burke-Cornell Medical Research Institute, White Plains, NY</i>
<b>2008 PhD Thesis Defenses:</b>	
Kelly, Jennifer	Investigating the Role of Vitamin D in the Potential Association between Ultraviolet Radiation and Lymphoma Risk
Current Position:	<i>Postdoctoral Research Associate, Department of Public Health Sciences, University of Rochester</i>
Ringholz, Corinne	Quantifying Spatiotemporal Heterogeneity in Influenza and RSV Viral Activity and Hospitalization Burden in US States
Current Position:	<i>Senior Analyst, Analytic Services, Centers for Disease Control and Prevention</i>
<b>HEALTH POLICY &amp; OUTCOMES RESEARCH</b>	
<b>2014 PhD Thesis</b>	
Makino, Kevin	Income, Public Health Insurance Eligibility, and Children's Insurance Status: Implications for Parental Distress, Parenting Behaviors, and Child Socio-Emotional Health
Current Position:	<i>Resident, 4<sup>th</sup> yr., University of Rochester Medical School, Rochester, NY</i>
Xing, Jingping	Medicaid Reimbursement and the Quality of Nursing Home Care: A Case Study of Medi-Cal Long-Term Care Reimbursement Act of 2004 in California
Current Position:	<i>Research Investigator, Washington State Dept., Social and Health Services, Olympia, WA</i>
<b>2013 PhD Thesis</b>	
Fan, Lin	Rural Urban Disparity in the Use of Preventive Care: What Can We Learn From Colorectal Cancer Screening?
Current Position:	<i>Prevention Effectiveness Fellow, Centers for Disease Control and Prevention, Atlanta, GA</i>
Wojtesta, Matthew	A Mechanistic Explanation for Physician Responses to Patient Requests
<b>2012 PhD Thesis</b>	
Zheng, Nan Tracy	End-of-Life Care in Nursing Homes: Does Organization of Work Make a Difference?
Current Position:	<i>Research Public Health Analyst at RTI International</i>

### **2011 PhD Thesis**

Chappel, Andre	General Surgery – Is It Critical to Rural Hospital Performance?
Current Position:	<i>Office of the Assistant Secretary for Planning and Evaluation, United States Department of Health and Human Services, in Washington, DC.</i>
Qian, Feng “Johnson”	Drug-Eluting Stents in New York State: Utilization, Disparities, Cost, Outcomes and Practice Variation
Current Position:	<i>Research Assistant Professor, Department of Anesthesiology, University of Rochester</i>
Xian, Ying	Do Healthcare Process and Outcomes Differ for Acute Ischemic Stroke Patients Admitted to Designated Stroke Centers?
Current Position	<i>Assistant Professor of Medicine, Duke Clinical Research Institute, Duke University, Durham, NC</i>

### **2010 PhD Thesis**

Elder-Lissai, Adi	The Effect of Direct to Consumer Prescription Drug Advertising on Geographic Variations of Medical Care
Current Position:	<i>Associate, Health Care Consulting, Analysis Group Inc., Boston, MA</i>
Holland, Margaret	Mechanisms to Explain the Association between Child Health Care Utilization and Maternal Depression
Current Position:	<i>Department Fellow, General Pediatrics, University of Rochester</i>

### **2009 PhD Thesis**

Cai, Shubing	Hospitalization Risks in Nursing Homes: Does Payer Source Matter?
Current Position:	<i>Assistant Professor, Dept. of Public Health Services, University of Rochester Medical Center, Rochester, NY</i>
Li, Chunyu	Racial and ethnic disparities among the U.S. elderly: depression prevalence, access and quality of healthcare
Current Position:	<i>Health Economist, Centers for Disease Control and Prevention, Atlanta, GA</i>
Shih, Huai-che	Effect of the Balanced Budget Act of 1997 on Home Health Care Case-Mix and Utilization Patterns among Medicare/Medicaid Dual Eligible Beneficiaries
Current Position:	<i>Senior Associate, The Moran Company, Arlington, VA.</i>

### **2008 PhD Thesis Defenses:**

Huai-Che, Shih	Effects of the Balanced Budget Act of 1997 on Home Health Care Case-Mix and Utilization Patterns Among Medicare/Medicaid Dual Eligible Beneficiaries
Current Position:	<i>Senior Associate, Moran Company, Arlington, VA</i>
Li, Chunyu	Racial and Ethnic Disparities among the US Elderly: Depression Prevalence, Access and Quality of Healthcare
Current Position:	<i>Associate Service Fellow, CDC, Atlanta, GA</i>



# General Information

PHS Education Policies  
Course Offerings  
Faculty

## DEPARTMENT EDUCATION POLICIES

### CONTINUATION OF ENROLLMENT

Students must maintain continuous registration from the time of matriculation until he/she

- is awarded his/her degree or
- withdraws from the program or
- is dropped from the program.

Students must register for each semester during this time, except during the summer sessions. The continuation of enrollment fee for 2014 - 2015 academic year is \$1,050 per semester.

### COURSE WAIVERS

All requests must be made at the time of initial registration in a degree program, using the approved form entitled [Petition for Course Waiver](#).

### ELECTIVE COURSES

Courses may be chosen from the variety of courses offered within the Department and within the various departments and colleges of the University, but in any event the course topic must be relevant to public and population health. Descriptions of courses can be found at [Course Offerings](#)

Courses may be accepted toward degree requirements if the subjects taken form an integral part of the student's proposed program of study

Students need to consult with their advisor and their Program Director as to whether or not a certain course is appropriate

With the permission of the Master's Program Director and approval in advance from the Senior Associate Dean of Graduate Studies, a student may take a course at another college or university to count as an elective. Ordinarily, the course must be taken in a timely fashion, and before beginning the MPH research project

### INCOMPLETE GRADES

An Incomplete "I" grade may be given for medical reasons only per the University Policy. The student who receives an incomplete grade is passing the course and has already completed the majority of the work required in the course

Work for courses with grades of "I" must be completed no later than 2 months after the course concludes, although instructors may require work to be submitted sooner. If the work is not completed within the designated period of time, the instructor must grade on the basis of work completed by the specified completion date. This grade cannot be changed

The grade must be submitted to the Dean in a memo within one week of the completion date. If contract is not fulfilled or grade not reported to the Registrar by the specified completion date, the incomplete grade will convert to an "IE" (Incomplete/Failure). This grade cannot be changed

### INDEPENDENT STUDY

**Independent Study (PM 494)** courses in the MPH program

Grade A-E

#### Rationale and Benefits to the Department and Students

Given the tremendous heterogeneity of the MPH student body, the Independent Study (IND) exists as a special mechanism to create opportunities for advanced students to explore and expand on topics, methods, and skills introduced in the regular MPH course work.

IND course work may be pursued during any term and thus will allow for MPH/Fellowship candidates to complete the MPH degree in a timely fashion before their Fellowship ends. Currently, Fellows may only take two courses per term. The paucity of MPH courses offered in the summer term (we only offer two – Program Evaluation and SAS) significantly contributes to high non-completion rates of the MPH degree among Fellows.

The IND also has potential to lead to cross departmental collaboration through shared data. Any primary data collection that grows out of the IND can be made available to other MPH students for secondary analysis, thus expand the opportunities for other students' capstone projects.

### Independent Study Proposal

Once a student has decided on an independent study topic and secured approval from the Associate Chair for Education and the agreement of a faculty mentor (with approval from the Associate Chair for Education), the student should submit a brief (one or two pages) written proposal for approval of the PM 494 course. The project must be independent of the work for your thesis – no overlap.

- This proposal should describe: 1) the topic; 2) the faculty mentor(s); 3) the work to be done; 4) the number of requested credits; and 5) the mechanism(s) for evaluation of the student's performance.
- The proposal will be reviewed and the student notified in writing by the Program Director if the proposal is accepted for independent study credit.
- The proposal will remain in the student's academic file as a record of the student's independent study activity.

The Master's student wishing to do an independent study course (IND) should first discuss their ideas with the Associate Chair for Education. He/she will review the IND for appropriateness for public health research or practice, feasibility, relationship to student's prior course work in the MPH program, and relevance to their future career plans. The Associate Chair for Education will also work with the student to identify an appropriate mentor or mentors. Faculty mentors need not be in PHS, but must have had the training and experience in public health topic and/or methods.

A student may only take one IND course during their program of study. The maximum number of credits for an IND is six. There are two different approaches for students in establishing an IND:

Research Skill Development: One mechanism of study is to expand on research topics or themes explored in existing course work or facilitating more in-depth exploration of a focused public health topic. Examples include:

- Quality Improvement Measures and Methods
- Cohort study design and implementation
- Implementing a random control trial

Public Health Practice: Another mechanism of study to fulfill the IND is the study of public health practice as mediated through medical/health systems not currently covered in existing MPH course work. This course should be directly related to the students' intended focus of study building a foundation of expertise related to the students' long-term career plans. For example:

- Public health and disabilities
- WIC home visiting programs
- Group visits for Parkinson's patients

### Project Evaluation

All independent study projects must include mechanism for evaluation of the student's work. Specifically, a long (15-20 pages) or several short (8-10 pages) research papers. Students must also give their independent study a title, for instance, "National Health Plans and Insurance in Japan, Canada, and Great Britain," in order that the subject matter for the PM 494 to appear on the student's official transcript.

## **LEAVE OF ABSENCE**

Upon the recommendation of the Department, the Dean may grant a leave of absence to a matriculated graduate student who has not yet completed the course requirements for the degree. No more than two one-semester leaves or one one-year leave will be granted

In order to declare a leave of absence, a student must complete and sign the appropriate form and pay a \$60 registration fee per semester.

## **MAXIMUM TIME**

An MPH candidate must complete all the requirements for the degree within five years from the time of his/her initial matriculation into the graduate program. PhD candidates have a maximum of seven years to complete degree requirements. Students must maintain continuous enrollment for each term after matriculation.

Students who for good reason have been unable to complete their program within the maximum time may, upon recommendation of their faculty advisor and the Program Director, petition the Dean for an extension of the time limit. The extension, if granted, will be of limited duration.

## **MINIMUM GRADE**

Minimum grades for courses or research work carrying graduate credit are B- or S. C is considered to be an unsatisfactory (poor) grade.

- One C grade would be cause for academic probation for a period of one year
- Two C grades would be cause for dismissal from the graduate program.

A C grade is considered to be a failing grade for any student who is on probation. See [Graduate Education Trainee Handbook-Policies & Benefits](#) related to minimum grade.

## **PART-TIME/FULL-TIME**

Any student registered for fewer than twelve credit hours is considered to be a part-time student.

## **PROGRAM OF STUDY**

A program of study is submitted to the Office of the Associate Dean for Graduate Studies. This program, to be formulated with the assistance of the faculty advisor and approved by the Dean, is expected to form a consistent plan of work pursued with a definite aim.

## **TRANSFER CREDIT POLICY**

Of the School of Medicine and Dentistry's minimum required 96 credit hours for the Doctor of Philosophy degree, no more than 30 credit hours may be accepted as transfer credit for work previously taken at the University of Rochester or at another university. All transfer hours, whether taken at the University of Rochester or at another university, must be approved by the Senior Associate Dean for Graduate Education prior to matriculation.

Of the University's minimum required 30 credits for the Master's degree, no more than 10 credit hours may be accepted as transfer credit for work previously taken at the University of Rochester or another university. All transfer credit, whether taken at the University of Rochester or at another university, must be approved by the Senior Associate Dean for Graduate Education prior to matriculation.

Work taken prior to matriculation in a graduate degree program is classified as possible transfer work. Credit hours up to the limit may be accepted toward degree requirements if the subjects taken form an integral part of the proposed program of study and if taken within five years of the date of matriculation with a grade of B- or higher as interpreted in this University. Requests for transfer credit must have the approval of the Senior Associate Dean for Graduate Education prior to matriculation.

Permission to take work at another institution for transfer credit after matriculation in a graduate program must be approved in advance by the Senior Associate Dean for Graduate Education.

[Course Transfer Credit Petition Form](#)



**TUITION AND FEES**

Tuition in the School of Medicine and Dentistry for the 2014 – 2015 academic year is \$1,442 per credit hour. Most courses in the Department of Public Health Sciences are three credits, carrying a total cost of \$4,326 for 1 course. Students taking courses outside of the Department must pay the tuition rate of the particular college offering the course(s) to be taken

All full-time students must pay a Health Fee. The standard health option for 2014-2015 is \$2,616/year. Students with other health insurance may choose to waive the University's policy, but they must still pay the \$504 mandatory health insurance fee if they are full-time

## **PRIMARY FACULTY**

**Jacob Adams, MD, MPH**

**Associate Professor**

**Office: SRB 3.305**

**Phone: 585-275-5951**

Research Activities

- Cardiovascular risk in childhood cancer survivors
- Cardiovascular and cancer risk in those exposed to chest irradiation
- Patient Safety and Healthcare Quality Improvement

**Amina Alio, MA, PhD**

**Assistant Professor**

**Office: SRB 3.208**

**Phone: 585-275-0482**

Research Activities

- Maternal Child Health
- Paternal Involvement in Perinatal Health
- Health Disparities
- Community Engagement
- Global Health
- Program Evaluation

**Robert C. Block, MD, MPH, FACP, FNLA**

**Associate Professor**

**Office: SRB 3.306**

**Phone: 585-275-3356**

Research Activities

- The effects of omega-3 fatty acids on risk of cardiovascular disease
- The effects of omega-3 fatty acids, and their metabolites, on platelet function
- The emerging role of lipidomics on reducing cardiovascular disease risk
- The effects of potent lipid mediator products of fatty acids on cardiovascular disease
- The identification of those with familial hypercholesterolemia and means of enhancing their health via therapeutics and the use of the Self-Determination Theory
- The effects of interactive electronic education tools on reducing cardiovascular disease risk

**Shubing Cai, PhD**

**Assistant Professor**

**Office: SRB 3.162**

**Phone: 585-275-6617**

Research Activities

- Long Term Care
- End of life Care
- Financial Incentives
- Health Disparities
- Quality of Care
- Program Evaluation

**Nancy Chin, PhD, MPH**

**Associate Professor, Associate Chair for Graduate Education**

**Office: SRB 3.134**

**Phone: 585-275-9780**

Research Activities

- Social class gradient health
- Women's position in society and its impact on their health and the health of their children
- Health in mountain communities
- Deaf community initiatives

**James Dolan, MD**

**Associate Professor**

**Office: SRB 3.179**

**Phone: 585-276-5161**

Research Activities

- Medical decision making
- Shared medical decision making
- Clinical decision support systems based on multi-criteria decision theory
- Risk communication

**Ann Dozier, RN, PhD**

**Interim Chair**

**Associate Professor**

**Office: SRB 3.216**

**Phone: 585-276-3998**

Research Activities

- Maternal Child Health/Women's Health
- Program Evaluation
- Recruitment and Retention into Clinical Research
- Global Health
- Survey Design/Development

**Diana Fernandez, MD, MPH, PhD**

**Associate Professor**

**Office: SRB 3.314**

**Phone: 585- 275-9554**

Research Activities

- Obesity
- Weight gain prevention interventions
- Pregnancy-related weight gain

**Elaine Hill, PhD**  
**Assistant Professor**  
**Office: SRB 3.180**  
**Phone: 585- 276-6892**

**Research Activities**

- Environmental exposures and birth outcomes
- Fetal Origins
- Infant health linked to educational outcomes
- Hospital Management and Quality of Care
- Quasi-experimental methods
- Using “Big Data” for systems approaches
- Hydraulic fracturing
- Structural modeling
- Nutrition and obesity

**Orna Intrator, PhD**  
**Professor**  
**Office: SRB 3.136**  
**Phone: 585- 276-6892**

**Research Activities**

- Nursing home care quality
- Medical staff organization in nursing homes
- Community-based long term care
- Hospitalizations as a quality measure
- Geriatric and extended care health services utilization of Veterans
- Multiple health-services system use
- Managing “Big Data” for health services research
- Statistical modeling of joint outcomes

**Todd Jusko, MS, PhD**  
**Assistant Professor**  
**Office: SRB 3.239**  
**Phone: 585-273-2849**

**Research Activities**

- Immunotoxic effects of persistent organic pollutants (POPs) in infants and children
- Neurotoxicity of lead, organophosphate pesticides, and POPs in children
- Research methods in environmental epidemiology

**Yue Li, PhD**  
**Associate Professor**  
**Office: SRB 3.178**  
**Phone 585-275-3276**

**Research Activities**

- Outcome assessment and risk adjustment
- Quality report cards
- Nursing home quality and policies
- Racial disparities
- Mental illness and healthcare quality

**Camille Martina, PhD**  
**Research Assistant Professor**  
**Office: SRB 3.224**  
**Phone: 585-273-3874**

**Research Activities**

- Program Evaluation
- Mentoring and career development of underrepresented minorities in biomedical/behavioral academic institutions
- Prenatal exposures to in pregnant women to endocrine disrupting chemical compounds in home and work environments
- Lifestyle behaviors and development of Allergy and Asthma
- Environmental health education
- Inter-professional medical education
- Team Science
- Academic success of urban underserved students through the concept of habitus (social and cultural capital)

**Scott McIntosh, MA, PhD**  
**Associate Professor**  
**Office: SRB 3.228**  
**Phone: 585-275-0511**

**Research Activities**

- Smoking cessation in special populations
- Technology/Web assisted risk behavior intervention
- Physician training in patient risk behavior change
- Internet training for physicians and medical students
- Behavioral Change: pediatric obesity
- Population based community health interventions
- Telemedicine

**Deborah Ossip, MS, PhD**  
**Professor**  
**Director, Smoking Research Program**  
**Office: SRB 3.230**  
**Phone: 585-275-0528**

**Research Activities**

- Global Health: Tobacco use in the Dominican Republic
- Tobacco quit lines
- Primary care interventions for tobacco use
- Smoking intervention for special populations: rural, mid-life and older, adolescent, economically disadvantaged, minority
- Maintenance of treatment effects in childhood obesity
- Health behaviors in Deaf/Hard of Hearing college students
- Breastfeeding among low-income women

**David Rich, ScD, MPH**  
**Associate Professor**  
**Office: SRB 3.304**  
**Phone: 585-276-4119**

**Research Activities**

- Environmental Epidemiology
- Cardiorespiratory and Reproductive Health Effects of Air Pollution and other environmental toxicants

**Christopher Seplaki, MS, PhD**

**Assistant Professor**

**Office: SRB 3.238**

**Phone: 585-273-1549**

Research Activities

- Aging, Disability and the Environment

**Scott R. Smith, MD, MPH**

**Assistant Professor**

**Office: SRB 3.221**

**Video Phone: 585-286-2744**

Research Activities:

- Qualitative studies of cardiovascular health literacy of deaf adolescents who use sign language
- Development and adaptation of innovative quantitative measures to assess various aspects of adolescents' cardiovascular health literacy that are independent of their functional literacy skills (ability to read and write) and appropriate for administration to both deaf and hearing adolescents
- Formative community-based research to develop and evaluate a healthy weight program for deaf adults (NCDHR core project)

**Helena Temkin-Greener, MS, PhD, MPH**

**Professor**

**Office: SRB 3.163**

**Phone: 585-275-8713**

Research Activities

- Quality of care and long-term care
- End-of-life and palliative care
- Measures of organizational performance
- Long-term care delivery and financing

**Edwin van Wijngaarden, MS, PhD**

**Associate Professor**

**Office: SRB 3.313**

**Phone: 585-275-1985**

Research Activities

- Occupational and Environmental Epidemiology
- Child Development
- Cognitive Aging

**Peter Veazie, MS, PhD**

**Associate Professor**

**Office: SRB 3.164**

**Phone: 585-273-5464**

Research Activities

- Patient and provider decision making
- Risk perception
- Decision aids
- Help seeking and avoidance of care
- Adherence behavior
- Quality of life and cost-effectiveness

## **PROFESSOR EMERITUS**

**Barker, William, MD**

**Professor Emeritus**

**Office: SRB 3.126**

**Phone: 585-275-3357**

Research Activities

- Factors Explaining the Trends in Morbidity and Mortality Among the Elderly in the U.S., 1960-1990.
- Stroke, Pneumonia, Hip Fracture, Hypertension Congestive Heart Failure.
- Comparative Developments in Health Services for the Elderly and Career Development in Geriatrics in Great Britain and the U.S.
- Functional Decline Associated with Influenza, Pneumonia and Other Illnesses of Older Persons.
- Curriculum Development in Immunization in Medical Education
- Vaccination Delivery Strategies in Managed Care Organizations

**Kunitz, Stephen, MD, PhD**

**Professor Emeritus**

**Office: SRB 3.125**

**Phone: 585-275-1545**

Research Activities

- Political culture, income equality, and mortality in the United States

**Zimmer, James G., MD**

**Professor Emeritus**

**Office: SRB 3.126**

**Phone: 585-275-2831**

Research Activities

- Aging and Long Term Care