

University of Rochester
Medical Center

Department of
Community and Preventive Medicine

GRADUATE STUDENT HANDBOOK 2008 – 2009

Master's Programs:

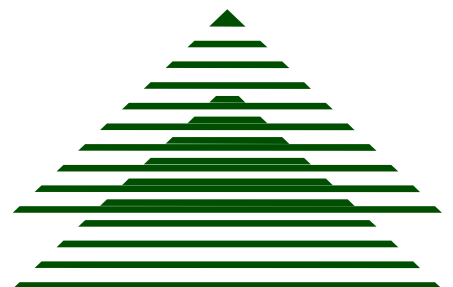
Public Health
Clinical Investigation
Translational Research

Doctoral Programs:

Epidemiology
Health Services Research and Policy

Post-Doctoral Programs:

Preventive Cardiology
Health Services Research and Policy



**DEPARTMENT OF COMMUNITY and PREVENTIVE MEDICINE
GRADUATE STUDENT HANDBOOK
2008 – 2009
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Message from the Director of Education



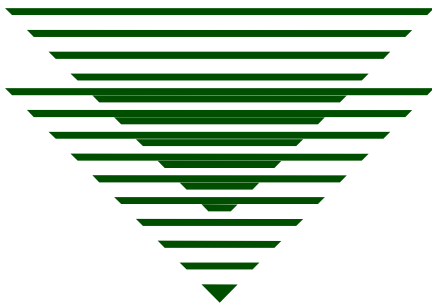
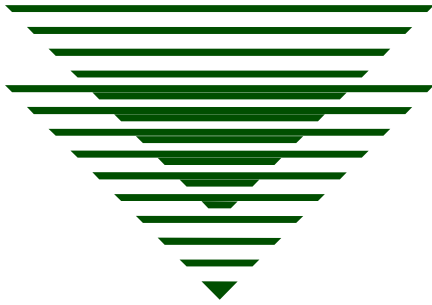
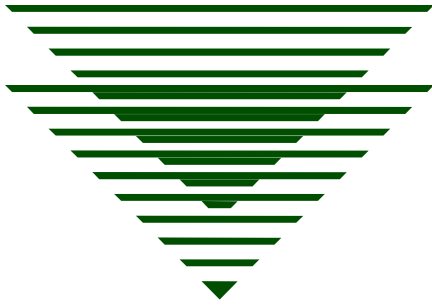
The Social Ecological Model has become a touchstone for helping to understand population health dynamics. The Institute of Medicine, the Centers for Disease Control and the National Institutes of Health all cite its usefulness in refocusing from an individual behavior level to considering the influence of community level factors such as the environment, policies, institutions, and neighborhoods in health improvement. In the Department of Community and Preventive Medicine we offer Master's and PhD level training opportunities for improving population health that consider all levels of the social ecological model. Below is one version of the model. Don't just focus on a single level. Figure out how each of the levels interaction to produce an effect on health. Help create the changes needed to improve the health of populations.

Welcome to the Department of Community and Preventive Medicine.

Nancy Perini Chin, PhD, MPH
Associate Chair for Education
June 2008

An Ecological Perspective: Levels of Influence

Concept	Definition
Intra-personal Level	Individual characteristics that influence behaviors, such as knowledge, attitudes, beliefs, and personality traits
Interpersonal Level	Interpersonal processes and primary groups, including family, friends, and peers that provide social identify, support and role definition
Community Level	
Institutional Factors	Rules, regulations, policies, and informal structures, which may constrain or promote recommended behaviors
Community Factors	Social networks and norms, or standards, which exist as formal or informal among individuals, groups, and organizations
Public Policy	Local, state, and federal policies and laws that regulate or support healthy actions and practices for disease prevention, early detection, control , and management



University of Rochester
Medical Center

Department of
Community and Preventive Medicine

MASTER'S PROGRAMS

Master's of Public Health – MPH – T3:

Clinical Practice to Community:

Translation to Practice

Master's of Science - Clinical Investigation – MSCLI-T2:

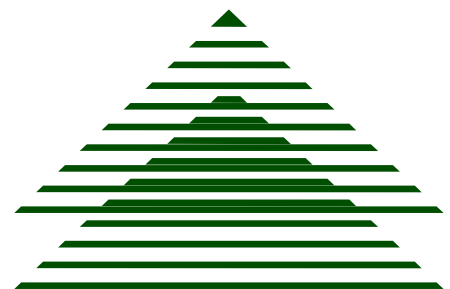
Human Clinical Research

Translation to Patients

Master's of Science - Translation Research – MSCTR-T1:

Basic Science Research

Translation to Humans



The Council on Education for Public Health mandates regular review of the Program's mission, goals, and objectives (MGOs). Below is a working draft document of our MGOs for the period 2009-2015. We welcome faculty, staff, student, and community feedback on this work in progress. Please send ideas to: Nancy P. Chin, Program Director at nancy_chin@urmc.rochester.edu.

Mission:

Our mission is to foster a collaborative learning, research, and service environment, creating leaders to address the public health needs of diverse communities locally and globally. Our mission is grounded in a set of core values that promote public health as a human right.

Educational Goals:

- 1) Ensure that every course offering has developed learning objectives consistent with ASPH core competencies;
- 2) Ensure that the curriculum includes skills in Public Health leadership, career planning and communication for program participants;
- 3) Increase faculty and student body diversity; and
- 4) Utilize a course evaluation system

Educational Objectives:

- i) Use at least three graduate faculty meetings/workshops to work with course directors and faculty to revise course learning objectives to fulfill ASPH core competency requirements;
- ii) Have the Educational Policy Group review and provide feedback on all revised course syllabi;
- iii) Faculty: Advisors to have workshop training sessions on supporting students with career counseling and planning;
- iv) Students: Create a workshop with core content to include: conducting a meeting, managing a research team, team training supporting leadership and communication. (Required);
- v) Faculty recruitment strategies will be broadened to promote diversity and representation; filling at least two faculty positions by 2013 from a target audience;
- vi) Student diversity will be increased to 12% per year using specific strategies targeting underrepresented groups;
- vii) Secure scholarship money;
- viii) Provide training to students on how to provide useful feedback;
- ix) Develop an electronic capture method and an incentive program to support 100% feedback with summary evaluations made available to students for course planning; and
- x) Implement a system for reviewing course evaluations by the Education Policy Group with course directors (five per year); exemplary evaluations to be shared with faculty to promote best practice.

Research Goal:

- 1) To have a nationally recognized public-health, community-based, health services, and population-based research program.

Research Objectives:

- i) Diversify the funding portfolio by increasing the number of applications and grants from non-NIH sources by 25% into at least 3 new areas of research. Increase global health, epidemiology-genetics, pharmacoeconomics;
- ii) Seek out funding sources for faculty to attend at least one continuing education program per year; and
- iii) Have at least two faculty members participate actively in the emerging interdisciplinary group on global studies; with one faculty representing the program on the research committee. Ensure balance of faculty research – 2/3 on their own and 1/3 collaboration with other faculty outside the department.

Service Goal:

- 1) Promote health as a human right by actively engaging in service both locally and globally
- 2) Be responsive to the continuing education needs of area public health practitioners in the community

Service Objectives:

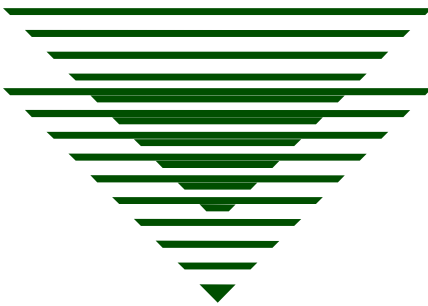
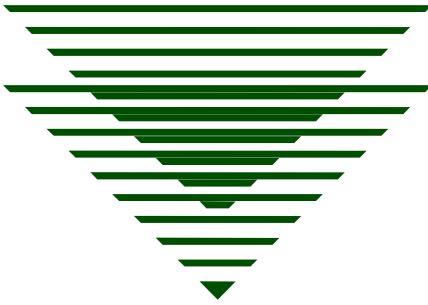
- i) Ensure all program students and faculty receive information describing service volunteer opportunities in the community; invite the director of the community volunteer office to present at the annual student orientation;
- ii) Recognize service to organizations as part of our support for tenure and research for Department of Community and Preventive Medicine faculty;
- iii) Faculty to recruit students into service-based projects (with or without credit);
- iv) Promote health as a human right through collaborative teams of faculty and students;
- v) Solicit community input on educational program through meetings with an External Community Advisory Committee to the education programs convene through the Center for Community Health's Community Advisory Board;
- vi) External Community Advisory Committee will receive copies of the Graduate Handbook for review and input annually; and
- vii) Information received from the community public health practitioners on their needs will be incorporated into course offerings, Public Health Grand Rounds, the Rochester Clinical Translational Research Curriculum seminar series, and student research project topics.

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Master's of Public Health (MPH)

Clinical Practice to Community:
Translation to Practice



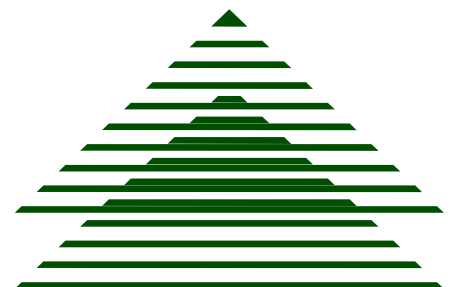
The Institute of Medicine (www.iom.edu) defines public health as those activities we undertake collectively to ensure the conditions under which communities can be healthy.

Currently only 18% of the public health workforce has specific training in public health.

The MPH curriculum at the University of Rochester, described in the Table, equips trainees with knowledge and skills in the 5 core discipline areas of public health – epidemiology, social and behavioral medicine, biostatistics, environmental health, and health policy and management – so that they can become leaders in the field.

The Association of Schools of Public Health core competencies project identified specific learning objects for each of the core areas (www.asph.org). 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-cutting competencies are addressed within courses or through special workshops. These include: communication and informatics; leadership; diversity and culture; program planning, systems thinking, and professionalism.



Department of Community and Preventive Medicine
MASTER'S OF PUBLIC HEALTH (MPH)
TOTAL CREDITS REQUIRED: 45
Program of Study Sheet

STUDENT NAME: _____

Student ID: _____

TERM/YEAR OF ENROLLMENT: _____

GENERAL INFORMATION:

- Candidates for admission to this program must have earned a baccalaureate degree, or its equivalent, with the exception of University of Rochester students applying to the 3-2 program
- Program can be completed within two years at full time status (minimum of 12 credits is required) or up to 5 years at part time status
- **Full time status students will be required to complete a special circumstance application with UHS to retain health benefits for the last semester as this semester will be less than 12 credits.**
- Electives can be tailored to individual interests

REQUIRED CORE COURSE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	SEMESTER OFFERED	COURSE COMPLETED
	CORE REQUIREMENTS:			
PM 410	Introduction to SAS for Windows	3	Spring	
PM 415	Principles of Epidemiology	3	Fall	
IND 503	Ethics in Professional Integrity – Clinical	1	Fall	
	1 of the following ↓:			
PM 450	Management of Nonprofit Health and Human Service Organizations	3	Spring	
PM 452	Community Health Improvement Practicum	3	Spring	
	1 of the following ↓:			
PM 425	Health Promotion and Preventive Medicine	3	Spring	
PM 426	Social and Behavioral Medicine **	3	Fall	
	1 of the following ↓:			
PM 470	Public Health and the Environment	3	Spring	
PM 486	Medical Ecology	3	Fall	
	1 of the following ↓:			
PM 411	Health Care for the Elderly: Financing and Organization	3	Spring	
PM 420	American Health Policy and Politics	3	Fall (every other)	
PM 421	US Health Care System: Financing, Delivery and Performance	3	Fall	
	STATISTICS REQUIREMENTS:			
BST 463	Introduction to Biostatistics	4	Fall	
	1 of the following ↓:			
BST 464	Statistical Methods for Biomedical Applications	4	Fall	
BST 465	Design of Clinical Trials	4	Spring	
	WRITING REQUIREMENT:			
	1 of the following ↓:			
PM 449	Writing Workshop	0	Fall	
PM 478	Workshop in Scientific Writing	0	Spring	

**** - NON-MD and PHD STUDENTS ARE STRONGLY ENCOURAGED TO ENROLL IN THE WRITING WORKSHOP AND PM 426 (SOCIAL and BEHAVIORAL MEDICINE) AT THE SAME TIME.**

(Requirements continued on reverse side)

REQUIRED RESEARCH METHODS ELECTIVE TABLE

	2 elective courses are required as follows:				
	<ul style="list-style-type: none"> • 2 from “A” list or • 1 from “A” list and 1 from “B” list 				
COURSE COMPLETED “A” LIST	“A” List – Core Methods Courses (all courses are 3 credits)		“B” List – Applied Methods Courses (all courses are 3 credits)		COURSE COMPLETED “B” LIST
	PM 412	Survey Research (Spring)	PM 413	Field Epidemiology (Spring)	
	PM 416	Epidemiologic Methods (Fall)	PM 414	History of Epidemiology (Every other Fall)	
	PM 419	Recruitment and Retention of Human Subjects (Fall)	PM 417	Molecular Epidemiology (Spring)	
	PM 422	Quality of Care and Risk Adjustment (Fall)	PM 418	Cardiovascular Disease Epidemiology and Prevention (Every other Fall)	
	PM 438	Practical Skills in Grant Writing (Spring)	PM 433	Epidemiology and the Public Health of Aging (Every other Fall)	
	PM 458	Qualitative Health Care Research (Spring)	PM 441	Conducting Research on Elderly People (Every other Spring)	
	PM 461	Program Evaluation for Public Health (Summer)	PM 442	Nutritional Epidemiology (Spring)	
	PM 469	Multivariate Models for Epidemiology (Spring)	PM 451	Infectious Disease Epidemiology (Spring)	
	PM 477	Advanced SAS Programming for Statistical Analyses (Fall)	PM 459	Assessing Health Status of Older Adults (Every other Fall)	
	PM 484	Cost Effectiveness Research (Spring)	PM 466	Cancer Epidemiology (Spring)	
			PM 472	Measurement and Evaluation of Research Instruments (Spring)	

ADDITIONAL ELECTIVES TABLE

(Student may also pick from required elective list at top of page)

COURSE #	COURSE TITLE	COURSE CREDITS	COURSE COMPLETED
PM 411	Health Care For The Elderly, Financing and Organization (Fall)	3	
PM 421	US Health Care System: Financing, Delivery, Performance (Fall)	3	
PM 462	Introduction to Translational Research Methods (Fall)	3	
PM 488	Experimental Therapeutics (Spring)	3	
Total Elective Credits:			6

REQUIRED CORE COURSE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	SEMESTER OFFERED	COURSE COMPLETED
	ESSAY REQUIREMENT:			
PM 460	Master’s Essay (equivalent to 2 courses)	6		
	Elective (see Elective Table)	3		
	Elective (see Elective Table)	3		
	TOTAL CREDITS	45		

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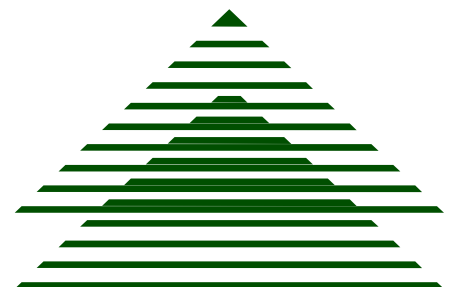
Master's of Science Clinical Investigation (MS-CLI)

Human Clinical Research:
Translation to Patients

The goal of this training program is to prepare clinician-scientists to carry out patient-based research in the development of interventions and technologies to ensure the highest levels of patient safety and quality of care. Student success in the program is contingent on early planning and community among the student, Department advisor, and the mentoring team from the student's clinical department in developing a tailored course of study from among established courses; a defined research project; and related set of skill-building workshops. Course work is completed in one year of full-time study with a mentored research project that, in most cases, will extend beyond the completion of courses.

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

Clinical Investigation students do not register for credits for their research project, but are expected to maintain matriculated status (by registering for Continuation of Enrollment if they have completed all other requirements except their research project) until their Research Project requirement is completed.



**Department of Community and Preventive Medicine
MASTER'S OF SCIENCE CLINICAL INVESTIGATION**

MS-CLI

TOTAL CREDITS REQUIRED: 34

Program of Study Sheet

STUDENT NAME: _____

Student ID: _____

TERM/YEAR OF ENROLLMENT: _____

GENERAL INFORMATION:

- Course work is completed in one year of full-time study with a mentored research project that, in most cases, will extend beyond the completion of the course.
- Electives can be tailored to individual interests

COURSE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	SEMESTER OFFERED	COURSE COMPLETED
	REQUIRED CORE COURSES:			
PM 410	Introduction to SAS for Windows	3	Spring	
PM 415	Principles of Epidemiology	3	Fall	
PM 438	Practical Skills in Grant Writing	3	Spring	
PM 484	Medical Research and Cost-Effectiveness Analysis	3	Spring	
IND 503	Ethics in Professional Integrity – Clinical	1	Fall	
	REQUIRED STATISTICS COURSES: 1 from the following:			
PM 416	Advanced Epidemiologic Methods	3	Fall	
PM 413	Field Epidemiology	3	Spring	
	Or an Advanced Biostatistics Course			
BST 463	Introduction to Biostatistics	4	Fall	
	Methods Elective	4	Fall and Spring	
BST 525	Introduction to Health Informatics	4	Fall	
	REQUIRED WORKSHOP:			
PM 476	RCTRC Lecture Series	0	Fall and Spring	
	RECOMMENDED WORKSHOP:			
PM 478	Workshop in Scientific Writing	0	Spring	
	Elective (see Elective Table)	3	Fall and Spring	
	Elective (see Elective Table)	3	Fall and Spring	
	Master's Research Project/Paper	0		
	TOTAL CREDITS	34		

(See reverse side for listing of electives)

ELECTIVE TABLE

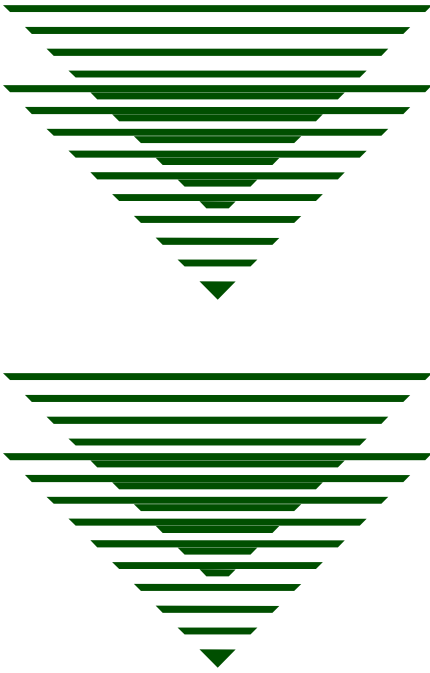
COURSE #	COURSE TITLE	COURSE CREDITS	COURSE COMPLETED
PM 411	Health Care For The Elderly, Financing and Organization (Fall)	3	
PM 412	Survey Research (Spring)	3	
PM 413	Field Epidemiology (Spring)	3	
PM 414	History of Epidemiology (Every other Fall)	3	
PM 416	Epidemiologic Methods (Fall)	3	
PM 417	Molecular Epidemiology (Spring)	3	
PM 418	Cardiovascular Disease, Epidemiology and Prevention (Every other Fall)	3	
PM 419	Recruitment and Retention Of Human Subjects (Fall)	3	
PM 421	US Health Care System: Financing, Delivery, Performance (Fall)	3	
PM 422	Quality Of Care and Risk Adjustment (Fall)	3	
PM 433	Epidemiology and The Public Health Of Aging (Every other Fall)	3	
PM 441	Conducting Research On Elderly People (Every other Spring)	3	
PM 442	Nutritional Epidemiology (Spring)	3	
Pm 451	Infectious Disease Epidemiology (Spring)	3	
PM 458	Qualitative Health Care Research (Spring)	3	
PM 459	Assessing Health Status Of Older Adults (Every other Fall)	3	
PM 461	Program Evaluation For Public Health (Summer)	3	
PM 462	Introduction to Translational Research Methods (Fall)	3	
PM 466	Cancer Epidemiology (Spring)	3	
PM 469	Multivariate Models For Epidemiology (Spring)	3	
PM 472	Measurement and Evaluation Of Research Interests (Spring)	3	
PM 477	Advanced SAS Programming For Statistical Analyses (Fall)	3	
PM 488	Experimental Therapeutics (Spring)	3	
Total Elective Credits Required			6

University of Rochester
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Department of
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**Master's of Science
Translational Research
(MS-CTR)**

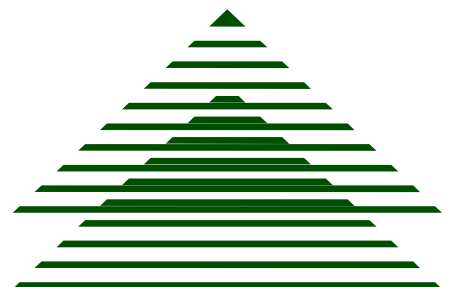
Basic Science Research:
Translation to Humans



The Department of Community and Preventive Medicine (CPM) is offering a new Masters program that focuses on multidisciplinary research skills needed to carry out bench to bedside translational research. Those completing this program receive the degree of Master of Science (Clinical Translational Research) (35.0 credits). The primary objective of this program is to train individuals to combine basic science knowledge with clinical knowledge and population research in an academic program that awards a credential indicating expertise in research study design, biostatistics, translational research technologies, experimental therapeutics.

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

The degree is completed with a mentored research experience. The mentored research project begins concurrently with coursework, and in most cases will extend beyond completion of courses. The goal of the project is an article worthy of publication in a peer-reviewed journal.



Department of Community and Preventive Medicine
MASTER'S OF SCIENCE TRANSLATIONAL RESEARCH (MS-CTR)
TOTAL CREDITS REQUIRED: 35
Program of Study Sheet

STUDENT NAME: _____

Student ID: _____

TERM/YEAR OF ENROLLMENT: _____

GENERAL INFORMATION:

- Individuals eligible for this program must have a MD or a PhD, or be enrolled in a training program leading to either
- Program can be completed within two years at full time status or up to 5 years at part time status
- Majority of course work can be completed in year 1 with the exception of BST 464 at full time status
- Research Project will extend beyond year of courses
- Electives can be tailored to individual interests

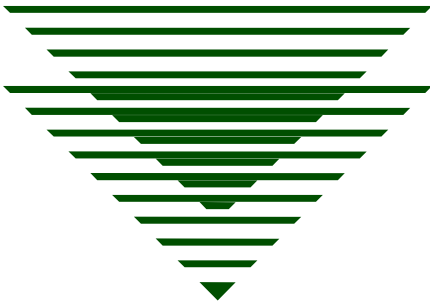
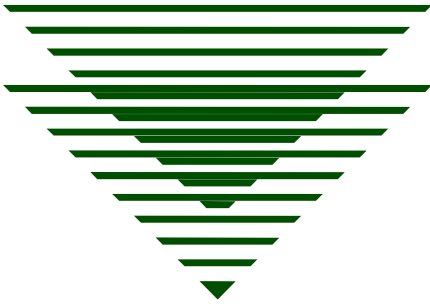
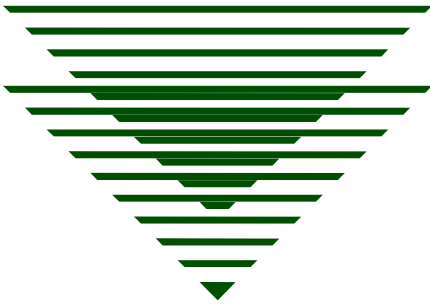
COURSE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	SEMESTER OFFERED	COURSE COMPLETED
	REQUIRED CORE COURSES:			
BST 463	Introduction to Biostatistics	4	Fall	
BST 464	Statistical Methods for Biomedical Applications	4	Fall	
IND 503	Ethics in Professional Integrity – Clinical	1	Fall	
PM 415	Introduction to Epidemiology	3	Fall	
PM 417	Molecular Epidemiology	3	Spring	
PM 438	Practical Skills in Grant Writing	3	Spring	
PM 462	Introduction to Translational Research Methods	3	Fall	
PM 488	Experimental Therapeutics	3	Spring	
	REQUIRED WORKSHOP:			
PM 478	Workshop in Scientific Writing	0	Spring	
	RECOMMENDED WORKSHOP:			
PM 476	RCTRC Lecture Series	0	Fall and Spring	
	Elective (see Elective Table)	4	Fall and Spring	
	Elective (see Elective Table)	4	Fall and Spring	
	Elective (see Elective Table)	3	Fall and Spring	
	Master's Research Project/Paper	0		
	TOTAL CREDITS	35		

(See reverse side for listing of electives)

ELECTIVE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	COURSE COMPLETED
PM 411	Health Care For The Elderly, Financing and Organization (Fall)	3	
PM 412	Survey Research (Spring)	3	
PM 413	Field Epidemiology (Spring)	3	
PM 414	History of Epidemiology (Every other Fall)	3	
PM 416	Epidemiologic Methods (Fall)	3	
PM 418	Cardiovascular Disease, Epidemiology and Prevention (Every other Fall)	3	
PM 419	Recruitment and Retention Of Human Subjects (Fall)	3	
PM 422	Quality Of Care and Risk Adjustment (Fall)	3	
PM 433	Epidemiology and The Public Health Of Aging (Every other Fall)	3	
PM 441	Conducting Research On Elderly People (Every other Spring)	3	
PM 442	Nutritional Epidemiology (Spring)	3	
PM 458	Qualitative Health Care Research (Spring)	3	
PM 459	Assessing Health Status Of Older Adults (Every other Fall)	3	
PM 461	Program Evaluation For Public Health (Summer)	3	
PM 466	Cancer Epidemiology (Spring)	3	
PM 469	Multivariate Models For Epidemiology (Spring)	3	
PM 472	Measurement and Evaluation Of Research Interests (Spring)	3	
PM 477	Advanced SAS Programming For Statistical Analyses (Fall)	3	
PM 484	Cost Effectiveness Research (Spring)	3	
IND 408	Biochemistry	4	
IND 410	Molecular Biology	4	
BCH 412	Advanced Topics In Biological Macromolecules	4	
IND 411	Methods In Structural Biology	4	
BIO 443	Eukaryotic Gene Regulators	4	
MBI 414	Mechanisms In Microbial Pathogenesis	4	
MBI 421	Microbial Genetics	4	
MBI 431	Microbial Physiology	4	
MBI 456	General Virology	4	
MBI 473	Immunology	4	
MBI 540	Advanced Topics, Immunology	4	
NSC 512	Cellular Neuroscience	4	
NSC 530	Neural Basis Of Learning Memory And Higher Function	4	
NSC 508	Neural Plasticity In Learning And Development	4	
NSC 531	Integrated And Systems Neuroscience	4	
NSC 540	Principles Of Behavior Analysis	4	
PTH 504	Current Topics In Experimental Pathology	4	
PTH 507	Cancer Biology	4	
PTH 593	Molecular Mechanisms Of Disease	4	
PHP 440	Topics In Vascular Biology	4	
PHP 550	Ion Channels And Disease	4	
TOX 493	Special Topics In Toxicology-Toxicology In The Work Place	4	
TOX 521	Biochemical Toxicology	4	
TOX 530	Reproductive And Developmental Toxicology	4	
TOX 533	Neurotoxicology	4	
TOX 594	Molecular Toxicology	4	
Total Elective Credits Required			11



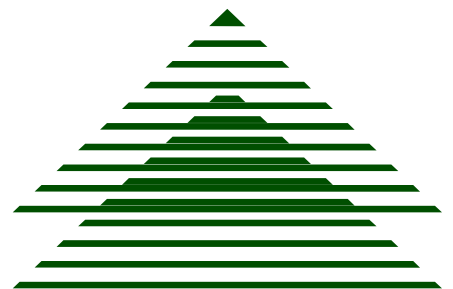
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Medical Center

Department of
Community and Preventive Medicine

Master's Research Project

The **Master's Research Project**
is an opportunity for students
to synthesize knowledge and skills
gained during their course work.

Students design, conduct, and report on this project under
the supervision of an essay chair and an essay committee.



A. COMPLETION OF CORE COURSES

1. Students are expected to have completed all required core courses before beginning their research.
2. Under no circumstances will a student who has not yet taken epidemiology or biostatistics be allowed to proceed with their research.
 - a. However, students with time constraints related to a fellowship or the completion of the Program may request an exception to this policy, justifying why the core courses not yet taken are not necessary for their research project.
 - b. The request will be reviewed and the student notified in writing as to whether permission is granted to proceed without completion of the lacking core courses.

B. RESEARCH TOPIC

1. Students should work with their adviser and potential Research Committee Chair for help in developing their topic and research question.
 - a. The research requirement envisions a new project that is done under the review of the research committee.
 - b. *The MPH research topic* must have public health and/or population relevance. Refer to Healthy People 2010 for public health justification of chosen topic.
2. Students must submit a brief written abstract (no more than 1 page) that describes the proposed project, potential data sources and methods, and project justification/rationale.
 - a. The written abstract should be submitted to the Program Director before the beginning the work on the project.
 - b. The abstract will be circulated to appropriate faculty members for comment.
 - c. The student will be contacted by the Program Director as soon as possible with a decision regarding whether or not the proposal is approved.
3. Use of Course Assignments to Satisfy Research Topic
 - a. Students cannot use a paper completed for a course assignment to satisfy the research requirement.
 - i. If a student wants to expand on a project done for a course, the expanded work must be of sufficient size and scope that it meets the broad requirements for the research requirement.
4. Use of Fellowship Research Projects to Satisfy Research Topic
 - a. In some instances, research projects done for post-doctoral fellowships requirements can satisfy the research requirement.
 - i. All requirements for the master's program research must be met.
 - ii. In particular, students should have their topic approved; work with a Research Committee, and follow the rules for the timing of the research seminar, especially those that relate to beginning data collection and/or data analysis.
 - iii. Where a student seeks to use a fellowship project for the research requirement, approval will not be granted if the student has completed the design of the project and/or has begun collecting data before contact with the Research Committee.

C. RESEARCH COMMITTEE

1. Students should consult with his or her advisor regarding the choice of a Research Chair and a Research Committee.
 - a. While there is no absolute rule regarding the size of the committee, most students have a three-person Committee.
 - b. There is no assumption that the student's advisor should be a member of the Committee.
 - c. At least one member of the Committee should be someone with expertise in, and commitment to, the subject area in which the student is to work.

D. RESEARCH COMMITTEE CHAIR

1. Should be someone with whom the student feels comfortable in working closely.
2. Must have a full-time faculty appointment in the Department, although in some instances exceptions may be made.
3. If the faculty member's appointment in Community and Preventive Medicine is secondary, then the faculty member must meet at least three of the criteria listed below and as long as one other member of the student's committee satisfies all of the chair criteria.
 - a. Attend the Master's Research meeting; this is a special meeting of the Community and Preventive Medicine Graduate Faculty Committee that covers the MPH Research Requirement;
 - b. Be an instructor of a course in the graduate program;
 - c. Have previously served on other MPH Research Committees;
 - d. Have completed a graduate program in which a thesis was a part of the program
4. Eligible faculty members to serve as Research Committee Chairs for the 2008-2009 academic year
 - a. M. Jacobs Adams, MD, MPH
 - b. Jeffrey Bazarian, MD
 - c. Robert Block, MD, MPH, FACP
 - d. Theodore Brown, PhD
 - e. Nancy Chin, MPH, PhD
 - f. Ann Dozier, RN, PhD
 - g. Diana Fernandez, MD, MPH, PhD
 - h. Kevin Fiscella, MD, MPH
 - i. Susan Fisher, PhD
 - j. Bruce Friedman, PhD, MPH
 - k. Helena Temkin-Greener, PhD, MPH
 - l. Robert Holloway, MD, MPH
 - m. Jonathan Klein, MD, MPH
 - n. Scott McIntosh, PhD
 - o. Katia Noyes, PhD, MPH
 - p. Deborah Ossip-Klein, PhD
 - q. Thomas Pearson, MD, MPH, PhD
 - r. Edwin van Wijngaarden, PhD
 - s. Peter Veazie, PhD, MS

Note:

For updates to this list,
contact the Program Director or the Graduate Programs Administrator

E. RESEARCH CONSULTANTS

1. Faculty member(s) or other(s) having expertise in the area of a student's research utilized on an ad hoc basis to routinely review the methodology employed and the data analysis where appropriate.
 - a. May be general statistician, sociometrician, epidemiologist, or econometrician

F. RESEARCH PROPOSAL

1. Students are expected to have completed all required core courses before beginning their research.
2. Under the advisement of their committee, a student shall prepare a proposal of their research project in preparation for presentation to departmental faculty and other students.
3. This formal, written proposal (abstract) shall include the following elements:
 - a. Background - Well focused problem or hypothesis
 - b. Objective(s) – why it is important and to whom it is important, including public health significance
 - c. Literature Review – how others have approached the problem
 - d. Methodology
 - e. Significance and limitations
 - f. If relevant, resources and data available for the completion of the project (feasibility) and, if applicable, a projection of related costs.

G. RESEARCH PROPOSAL PRESENTATION

1. The main purpose of the proposal presentation is to provide the presenting student with feedback, suggestions, and differing viewpoints to consider before proceeding too far into the project. (It is not intended to be a thesis defense)
2. A student shall submit a completed and signed Master's Essay Presentation Request Form (see sample) to the MPH Program Administrator for approval in order to facilitate the planning and scheduling
3. A Graduate Program staff member will circulate and post and announcement of proposal presentation 1 week prior to the confirmed date
4. **Students are strongly encouraged to attend fellow students' Research Proposal Presentations**
5. **IMPORTANT REMINDERS:**
 - a. **Students are required to present their research proposal prior to data collection and similar methodologic steps**
 - b. **Topic and approach should demonstrate public health/population/policy relevancy for MPH**
6. **SPECIAL NOTE:**
 - a. **Students who wish to use for their MPH degree research topic a project that has gone beyond the planning stages may be requested to identify a different project in an earlier stage to meet MPH requirements.**

H. INVESTIGATIONS INVOLVING HUMAN SUBJECTS

1. Research projects involving the use of human subjects (through direct patient contact or through use of patient records) must be submitted to the Research Review Board, Human Subjects for approval.
2. Additionally, if human subjects are to be involved, students must complete the steps to acquire an HSPP (Human Subjects Protection Program) number (<http://www.urmc.rochester.edu/rsrb/hspp.htm>).
3. Students are advised to contact the office responsible for reviewing research involving human subjects (x5-2398 Medical Center, Room 1-6124) for more information about the process to follow. [See <http://www.urmc.rochester.edu/rsrb/index.htm> for on-line Investigators Handbook, regulations, requirements, and forms.]
4. Because review may take several weeks before a decision is rendered, advance planning necessary.
5. Methods to be used to maintain confidentiality must be specified in a summary report of the proposed project.
 - a. The summary report should include:
 - i. topic or title
 - ii. goals and objectives of the study
 - iii. description of the study
 - iv. methodology
 - v. patient involvement (i.e., will patient records be used or will the study be maintained?)
 - vi. consent forms (if applicable)

I. RESEARCH SEQUENCE

1. The following table has been developed as a suggested series of steps for the completion of the Masters' Research requirements.
2. There is room for flexibility in the guidelines: while the time required, and in some cases, the order, of the guideline steps may vary, the steps themselves do not. All are applicable to any Research project.
3. Students are urged to work with their Research Committee in setting up a realistic timetable of their own in order to insure completion within the year.
4. While the Research Committee Chair must keep abreast of the student's progress and provide the necessary support and encouragement, the student is charged with the responsibility of coordinating the project and seeing that all goes according to the agreed upon plan.

Steps	Involvement	Description
1) Feasibility Inquiry	Student and Advisor	<ul style="list-style-type: none"> Idea discussion
2) General Topic Identification	Student and Advisor	<ul style="list-style-type: none"> Development of idea into topic
3) Topic Approval/Identification of proposed Committee Chair	Student and Program Director	<ul style="list-style-type: none"> Brief abstract submitted for discussion, review and approval by Program Director
4) Research Committee Identified	Student, Advisor, Program Director, proposed Committee Chair and other faculty	<ul style="list-style-type: none"> Student secures agreement for involvement from suggested committee members
5) Committee Meeting	Student, Committee Chair and Committee Members	<ul style="list-style-type: none"> Refine topic and research question Layout methods Prepare timeline
6) Research Proposal	Student, Committee Chair and Committee Members	<ul style="list-style-type: none"> Preparation of proposal with review and feedback from Committee Chair and Members
7) Schedule Research Proposal Presentation	Student, Committee Chair, Committee Members, Graduate Programs Administrator	<ul style="list-style-type: none"> Completion and submission of Master's Essay Presentation Request Form (MEP-RF) to Graduate Programs Administrator for presentation eligibility verification Schedule presentation with assistance of Graduate Programs Administrative Assistant
8) Announcement of Research Proposal Presentation	Student and Graduate Programs Administrative Assistant	<ul style="list-style-type: none"> Submission of abstract to Graduate Programs Administrative Assistant 1 week prior to presentation Notice posted within department and forwarded via email to all DCPM faculty and students 1 week prior to presentation date
9) Research Proposal Presentation	Student, Committee Chair and Members, DCPM faculty and students	<ul style="list-style-type: none"> Student presents
10) Faculty Caucus	Student, Committee Chair and Members, other faculty	<ul style="list-style-type: none"> Provided feedback and suggestions based on presentation
11) Research	Student, Committee Chair and Members and Consultants as necessary	<ul style="list-style-type: none"> Data collection Data analyses Essay write up (draft format)
12) Committee Meeting(s)	Student, Committee Chair and Members	<ul style="list-style-type: none"> Review of progress and essay draft Reworks based on feedback
13) Final Essay Project (see guidelines)	Student, Committee Chair and Members, Graduate Programs Administrator	<ul style="list-style-type: none"> Submission of final project to Committee Chair and Members for sign off Submission of final project to Graduate Programs Administrator Submission of final abstract with findings to Graduate Programs Administrative Assistant

J. FINAL RESEARCH PROJECT DRAFT

1. Upon submission of the final draft, the Research chairperson and Committee will review the essay and make suggestions for revisions, if necessary.
2. The final draft MUST be submitted in time for the committee to be able to grade the work by the established university deadline.
3. Students should contact the Graduate Programs Administrator in order to determine the exact date that grades are due.
4. Degrees are conferred three times during the academic year: October, February and May.

K. FINAL RESEARCH PROJECT SUBMISSION

1. All students are required to submit a final unbound copy of their Master's Research Project to the Graduate Programs Administrator as well as an electronic version of the final abstract with findings to the Graduate Programs Administrative Assistant
2. The Department will pay for three copies of the report
 - a. Two copies will be bound and placed on file in the Departmental office
 - b. One unbound copy (this copy will be bound in leather) will be submitted to the Edward G. Miner Library.
3. Traditionally students give a copy of their MPH Research Report to each member of their committee.
 - a. The Graduate Program Administrative Assistant can arrange to have the additional copies made.
 - i. Students are expected to pay for these copies.
4. Format:
 - a. Students should use the following margins (for the purpose of binding, etc.):
 - i. 1 1/2" from the left side
 - ii. 1 1/4" from the right side, top and bottom
 - a. including the page number -- you may put the page number either on the top or the bottom of the page
 - b. The MPH Research report should be double-spaced
 - c. The final abstract of the project should appear immediately after the table of contents
 - d. Cover page template (see next page)
 - i. No page number shall be printed on the title page, it is, however, designated as page "i"
 - ii. Project title is typed in Title Case following standard rules of English
 - iii. Primary Advisor and Co-Advisors are listed on title page only
 - a. Others may be included in the acknowledgements
 - iv. Student's Departmental Name
 - v. College/School
 - vi. Year of Final Defense (not month or day)

- **Cover page format should follow the template set forth below**

SAMPLE TITLE PAGE WITH ANNOTATIONS FORMAT APPLIES TO BOTH PHD AND MPH

The Effects of Community-wide Clinical Guidelines

on the

Quality of Medical Care: The Rochester Experience

by

Anna Beth Cook

Submitted in Partial Fulfillment

of the

Requirements for the Degree

Doctor of Philosophy

Supervised by

Professor Adam Blank

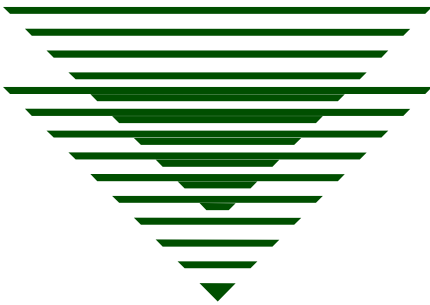
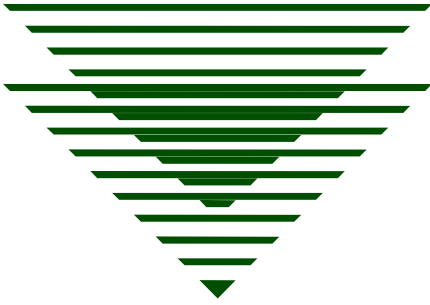
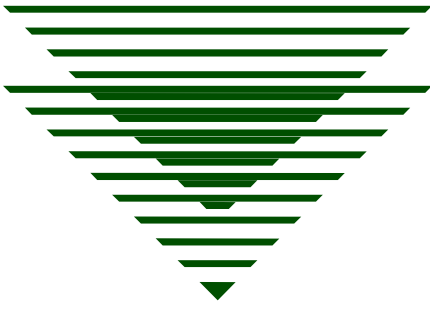
Department of Community and Preventive Medicine

School of Medicine and Dentistry

University of Rochester

Rochester, New York

200X



University of Rochester
Medical Center

Department of
Community and Preventive Medicine

Doctoral Program in Epidemiology

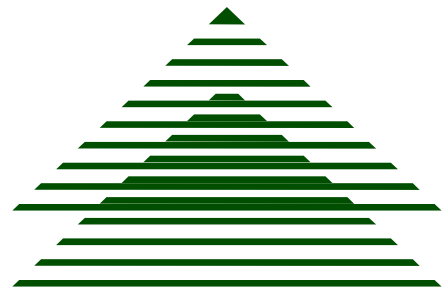
Population Research

Disease Prevention

Health Promotion

Analytic Methodology

This doctoral program is designed to provide advanced training in epidemiologic principles and qualitative skills and to support a solid foundation of knowledge in these areas.



Mission:

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.

Goals:

- 1) Contribute to the overall science of epidemiology by fostering scholarly achievement in the field of epidemiologic research at the University of Rochester;
- 2) Attract and retain students seeking graduate education in epidemiology in order to train high level graduate students to become independent research investigators and educators;
- 3) Contribute collaboratively within the Medical Center in all areas of clinical and population research by providing a group of individuals with a unique set of skills and perspectives acquired through their training in epidemiology;
- 4) Contribute to the improvement of health of all U.S. communities, with particular emphasis on New York State by promoting research participation at local, state and national levels of scientists who are well trained in epidemiology; and
- 5) Build a cadre of prepared individuals who will reflect the strengths of the university as these individuals fill academic positions in other institutions nationwide.

Objectives:

The most important aspect of this program is the development of a unique model of epidemiologic training interfacing with multiple disciplines and the provision of opportunities for population research across the biopsychosocial continuum from the individual and the community to national and international populations.

Specific objectives:

- i. Educate individuals in the basic science of Epidemiology;
- ii. Teach the skills required to conduct population research;
- iii. Provide intense mentoring to assure a successful, productive, and satisfying research experience;
- iv. Prepare students to successfully transition into a role of an independent investigator;
- v. Provide educational role models that encourage students to develop and cultivate their own teaching skills; and
- vi. Nurture a research environment in which accuracy, integrity and ethical practices are highly valued.

A. PROGRAM REQUIREMENTS

1. 61 credit hours of formal coursework and 59 credit hours of dissertation research as mandated by the University of Rochester Graduate Studies Program
2. 3 electives specific to area of concentration
3. Coursework will focus on methodologic skills while providing adequate training in general epidemiologic topics as well as in a concentrated interest area
 - i. Concentration interest areas
 1. Cardiovascular Disease Epidemiology
 2. Cancer Epidemiology
 3. Nutritional Epidemiology
 4. Study of Special Populations (ie: pregnant women, children, elderly, minorities)
4. Research in other areas
 - i. Permitted, however, a student must work with their advisor to develop a summary of the didactic research plan and identify faculty to provide expertise in these areas
 - ii. Plan must be approved by the Executive Committee of the Program

B. SUGGESTED SCHEDULE OF CLASSES

YEAR 1 (Fall Semester)	YEAR 1 (Spg Semester)	YEAR 1 (Sum Semester)	
PM415 Intro to Epi (3)	PM416 Epi Methods (3)	Elective (3)	
BST463 Intro to Biostats (4)	BST464 Stat Methods (4)		
PM414 History of Epi (3)	PM412 Survey Research (3)		
PM410 Intro to Data Mgt (3)	PM477 Adv. SAS (3)		
Elective (3)	PM442 Nutritional Epi (3)		
Total Semester Credits: 16	Total Semester Credits: 16	Total Semester Credits: 3	
			35
YEAR 2 (Fall Semester)	YEAR 2 (Spg Semester)	YEAR 2 (Sum Semester)	
PM472 Measurement and Eval of Research Inst. (3)	PM413 Field Epi (3)		
IND503 Ethics (1)	BST465 Clinical Trials (4)		
BST421 Sampling (4)	PM451 Inf. Dis. Epi (3)		
PM421 Soc and Beh Med (3)	PM469 Multivariate Stats (3)		
Elective (3)			
Total Semester Credits: 14	Total Semester Credits: 13		
			27

Examples of Elective Courses:

PM433	Epidemiology and Public Health of Aging	(3)
PM441	Conducting Research with Older Persons	(3)
PM439	Seminars in Health Care of the Elderly	(3)
PM417	Molecular Epidemiology	(3)
PM466	Cancer Epidemiology	(3)
PM468	Epidemiology of Mental Disorders	(3)

C. COMPREHENSIVE EXAMINATIONS

1. Written and oral qualifying examinations are required upon completion of a minimum of 55 credit hours of coursework
 - i. Written Examination
 1. Developed yearly by the Executive Committee of the Program
 2. 2-day classroom setting
 - ii. Oral Examination
 1. Administered by the Executive Committee of the Program
2. Successful Completion (Pass) Status
 - i. Achievement of a cumulative score (mean of oral and written exam grades as scored by the Executive Committee) above the established passing grade.
3. Non-Successful Completion (Failure) Status
 - i. Failure to meet passing grade on cumulative oral and written exam score
 - ii. Second Qualifying Examination Opportunity
 1. Rare opportunity and must be granted by the Executive Committee of the Program
 2. Minimum of 6 months must elapse since first examination
 3. No further opportunities will be provided
 - iii. Any student not successfully completing the examination will be counseled to complete requirements for a Masters in Public Health

D. TEACHING ASSISTANTSHIPS

1. Each student is required to serve as a Teaching Assistant for a minimum of two 3-credit courses within the program

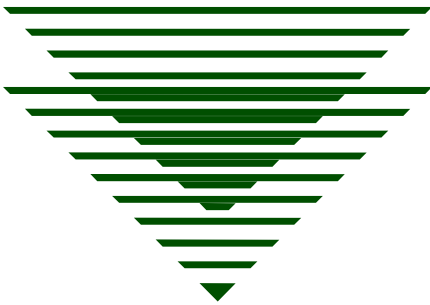
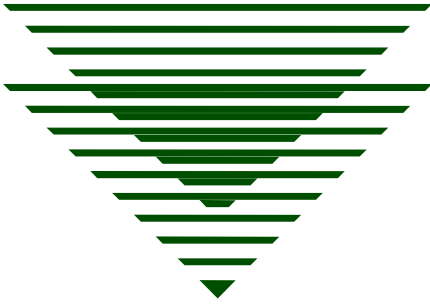
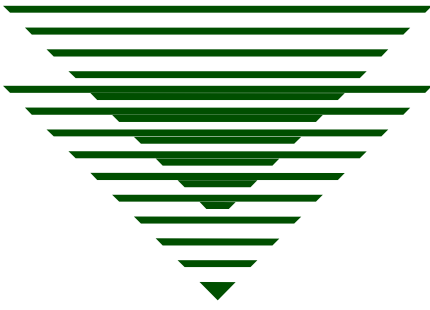
E. SEMINAR SERIES

1. All students are required to attend this weekly series
2. Series includes:
 - i. “Nuts and Bolts” informal discussions with an investigator
 - ii. Formal lecture series of renowned speakers in Epidemiology
 - iii. Journal Club

F. DISSERTATION RESEARCH

1. Background
 - i. URMC has a strong research program as demonstrated by its \$262 million in sponsored research of which \$202 million is federal award funding.
 - ii. Within the DCPM there is currently \$8 million in sponsored research generated from the faculty.
 - iii. The department published over 150 research publications in the past year
 - iv. 123 presentations were made by faculty and students at national and international scientific meetings.
 - v. This track record confirms the depth of the institution and of the department for the provision of research opportunities for doctoral students.

2. Research Component of the Doctoral Training
 - i. Planned as an intense, carefully mentored process
 - ii. The program faculty represent the majority of clinical departments within URMC as well as basic science departments
 - iii. 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/health care issues.
 1. Collaborations with these institutions have been developed and nurtured by the DCPM because of the diversity that they bring to the department activities as well as the rich data sources each holds.
 - iv. The 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.
 1. 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.
 - v. Additional opportunities for research are available from the Center for Community Health and numerous research investigations across other departments.
 - vi. 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 URMC faculty and staff as well.
 1. The inclusion of primary data collection in the doctoral research will be a critical component of each project.
 - vii. 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.
 - viii. 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.
 - ix. The committee for the final defense will consist of the dissertation committee.
 1. The Dissertation Committee Chairman must hold a primary appointment in the Division of Epidemiology.
 2. Other members will include: at least one other full-time faculty member holding a primary appointment in Epidemiology, and one or two 'outside' members who hold a primary appointment in another department.
 3. The University of Rochester Dean for Graduate Studies will appoint an external faculty member to serve as the chairman of the dissertation defense process.
 4. All other requirements for completion of this process will follow the regulations outlined in the *Official Bulletin for Graduate Studies*.
 - x. Award of Degree
 1. A degree candidate upon meeting all degree requirements, will be recommended for the degree at the next meeting of the Board of Trustees
 2. Degrees are awarded by the Board of Trustees at its regular meetings (October, February, and May)
 3. Degrees are conferred annually at the University's Graduate Commencement.
 - a. Diplomas are received at the following Commencement



University of Rochester
Medical Center

Department of
Community and Preventive Medicine

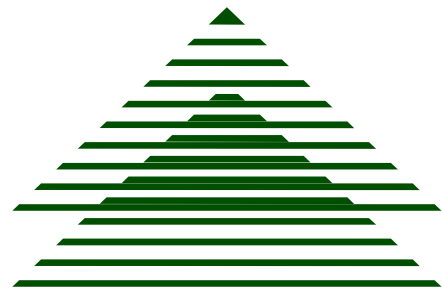
**Doctoral Program
in
Health Services
Research and
Policy**

This doctoral program is designed to train students to teach and conduct independent research into the organization, financing, and delivery of health care.

This program is predicated on the belief that there is a critical need in academia, government, and the private sector for health services researchers.

These researchers require backgrounds in statistics, economics, and public policy analysis combined with an understanding of the institutions, structure, and functioning of the U.S. health care system.

They also require knowledge of the important issues in health services research and a command of the special methods and research approaches which have been developed specifically in this field.



Mission

Educate and train students to teach and conduct independent research into the organization, financing, delivery, quality and outcomes of health care services.

Goals

- 1) Educate students in the organization, politics, and financing of the health care system and the performance of the system in terms of access, costs and quality.
- 2) Provide students with research skills to enable them to perform independent studies of the health care system (evaluating determinants of access, costs, quality, health outcomes and effectiveness), using state of the art methodologies.
- 3) Help students understand both the determinants of and methods for prevention of illness, and to develop basic skills for assessing the health needs of populations as related to their social and physical environments.
- 4) Provide students with the practical experience of designing, implementing and reporting on a research project through a mentored relationship with program faculty and other researchers.
- 5) Educate and train students in research funding and grant writing.
- 6) Provide students with experiential opportunities to teach and present their research.
- 7) Expose students to state of the art research and health care policy debate at the national level.

Objectives

- i. Offer a program of courses that provides training in the health services research core disciplines.
- ii. Offer elective courses to allow students to develop advanced skills in additional areas and disciplines.
- iii. Evaluate every course and its instructor as the course is offered, and utilize this evaluative information in faculty annual reviews as well as instructional oversight.
- iv. Offer departmental seminars and a graduate student workshop that include local and national speakers.
- v. Maintain a catalogue of databases that are appropriate for student course projects and dissertation research.
- vi. Assure that each student obtains teaching experiences as a teaching assistant or an instructor.
- vii. Offer students additional research apprenticeship opportunities by becoming involved in on-going faculty research projects and internships in community organizations.

A. PROGRAM REQUIREMENTS

1. 60 credit hours of formal coursework and 60 credit hours of dissertation research as mandated by the University of Rochester Graduate Studies Program

B. SUGGESTED SCHEDULE OF COURSES

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

	Fall Semester	Spring Semester	Summer Semester
Year 1 ⇒	PM445 – Intro to HSR and Policy	BST465 – Design of Clinical Trials	Human Subjects Protection Prg
	PM421 – U.S. Health Care System	PM464 – Statistics II	Research with Faculty
	PM463 – Statistics I	PM412 – Survey Research	2-week Stata Programming
	ECO207 – Microeconomics (ECO471 may be substituted at student’s request)	PM472 – Measurement and Eval. of Research Instruments	
	Alternating Years 1 and 2: PM420 – Politics and Policies in the US Health Care System -or- IND503 - Ethics	Alternating Years 1 and 2: PM483 – Adv. Health Economics I -or- PM456 – Adv. Health Economics II	
	PM428 – Research Workshop/ Departmental Seminar Series	PM428 – Research Workshop/ Departmental Seminar Series	
Year 2 ⇒	PM422 – Quality of Care and Risk Adjustment	PM484 – Cost Effectiveness Research	Comprehensive Examination
	PM465 – Statistics III	PM448 – Health Policy Analysis	Research with Faculty
	PM436 – Health Policy	PM494 – Principles of Theory and Model Development for HSR	
	PM416 – Advanced Epidemiology	BST 513 – Panel Data and Longitudinal Data Analysis	
	Alternating Years 1 and 2: PM420 – Politics and Policies in the US Health Care System -or- IND503 - Ethics	Alternating Years 1 and 2: PM483 – Adv. Health Economics I -or- PM456 – Adv. Health Economics II	
	PM428 – Research Workshop/ Departmental Seminar Series	PM428 – Research Workshop/ Departmental Seminar Series	
Year 3 ⇒	3 rd Year Project – Leading to dissertation		
	Teaching Assistantship – 2 semesters		
	PM438 – Practical Skills in Grant Writing (Spring Semester)		
	PM428 – Research Workshop/Departmental Seminar Series		
	Electives		
Years 4-5	Dissertation		
	PM428 – Research Workshop/Departmental Seminar Series		

Examples of Elective Courses:

Fall	Spring
PM410 – Intro to Data Management and Analysis Using SAS	PM411 – Health Care for the Elderly
PM413 – Field Epidemiology	PM417 – Molecular Epidemiology
PM426 – Social and Behavioral Medicine	PM441 – Conducting Research with Older Persons
PM433 – Epidemiology and Public Health of Aging	PM442 – Nutritional Epidemiology
PM447 –Technology Transfer/Working Industry Workshop	PM450 – Mgmt and Evaluation of Health Organizations
PM459 – Assessing Health Status of Older Adults	PM458 – Introduction to Qualitative Research
	PM480 – Changing Concepts of Health and Illness

For course descriptions go to www.urmc.rochester.edu/smd/cpm/courses

C. COMPREHENSIVE EXAMINATION

1. Emphasizes the integration of student's knowledge in all core areas
2. Offered in the summer of student's second year
3. Successful completion allows student to proceed to the preparation and defense of a doctoral thesis

D. DOCTORAL THESIS

1. Successful completion of required courses and comprehensive examination before students propose and eventually defend a doctoral thesis
2. Supervision of the thesis involves a Committee
3. See Official Bulletin Regulations Concerning Graduate Study and Department Policy
4. Proposal may not be scheduled until committee agrees at a formal meeting with the student
5. At least 10 business days must elapse between formal meeting and proposal schedule date
6. Proposal and final defense occur at a public lecture open to the academic community

E. GRADUATE RESEARCH WORKSHOPS

1. Held every other Friday, 12p – 1:30p
2. Provides doctoral students with a friendly environment in which to present their work for discussion as well as to obtain presentation experience
3. Informal gathering to provide an additional forum to address and further students' educational goals
4. Doctoral students are required to attend
5. Doctoral students are required to present their research at an appropriate stage of their studies
6. All students in their second year and above are required to present once each year

F. PUBLIC HEALTH GRAND ROUNDS

1. Held 12p – 1:30p on alternate Fridays of the Graduate Student Workshop
2. Involves departmental faculty as well as guest speakers from outside the department
3. Doctoral students are required to attend

G. TEACHING ASSISTANTS

1. Doctoral students are required to be teaching assistants for 2 courses
2. Typically for courses offered by the Division of Health Services Research and Policy

H. RESEARCH ASSISTANTS

1. Offers students the opportunity to carry out supervised research with departmental faculty or other qualified faculty or researchers
2. Primary objective is to develop and/or enhance research skills and knowledge in preparation for a health-related research career
3. 15 month requirement for doctoral students
4. Should take place in the summer of the student's first year and the year following the successful completion of the comprehensive examination

I. DIVISIONAL POLICIES

1. Dissertation Committee
 - a. Committee shall be comprised of 4 members and chosen based on expertise and interest in dissertation topic
 - i. At least 2 members shall hold a primary faculty appointment within the Division of Health Services Research and Policy in the Department of Community and Preventive Medicine
 - ii. At least 1 member shall hold a faculty appointment within another University or Rochester department
 - iii. Special approval is required for a member to be from outside the University of Rochester
 - b. Committee Chair
 - i. Must hold a full-time primary faculty appointment at the level of Professor or Associate Professor within the Division of Health Services Research and Policy in the Department of Community and Preventive Medicine
 1. An Assistant Professor may serve as Committee Chair only if his/her appointment has been held for more than 3 years and he/she has served as a member of a dissertation committee at least once
 - ii. DCPM faculty members eligible to serve as Committee Chair during the 2008 – 2009 academic year (for updates please check with the Graduate Programs Coordinator)
 1. Theodore Brown, PhD; Professor
 2. Bruce Friedman, PhD, MPH; Associate Professor
 3. Helena Temkin-Greener, PhD, MPH; Associate Professor
 4. Katia Noyes, PhD, MPH; Associate Professor
 5. Peter Veazie, PhD, MS; Assistant Professor
2. In Absentia
 - a. Students may request to continue their PhD studies in absentia.
 - b. The PhD Program Director may grant this request if the following conditions are met:
 - i. Completion of all core courses
 - ii. Successful completion of the Comprehensive Examination
 - iii. Dissertation Committee has been confirmed
 1. One member of this committee may be from another institution in the area to which the student is moving (Approval of the Program Director is required)
 - iv. Dissertation has been formally proposed
 1. Exceptions to this rule are rare and can only occur upon agreement of the Committee Chair and the Program Director
 - v. Committee Chair and the Program Director must agree to request
 - vi. Committee Chair must be willing to continue to guide the student
 - vii. Student must make a commitment to come to the UR to meet with his/her committee on a regular basis as negotiated and agreed upon by the Committee Chair (Student must present a seminar on his/her dissertation at least once a year)
 - viii. Student must come to the UR for the dissertation defense
 - ix. Student shall provide the Program Director with a written plan for his/her work in absentia that has been agreed to by the Committee Chair. The student must meet the milestones identified in the plan. The plan cannot be changed without the approval of the committee chair
 - x. In general, working on the dissertation *in absentia* will be discouraged during the student's third year in the program.

3. Part-Time Doctoral Students

- a. Developed by departmental faculty to guide and address any potential special challenges students admitted on a part-time basis may encounter
- b. Exceptions to this policy will be considered under special circumstances only
 - i. Part-time students fully employed elsewhere must receive a long-term commitment from his/her employer in support of the program.
 1. A signed explicit agreement from their employer indicating that the employer is aware of, and is willing to adjust work responsibilities for, the requirements of the doctoral program including courses, full-time residency status, studying for and taking comprehensive examinations, and attending seminars and workshops is required
 - ii. Degree, including the final oral examination, must be completed within **seven** years from the date of initial registration
 1. Exception - students entering with a master's degree or its substantial equivalent for which full credit is given in the doctoral program must complete all work within **six** years from date of initial registration.
 2. Doctoral students are required to register for and complete at least two full courses each semester (fall and spring).
 3. All required courses must be completed and the comprehensive examination passed by the end of the fourth year in the program
 - iii. Part-time students are required to comply with the University of Rochester regulations that require a doctoral student's program to include at least one full academic year of residence (at least 24 credit hours).
 1. This full-time year will occur after the student has passed the comprehensive examination and is working on dissertation-related research. The Department considers full-time enrollment to be defined as: no more than twenty hours per week of outside employment unrelated to the dissertation for a period of six continuous calendar months.
 - iv. Part-time doctoral students are expected to meet all the curricular requirements of the program, including course and teaching assistant requirements and attendance at departmental seminars, graduate research workshops and other departmental organized activities related to the doctoral program.
 1. Waivers from specific requirements will be considered on an individual basis, when students can demonstrate prior relevant experience
 - a. Requests for waivers should be made in writing to the Program Director, and should indicate the reason for the request

4. Dissertation Guidelines
 - a. Intent is to convey a sense of the expected scope of work and level of quality involved as well as to offer more uniformity and equity across dissertations.
 - b. Dissertations should:
 - i. address a health policy relevant issue
 - ii. include a theoretical model with specific and testable hypotheses deduced from the model
 - iii. include an exhaustive and critical review of the relevant literature
 - iv. include empirical analyses to test model predictions
 - v. extend a great deal of attention to data collection (if primary data collection is undertaken) and statistical and other analyses such that an appropriate level of rigor is attained
 - vi. be expected to be completed working full time within 2-3 years after passing the comprehensive exam
 - vii. have the quality and extent appropriate for publication of at least one paper in a high quality, peer reviewed, health services research or other appropriate journal.
5. Comprehensive (Qualifying) Examination
 - a. Purpose is to test the preparedness of the student for the dissertation/research phase of the program.
 - b. Covers all required core courses during the first two years of study.
 - c. Students are expected to exhibit a mastery of the material covered in several areas of concentration (for example, statistics and health economics) as well as an ability to integrate and synthesize concepts and approaches across disciplines.
 - d. Given to all eligible students in June of the second year with the date to be announced in March.
 - i. Under special circumstances, students taking the examination for the first time may request to take it in January, rather than wait for the June exam.
 - e. Students will be given a list of topics that may be covered in the exam 30 days prior to the exam date, for example, health economics, cost effectiveness, statistics, and health policy.
 - f. While most of the examination is a take home, open book, individual work examination scheduled from Monday 9 AM until Friday 5 PM of the same week, individual faculty are permitted to use an in-class, closed book format if they so desire.
 - g. The examination will be graded by the qualifying exam committee, which includes all faculty involved in writing the exam.
 - i. Students will be notified of their grade approximately 3 weeks after completion.
 - ii. The qualifying examination committee may, at its discretion, grade an examination as conditionally passed and require the student to rewrite one or more specific sections.
 - h. Students who fail the examination will be offered the opportunity to take a new examination in January during the week before classes start.
 - i. Failure to pass the second examination leads to dismissal from the program.
 - ii. Students may appeal this decision and request a third examination if there are extraordinary circumstances.

6. Teaching Assistants
 - a. Students are required to be teaching assistants (TAs) for 2 semesters typically in division offered courses
 - b. Successful completion of comprehensive exam before student may become a TA
 - c. In most cases, teaching assistantships will be completed in years 3 and 4 of the program
 - d. Exceptions can be made for year 2 students who have the appropriate experience in the topic area of the course
 - i. Note - priority is given to more advanced students over year 2 students
 - e. Students should register for PM592 – Supervised Teaching to fulfill the teaching assistantship requirement.
 - f. Students will be notified of TA opportunities in advance of the semester in which the courses will take place
 - g. An application as well as current CV must be submitted to the Graduate Programs Administrator by the stated deadline
 - i. Applicable course instructor(s) will review and select TA
 - h. Students will not receive payment for being a TA for a departmental graduate course
 - i. Students may TA beyond the required 2 semesters
 - i. Note – priority is given to those students who have not yet completed this requirement
 - j. Eligible courses
 - i. PM420 – Politics and Policies in the US Health Care System
 - ii. PM421 - U.S. Health Care System: Financing, Delivery, Performance
 - iii. PM 463 Statistics I - Introduction to Mathematical Statistics
 - iv. PM 464 Statistics II - Introduction to Regression Analysis
 - v. PM 465 Statistics III - Applied Advanced Multivariate Analysis
 - vi. PM 484 - Cost Effectiveness Research
7. National Conference(s) Funding
 - a. Attendance at national conferences and presentation of papers is an important portion of the training experience of a doctoral student
 - b. The Department of Community and Preventive Medicine will provide funding for one conference per year plus associated travel expenses as follows:
 - i. Students who have passed their Comprehensive Examination.
 - ii. Students must submit the departmental conference form prior to registering or making travel arrangements.
 - iii. Abstracts that are submitted to conferences must be reviewed by a faculty member before they are submitted.

8. Stipends, Training Grants, and Work
 - a. General terms of acceptance as a student in the Graduate Program in the School of Medicine and Dentistry at the University of Rochester include the following:
 - i. Full-time students holding *fellowships or scholarships* (stipends) may not accept employment without the consent of their faculty advisor and their graduate program director, and the approval of the Senior Associate Dean for Graduate Education.
 1. This is employment of any type, either within or outside of the University, whether as a Research Assistant or other category of employee.
 - b. There are three categories of PhD students in the Division of Health Services Research and Policy:
 - i. those who receive a Dean's Stipend
 1. Students who receive a stipend from the Dean cannot work for pay during the Fall and Spring semesters when they are receiving the stipend.
 2. They can work for pay during the summer or the winter break.
 - a. However, if they do so the time they work can only be substituted for time on the Stipend within the same fiscal year. For example, if the student were to work for 4 months during the summer, the Dean's Stipend would stop during those 4 months (May through August) and then be provided for 4 months beyond which it was originally scheduled to end. If the Dean's stipend was originally scheduled to end at the end of April, it can only be postponed to cover May and June. July and August cannot be covered since it is in the next fiscal year.
 3. Non-American citizens must meet all the requirements of the International Services Office (ISO).
 4. The Dean's Stipend also comes with an obligation.
 - a. During the first 21 months it is expected that students who receive them will work as an unpaid Research Assistant for 20 hours per week during the summer and also during the winter break for one of the faculty in the Division.
 5. Those on the Agency for Healthcare Research and Quality (AHRQ) Training Grant
 - a. It is Departmental policy that first and second year students on the Training Grant in general cannot work for pay during the Fall and Spring Semesters.
 - i. Exceptions can be made under exceptional circumstances.
 - b. Students on the Training Grant are allowed to work up to 20 hours per week during the summer or the winter break, either as a Research Assistant or at other work.
 - c. Only American citizens are eligible for the Training Grant.
 6. Those who are receiving neither.

9. Summer of First Year

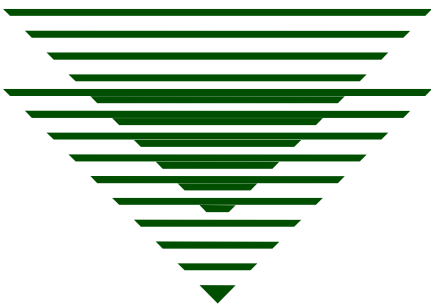
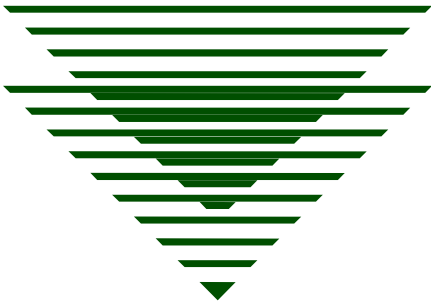
- a. Students are expected to have a structured research experience during this time
 - i. Usually occurs through working with a division faculty member
- b. 2 weeks vacation is allowed
 - i. Additional time may be allowed to international students for travel

10. Advisor

- a. Each student is assigned a faculty advisor in the Division
- b. Student and advisor should meet approximately 4 times a year (quarterly)
 - i. Purpose is to review PhD Program requirements and student expectations and interests as well as the student's progress in relation to Program requirements

11. Vacation

- a. University of Rochester policy states that graduate students are eligible for two weeks vacation per year when they are:
 - i. On a training grant
 - ii. Receiving a stipend from the University of Rochester
 - iii. Employed as a Research Assistant at the University of Rochester



University of Rochester
Medical Center

Department of
Community and Preventive
Medicine

Postdoctoral Program in Preventive Cardiology

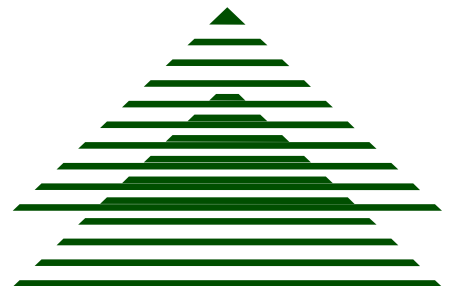
This program is designed to train doctorally-prepared clinicians (including persons with a Ph.D. in a health-related discipline) in the skills necessary for independent research in preventive cardiology.

Fellows complete the [MS-CLI](#), participate in seminars, workshops, a journal club for fellows, and conduct a mentored research project.

The training program is funded by the [National Heart, Lung and Blood Institute](#).

The fellowship pays an annual stipend based on the individual's number of years of relevant experience or prior training. In addition, funds are available to cover tuition, travel, and research-related expenses.

The length of the training program varies depending on the needs and prior training of each individual, but support is available for up to two years.



A. ORIENTATION WORKSHOPS, SEMINARS, PRESENTATIONS AND MEETINGS

1. Orientation

- i. Fellows enrolled in the MS-CLI program must attend the master's orientation session scheduled in August before beginning of classes

2. Graduate Research Workshops

- i. Held every Friday beginning in September through the end of the academic year
- ii. Fellows (and doctoral students) are required to attend and participate

3. Seminars/Sessions

- i. Departmental
 1. Held every other week
 2. Fellows are required to attend
- ii. Clinical Research Seminar Series
 1. Medical Center wide educational program held every Tuesday at 12:15p
 2. Fellows are strongly encouraged to attend
- iii. Preventive Cardiology Journal Club
 1. Informal meetings designed to discuss new advances in the field
 2. Meets monthly
 3. Fellow involvement is encouraged

4. Fellows Progress Meetings

- i. Scheduled at the end of the academic year
- ii. Progress Presentation
 1. Each Fellow must present update on project
 2. The Postdoctoral Fellowship Committee responds with advice to the Fellow
 3. Following presentation, each Fellow is to submit a written detailed plan for the next year of study and training

B. STIPENDS/FUNDING

1. An Institutional Training Grant for the National Heart, Lung and Blood Institute supports the Postdoctoral Program in Preventive Cardiology
2. Postdoctoral Fellows receive an annual stipend, the amount of which depends on the length of previous training.
 - i. There are modest increases annually.
 - ii. Payment is made through the UR-HRMS.
 - iii. Appointments are made on a year-to-year basis.
 - iv. Fellows are expected to be engaged "full-time" (40 hours/week minimum) in their fellowship.
3. The current training grant budget provides training related expenses for each fellow.
 - i. Typically these funds are used to purchase computers, photocopying, postage and other miscellaneous items.
 - ii. **Computers purchased with these funds remain the property of the Department at the end of the fellows' appointment.**
 - iii. In addition, each Fellow is provided annual funding for travel to national scientific meetings.
 1. Additional funds may be available for travel to present work completed at National Scientific meetings.
 - iv. Periodic reports of available funding may be received by the Graduate Programs Administrator

C. STAFF SUPPORT

1. The departmental Graduate Programs Administrator is available for support assistance in the following areas:
 - i. Department administration
 - ii. Employment issues
 - iii. Training grant stipulations
 - iv. Coursework registration
 - v. Specific degree program information and other educational issues

D. OFFICE PROCEDURES

1. Supplies
 - i. General department supplies are stored in the receptionist's area.
 - ii. Fellows needing supplies not stocked by the department can order them and charge them to their allowance for training related items.
 1. The University has a contract with Office Max.
 2. Certain items are also available at the Bookstore with a requisition.
 - a. Requisitions can be requested from the Graduate Programs Administrator
 - i. The use of the requisition for this type of purchase will eliminate a tax on the items.
 - iii. The UR has tax exempt status
 1. Fellows need not pay taxes on fellowship related purchases if ordered through the University system.
 2. Occasionally, Fellows may wish to make purchases outside the UR.
 - a. In this case, sales receipts should be submitted to the Department Administrator for reimbursement.

E. OFFICE AND EQUIPMENT

1. Fellows will share an office with one or two other Fellows.
2. The following equipment will be made available to each Fellow:
 - i. One phone to be shared
 - ii. One desk and a desk chair
 - iii. A file cabinet
 - iv. Shelves for books
3. E-mail
 - i. Available to Fellows and is arranged through Miner Library.
4. Computer Software
 - i. May be purchased by Fellows and charged to their allowance for training related expenses.
 - ii. However, before doing so, Fellows should first check with the department's Lead Programmer/Analyst to make sure that the department does not have the particular software

F. UR COURSEWORK REGISTRATION

1. Fellows enrolled as matriculated students in the MS-CLI degree program will receive course registration materials before each semester with the Graduate Programs Administrator
2. Fellows not matriculated as graduate students, register on special part-time studies non-matriculation forms, available from the UR School of Medicine and Dentistry Graduate Studies Registrar.

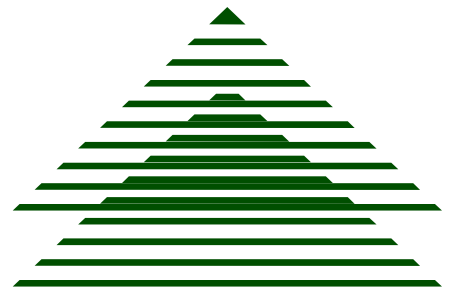


University of Rochester
Medical Center

Department of
Community and Preventive Medicine

General Information

- **Policies and Academic Standards**
- **Academic Calendar**
- **Course Descriptions**
- **Faculty**
- **Staff**
- **Master's Research Projects (2000 – present)**
- **PhD Dissertations and Graduate Job Placements (1998 – present)**





Policies and Academic Standards



A. MINIMUM GRADE

1. Minimum grades for courses or research work carrying graduate credit are B- or S.
2. C is considered to be an unsatisfactory (poor) grade.
3. One C grade would be cause for academic probation for a period of one year
4. Two C grades would be cause for dismissal from the graduate program.
 - a. A C grade is considered to be a failing grade for any student who is on probation.
5. See Academic Standards and Policy related to minimum grade at end of this section

B. CONTINUATION OF ENROLLMENT

1. Students must maintain continuous registration from the time of matriculation until he/she
 - a. Is awarded his/her degree or
 - b. withdraws from the program or
 - c. is dropped from the program.
2. Students must register for each semester during this time, except during the summer sessions.
3. The continuation of enrollment fee for 2008-2009 academic year is \$910 per semester.

C. COURSE WAIVERS

1. All requests must be made at the time of initial registration in a degree program, using the approved form entitled *Petition for Course Waiver*.
 - a. Copies of this form can be obtained from the Graduate Programs Administrator

D. ELECTIVE COURSES

1. MPH students are required to complete 2 one-semester courses (6.0 credits total) to satisfy the elective requirement;
2. MS-CLI students are required to take 3 (9.0 credits) course as an elective.
3. 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.
 - a. Descriptions of courses can be found in this handbook.
4. Courses may be accepted toward degree requirements if the subjects taken form an integral part of the student's proposed program of study.
5. Students need to consult with their advisor and their Program Director as to whether or not a certain course is appropriate.
6. 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.
 - a. Ordinarily, the course must be taken in a timely fashion, and before beginning the MPH research project.

E. INCOMPLETE GRADES

1. An Incomplete “I” grade may be given when course work or research is, for what the instructor views as valid reasons, not complete.
2. The student who receives an incomplete grade is passing the course and has already completed the majority of the work required in the course.
3. 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.
 - a. 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.
4. The grade must be submitted on a Supplemental Grade Change Notice within one week of the completion date.
5. 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).
 - a. This grade cannot be changed.

F. LEAVE OF ABSENCE

1. 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.
2. No more than two one-semester leaves or one one-year leave will be granted.
3. In order to declare a leave of absence, a student must complete and sign the appropriate form and pay a \$50 registration fee per semester.

G. PART-TIME/FULL-TIME

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

H. MAXIMUM TIME

1. 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.
2. PhD candidates have a maximum of seven years to complete degree requirements.
3. Students must maintain continuous enrollment for each term after matriculation.
4. 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.
 - a. The extension, if granted, will be of limited duration.

I. INDEPENDENT STUDY

1. MPH students wishing to do an independent study course should register for PM 494: Special Topics.
 - a. It is advisable for students to discuss their ideas and potential faculty sponsors for independent study with their program advisor.
 - b. Credits for PM 494 can vary; the number of credits for a student's independent study should be related to the degree of work required for the project.
 - c. Faculty sponsors can be either department faculty or faculty from elsewhere in the University.
 - i. **Note:** It is essential that the student discuss ideas for the independent study with the faculty sponsor to ensure that the faculty member is willing to work with the student on the project.
2. All independent study projects must include mechanism for evaluation of the student's work.
 - a. The scale of the evaluation should be commensurate with the scope of the project.
 - b. Among appropriate evaluation mechanisms are regular discussion of readings and related materials with the faculty sponsor, a long (15-20 pages) or several short (8-10 pages) research papers, an annotated bibliography, and a seminar or presentation.
 - c. It is also strongly suggested that students 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 appear on the students' official transcript.
3. Independent Study Proposal
 - a. Once a student has decided on an independent study topic and secured a faculty sponsor's agreement, the student should submit a brief (1-2 pages) written proposal to the MPH Program Director for approval of the PM 494 course.
 - b. This proposal should describe **1)** the topic, **2)** the faculty sponsor, **3)** the work to be done, **4)** the number of requested credits, and **5)** the mechanism(s) for evaluation of the student's performance.
 - c. The proposal will be reviewed and the student notified in writing if the proposal is accepted for independent study credit.
 - d. The proposal will remain in the student's academic file as a record of the student's independent study activity.

J. PROGRAM OF STUDY

1. A program of study is submitted to the Office of the Associate Dean for Graduate Studies.
 - a. 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. (See Section IV on Master of Public Health Degree Requirements for more information)

K. TUITION AND FEES

1. Tuition in the School of Medicine and Dentistry for the 2008-2009 academic year is \$1,138 per credit hour.
 - a. Most courses in the Department of Community and Preventive Medicine are three credits, carrying a cost of \$3,414 each.
 - b. Students taking courses outside of the Department must pay the tuition rate of the particular college offering the course(s) to be taken.
2. All full-time students must pay a Health Fee.
 - a. The standard health option for 2008-2009 is and 1,728/year.
 - b. Students with other health insurance may choose to waive the University's policy, but they must still pay the \$600 mandatory health insurance fee.
 - c. Students in their last semester of the Master's program are eligible to continue full-time health benefits even though they will be registered for part-time.
 - i. The procedure is to call Laurie Strang at University Health Services (275-2637) and let her know you will be a part-time student for the current semester and will need health insurance coverage.
 - ii. The student will be informed of the cost and health coverage will be extended
 1. Family health coverage is also available at a higher rate.

L. TRANSFER CREDITS

1. All requests for transfer credit must be made at the time of initial registration in a degree program, using the specified form, entitled Petition for the Transfer of Courses.
 - a. Copies of the form can be obtained from the Graduate Programs Administrator
2. For all students, a maximum of 10 hours of credit may be accepted as transfer credit for work previously taken.
 - a. Courses may be accepted toward degree requirements if the subjects taken form an integral part of the student's proposed program of study and if they were taken within five years of the date of matriculation with a grade of B- or higher (as interpreted by this University).
3. Requests for transfer credit must have the approval of the Program Director and the Associate Dean for Graduate Studies.
4. Any student wishing to transfer credits from a University of Rochester course (taken prior to matriculation in our programs) in which the student received a C may do so but should realize that that C counts as one of the two allowed before a faculty review is called.

M. WRITING REQUIREMENTS

1. All students in the Master's programs and Rochester Clinical Research Curriculum trainees are required to fulfill a Writing Requirement.
2. The writing Requirement is structured to cover areas of scientific form and style that can be applied in journal articles and grant proposals
3. The rationale for the requirement is that leaders' in health care, whether researchers, clinicians or analysts, must be able to synthesize their thoughts and ideas, and communicate them clearly and effectively in writing.
4. The interdisciplinary natures of public health and health services research require facility in writing beyond scientific documentation.
5. The requirement adds value to the education students receive in substantive and methodological topics.
6. Furthermore, the faculty of the department of Community and Preventive Medicine believe all scholars can benefit from the objective critique and reworking of their writing.
7. There are several ways the Writing Requirement can be accomplished:
 - a. PM 449: Writing Workshop (0.0 credits)
 - i. Taught in the fall semester.
 - ii. Involves three group sessions required of all students.
 1. Students submit weekly assignments.
 2. After three weeks the instructor decides which students need the greatest amount of assistance.
 3. She/he then works individually with these students on a project, which can be a paper for another course, an individual project or other work.
 4. Other more proficient students have met the requirement if they are not selected to work individually with the instructor.
 - b. PM 478: Workshop in Scientific Communication (0.0 credits)
 - i. Taught in the spring semester.
 - ii. Full-semester course that includes instruction in science writing, poster creation and presentation, public relations and the world of scientific journals.
 - iii. Students are required to attend the entire semester.
 - iv. The Scientific Communication workshop is otherwise required of all RCRC trainees as well as Department of Community and Preventive Medicine pre- and post-docs.

Academic Standards and Policies

Minimum Grade:

Minimum grades for courses or research work carrying graduate credit are C or S (“satisfactory”.) C is, however, considered to be a failing grade for any student who is on probation. Moreover, a student who receives the grade of C in each of two courses, or for eight hours of work toward the degree (even if in only one course) will thereby have raised the question of his or her academic performance. In those circumstances, the Associate Dean for Graduate Studies must review the student’s record in consultation with the student and the Program Director.

Review Process:

To decide a course of action regarding a student with an unsatisfactory record, there shall be a review committee, consisting of at least 2/3 of the full-time Graduate Program faculty including the Program Director (Chair), or designee, and the student’s Program Advisor.

Appeal Process:

A student wishing to appeal a decision of dismissal from the Graduate Faculty must notify the Program Director and the Department Chair in writing within one week after the Graduate Faculty decision. This written notification should state the intention to appeal as well as justification for the appeal. Appeal of the Graduate Faculty’s review decision is made to the Chair of the DCPM. If the Department Chair was part of the initial committee hearing the appeal, he or she may refer the appeal directly to the Associate Dean of Graduate Studies. Appeal from the Department Chair’s decision is to the Medical Center’s Associate Dean of Graduate Studies. Appeal from the decision of the Associate Dean of Graduate Studies is to the Dean for Research of the School of Medicine and Dentistry.



GRADUATE SCHOOL ACADEMIC CALENDAR (2008 – 2009)



FALL 2008 SEMESTER	
August	
1	Fall 2008 registration deadline for matriculated and non-matriculated graduate-level students. Registration received after this date will result in a \$150 late charge to the student's account.
21	Orientation Program for first-year graduate students.
22	International Student Orientation Program.
26	First-year student Fall course registration due in the Offices for Graduate Education. Registration received after this date will result in a \$150 late charge to the student's account.
27	Last day to submit 1 corrected copy of the Ph.D. dissertation to the Senior Associate Dean for the October 2008 degree. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Fall semester.
27 noon	Last day to submit final results of MPH Essays and Master's Thesis Defenses without registering for the Fall semester. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Fall semester.
September	
1	Labor Day. The University is closed.
2	Fall semester begins.
2-12	No defenses may be held during this time period.
15	First day to hold Ph.D. defense in the Fall semester (having registered the dissertation at least 16 full working days prior to defense date).
25	SMD Convocation.
23 noon	Final results of MPH Essays, Ph.D. Qualifying Exams, and Master's Thesis Defenses must be received by the Senior Associate Dean to receive October 2008 degree. NOTE: You must be registered for the Fall semester if final results are submitted after August 30, 2008.
29	Add/Drop/Audit deadline. NOTE: Classes added after this deadline will result in a \$150 late registration charge to the student's account. Classes dropped after this date will be reflected on the official transcript with a W grade.
October	
17	University Board of Trustees meets to approve October 2008 degrees.
November	
3	Online registration opens for Spring 2009 semester for current graduate students.
21 noon	Last day to register Ph.D. dissertation during the Fall semester. NOTE: If this deadline is not met, the defense cannot be held until the Spring semester.
27-28	Thanksgiving Break. The University is closed.
December	
3	Spring 2009 registration deadline for matriculated and non-matriculated graduate-level students. Registration received after this date will result in a \$150 late charge to the student's account.
11	Last day of classes for Fall semester.
11	Course withdrawal deadline. NOTE: Courses dropped after this date will receive a failing grade.
12-14	Reading period. No final examinations may be held during this period.
15-21	Final examinations. Grades must be reported to the Offices for Graduate Education within 48 hours of the final exam for all Fall 2008 courses.
12/22/08 - 1/2/09	No Ph.D. defenses may be held during this time period.
25	Christmas Day. The University is closed.

SPRING 2009 SEMESTER	
January	
1	New Year's Day. The University is closed.
5-9	Ph.D. defenses may be held during this period only if the dissertation was registered by the November 21, 2008 deadline.
7	Spring registration deadline for first-year students admitted in Spring 2009 semester. Registration received after this date will result in a \$150 late charge to the student's account.
12-23	No defenses may be held during this time period.
13	Last day to submit 1 corrected copy of the Ph.D. dissertation for the March 2009 degree. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Spring semester.
13	Last day to submit final results of MPH Essays and Master's Thesis Defenses without registering for the Spring semester. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Spring semester.
14	Spring semester begins.
19	Observance of Martin Luther King Day. No classes are held.
26	First day to hold Ph.D. defenses in the Spring semester (having registered the dissertation at least 16 full working days prior to defense date).
February	
4	Final results of MPH Essays, Ph.D. Qualifying Exams, and Master's Thesis defenses must be received by the Senior Associate Dean to receive March 2009 degree. NOTE: You must be registered for the Spring semester if final results are submitted after January 13, 2009.
10	Add/Drop/Audit deadline. NOTE: Courses added after this deadline will result in a \$150 late charge to the student's account. Courses dropped after this date will be reflected on the official transcript with a W grade.
March	
13	University Board of Trustees meets to approve March 2009 degrees.
7-15	No classes. This is NOT considered a semester break for Ph.D. students. All Ph.D. students must report to lab or office during this period.
23	Last day to register Ph.D. dissertation during the Spring semester. NOTE: If this deadline is not met, the defense cannot be held until the Summer.
April	
22	Last day to hold Ph.D. defense during Spring semester.
23-May 26	No Masters or Ph.D. defenses or Qualifying Examinations may be held during this time.
24	Final results of MPH Essays, Ph.D. Qualifying Exams, and Master's Thesis Defenses must be received by the Senior Associate Dean to receive May 2009 degree.
27	Last day to submit 1 corrected copy of the Ph.D. dissertation for May 2009 degree.
29	Last day of classes for Spring semester.
29	Course withdrawal deadline. NOTE: Courses dropped after this date receive a failing grade.
30 – May 3	Reading period. No final examinations may be held during this period.
May	
1	Summer registration deadline for matriculated and non-matriculated students. Registration received after this date will result in a \$150 late charge to the student's account.
4-11	Final examinations. Grades must be reported to the Offices for Graduate Education within 24 hours of final exam for all Spring 2009 courses.
15	SMD Doctoral Commencement Dinner and Awards Ceremony.
16	University Doctoral Degree Commencement/UR Board of Trustees meets to approve May 2009 degrees
17	SMD Master's Degree Commencement.

SUMMER 2009	
May	
18	Summer sessions begin. Check with course instructor for session start and end dates.
25	Memorial Day. The University is closed.
27	First day to hold Ph.D. defenses in the Summer (having registered the dissertation at least 21 full working days prior to defense date and not including the date of registration).
July	
1	Online registration opens for Fall 2009 semester for current graduate students.
4	Independence Day. The University is closed.
6	Last day to register Ph.D. dissertation during the Summer semester. NOTE: If this deadline is not met, the defense cannot be held until the Fall.
August	
3	Fall 2009 registration deadline for current graduate students. Registration received after this date will result in a \$150 late charge to the student's account.
7	Summer sessions end.
14	Summer sessions grade reports due in the Offices for Graduate Education by this date.
19	Last day to hold Ph.D. defense during Summer semester.
20-Sept 11	No defenses may be held during this time period.
20	Orientation Program for first-year graduate students (tentative).
21	International Student Orientation Program (tentative).
26	First-year student course registration due in the Offices for Graduate Education. Registration received after this date will result in a \$150 late charge to the student's account (tentative).
26	Last day to submit 1 corrected copy of the Ph.D. dissertation to the Senior Associate Dean for the October 2009 degree. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Fall semester.
September	
1	Fall semester begins.
7	Labor Day. The University is closed.
14	First day to hold Ph.D. defense in the Fall semester (having registered the dissertation at least 16 full working days prior to defense date.)

NOTES:

According to the rules of the Faculty, **no final examinations may be held during designated reading periods.** Non-comprehensive examinations may be held in the last week of the classes during the regular course meeting time.

All Ph.D. candidates in the School of Medicine and Dentistry are required to report to the lab or office during semester breaks. Time away (e.g. vacation) requires the approval of the student's faculty mentor and/or the cluster or program director. Sick time must be reported to the faculty mentor and/or the cluster or program director as well. Graduate Education Coordinators must be notified when time away from School is taken, whether it is sick time, vacation time, or conference travel.

Ph.D. Qualifying Examinations

Master's Defenses/Final Oral Examinations

- All paperwork for these exams must be submitted to the Offices for Graduate Education at least 10 full working days prior to the date of the defense/exam. Contacting your graduate coordinator before scheduling the defense/exam ensures the timely delivery of your paperwork.
- Deadline dates for final results of MPH essays, Ph.D. qualifying examinations, and Master's defenses are listed in the academic calendar. Qualifying examinations and Master's defenses may not be held during the following period: **April 23 through May 26, 2009.**
- Registration for the next semester must occur if final results for MPH essays and Master's defenses are not received before the following dates: after August 31, 2008, students must register for Fall 2008 semester; after January 13, 2009, students must register for Spring 2009 semester.

Ph.D. Final Oral Examination – Fall 2008 and Spring 2009 Term Only

- All paperwork for Ph.D. defenses must be submitted to the Offices for Graduate Education at least 10 full working days prior to the date of thesis registration (or at least **25 full working days** prior to the defense date) during the fall and spring semesters. Contacting your graduate coordinator before scheduling your defense ensures the timely delivery of your paperwork.
- The final oral examination for the degree Doctor of Philosophy during the Fall 2008 and Spring 2009 semesters cannot be held until **at least 16 full working days have elapsed** after the dissertation has been registered in the Offices for Graduate Education in the School of Medicine and Dentistry and the Office of the University Dean of Graduate Studies.

Ph.D. Final Oral Examination – Summer 2009 Term

The final oral examination for the degree Doctor of Philosophy during Summer 2009 cannot be held until **at least 21 full working days have elapsed** after the dissertation has been registered in the Offices for Graduate Education in the School of Medicine and Dentistry and the Office of the University Dean of Graduate Studies.

For summer defenses, all paperwork must be submitted to the Offices for Graduate Education at least 15 full working days prior to the date of thesis registration (36 working days prior to the defense date). Contacting your graduate coordinator before scheduling your defense ensures the timely delivery of your paperwork.

This calendar was accurate at the time of publication and is subject to change without notice. Questions regarding the calendar should be directed to the Registrar, Ms. Linda Lipani, Offices for Graduate Education, Medical Center room G-9555, phone 275-7288.

June 25, 2008



COURSE DESCRIPTIONS



PM 407/ANT 218 Births and Death I: Vital Events in Our Personal Lives (A. Carter, PhD)

How do human beings experience, make sense of, cope with and shape birth and death in their own lives and in the lives of those who are close to them? Historical and contemporary examples from North America, Latin America, Europe, the Middle East, Africa, and Asia

PM 410 Introduction to Data Management and Data Analysis Using SAS (J. Guido, MS)

This course, targeted at MPH students, provides an introduction to the SAS analytic software as applied to the management, analysis, and reporting of clinical and public health data. Building on linkages to the department's biostatistics and epidemiology curriculum, this course emphasizes the integration of SAS into the research environment and the development of extensible statistical computing skills. Students gain familiarity with the SAS system through a combination of collaborative lab sessions, homework assignments, and illustrative public health examples. To enroll students must have (i) a working knowledge of Microsoft Windows and (ii) be familiar with basic statistical concepts (as covered in [BST 463](#) or an equivalent course). Due to class size and availability of computing resources, no audits of this course are permitted. (spring/summer)

PM 411 Health Care for the Elderly: Financing and Organization (H. Temkin-Greener, PhD, B. Friedman, Ph.D., MPH)

The aging of the US population and the projected growth of the “oldest old” will have a major impact on the demand for and the supply of services and resources needed to care for this population. Already today, older Americans with serious and disabling chronic conditions are the largest, highest-cost, and fastest-growing consumer group. What are the needs of this growing demographic? How is the US health care system responding to those needs? What kinds of services are available, how are they managed and are they sufficient? Who provides the care? How much do those services cost? Who pays for what? What about quality of care? These and other issues important to the financing and the organization of health services for older Americans are examined in the course of this 3-credit seminar. (every other spring)

PM 412 Survey Research (TBA)

This course will present students with an overview of the role of survey methods and tools in the research process, with a particular focus on survey research applications in health care research and epidemiology. The course will incorporate an integrated perspective, which includes a qualitative approach to conducting appropriate and accurate survey research. Components of the course include survey item design, recruitment and follow-up strategies, pilot testing methods, IRB considerations, and psychometric issues. (spring)

PM 413 Field Epidemiology (E. van Wijngaarden, PhD)

This course will provide an overview of the practical applications of theoretical epidemiological concepts in the study of the distribution of diseases and their causes in populations. Emphasis will be on the hands-on discussion of basic methods in epidemiologic research, including literature review; study design selection; measurement of disease; selection of relevant variables; development and administration of questionnaires; quantitative data analysis; and reporting study findings. These concepts are discussed in the context of case studies and special topics such as outbreak investigations, cancer cluster investigations, and meta-analysis. Prerequisite: Introduction to Epidemiology or permission of the instructor (spring)

PM 414 History of Epidemiology (J. Adams, MD, MPH)

The overall objective of this course is to focus the attention and raise the awareness of students on the historical perspectives of epidemiology. The course will familiarize the student with the growth of epidemiology, as a basic science, and show the inter-relationship between epidemiologic methods and intellectual, social, political and technological progress that has occurred throughout history. All of these events are crucial to a deeper understanding how diseases have influenced history and what major contributions epidemiologists have made to medicine. This course will emphasize the relationship between epidemiology and other scientific disciplines by demonstrating the influence of methodologic techniques used by epidemiologists. Additionally, the framework of this course will foster an appreciation for the role of epidemiology in society through its impact on public health from its roots to its dynamic responsibilities in present trends. (Fall every other year)

PM 415 Principles of Epidemiology (D. Fernandez, MD., PhD)

Introduction to Epidemiology is intended to provide an overview of concepts dealing with the study of the distribution of diseases and their causes in populations. It will define epidemiologic terms, introduce methods used to describe diseases in populations, provide an overview of ways to determine the causes of disease, and apply epidemiologic principles to the evaluation of preventive and therapeutic interventions. This will be carried out by lecture presentations supported by laboratory problems and small group discussions. The course will use L. Gordis, Epidemiology, 4th Edition. Philadelphia: W.B. Saunders Co., 2008 as a textbook, supplemented with additional readings.

PM 416 Epidemiologic Method (S. Fisher, PhD)

This course provides an in-depth coverage of the quantitative methodologic issues associated with population-based epidemiologic research. Issues specific to study design, conduct, and analysis are emphasized. Topics to be covered include: Issues in study design, topics in measurement, methods of data collection, confounding, effect modification, and multivariate analytic techniques. Prerequisite: PM 415 and one semester of graduate level statistics. (fall)

PM 417 Molecular Epidemiology (J. Adams, MD, MPH)

Using the same paradigm as traditional epidemiology, this course will explore the opportunities for the use for increasingly powerful biologic markers of exposure, disease, or susceptibility to provide high resolution answers in relation to the causes of disease. The course will focus on the practice of molecular epidemiology, as an interdisciplinary science, and the use of biologic markers to advance our knowledge about health and disease among groups of people in a manner that is appropriate for inference to larger populations. (spring) **Prerequisite: PM 415 Principles of Epidemiology**

PM 418 Cardiovascular Disease Epidemiology and Prevention (R. Block, MD, MPH)

At the completion of the course, students will be able to demonstrate their knowledge of cardiovascular disease epidemiology and prevention by listing and/or discussing the proven risk factors for coronary heart disease (CHD) and the seminal studies leading to their discovery. Other important topics students should describe are the emerging risk factors for CHD, strategies and interventions for preventing CHD, and the difference between risk markers and risk factors. Students should also demonstrate an ability to identify and verify that a risk marker is truly independent, recognize the known and suspected risk factors for stroke and the current controversies in CVD EPI and prevention and how they have arisen. **Prerequisite:** **PM 415 Principles of Epidemiology** or taking PM 415 concurrently (fall)

PM 419 Recruitment and Retention of Human Subjects into Clinical Research (A. Dozier, PhD)

Recruitment and retention of research subjects typically focuses on determining eligibility, minimizing risk to research subjects and designing protocols that are not overly burdensome for the subject or participant. While these concerns are important, successful and sustainable recruitment and retention extends well beyond protocol design. This course focuses on strategies to recruit and retain subjects from groups known to be 'hard to recruit' such as individuals from disenfranchised communities (racial/ethnic minorities, homeless) and other sub-groups such as the elderly. This course combines on-line work with in class discussion and presentations from individuals responsible for clinical research recruitment and retention. Participants will critique and design recruitment strategies from published reports and local research. (fall)

PM 420: American Health Policy and Politics (T. Brown, PhD)

This course examines the formation and evolution of American health policy from a political and historical perspective. Concentrating primarily on developments from 1932 to the mid-1990s, readings and seminar discussions focus on political forces and institutions and on historical and cultural contexts. Among the topics covered are periodic campaigns for national health insurance, efforts to rationalize and regionalize health care institutions, the creation of Medicare and Medicaid and the further evolution of these programs, the rise to dominance of economists and economic analysis in the shaping of health policy, incremental and state-based vs. universal and federal initiatives, and the formation and failure of the Clinton administration's health reform agenda. One 5-page analytical paper and one 20-page research paper required. (fall)

PM 421 US Health Care System: Financing, Delivery, Performance (H. Temkin-Greener, PhD)

In this course, we examine the organization, financing, delivery, and performance of the US health care system. The inherent tradeoffs between access to care, cost, quality, and outcomes are considered from the perspective of the main actors in the system, i.e. patients, providers (physicians, hospitals, etc), health plans, insurers and payers. Topics include: need and access to care; health care insurance and financing; Medicare and Medicaid; managed care; service delivery; long-term care; public health; quality of care, and others. The aim of the course is to help students deepen their understanding of the health care system, strengthen their ability to synthesize the literature and assess key current policy issues, and to further develop their critical thinking skills. (fall)

PM 422 Quality of Care and Risk Adjustment (K. Noyes, PhD)

The purpose of this course is to explore the various methods and opportunities available to track and assess outcomes of clinical practices and medical technologies. The material covered will introduce the framework, analytic approaches, databases and settings available for studies addressing patient health outcomes and satisfaction, practice patterns, clinical interventions and strategies that constitute the content of health care. The course focuses on the use of patient populations and databases as laboratories for the generation of new knowledge and information. (fall)

PM 425 Health Promotion and Preventive Medicine (L. Kopin, MS, RN)

This course will provide the learner with a solid foundation and appreciation for primordial, primary, secondary, and tertiary disease prevention strategies on both an individual (patient and provider) and population-wide basis (society as a whole). The overarching theme of the course is to impress upon the learner the importance of and need for preventive health behavioral interventions and the positive impact healthy behavior change can have on our society as a whole on an environmental, economical, and social level.(spring)

PM 426 Social and Behavioral Medicine (N. Chin, PhD, MPH)

The course will focus on: 1) the application of behavioral, sociological, and anthropological science approaches to the etiology, prevention, treatment, and management of physical disease and illness; and 2) the identification of relationships among behavioral, sociological, anthropological, and biological factors in health. Students will acquire a familiarity with current theoretical and methodological issues in social and behavioral medicine, develop an understanding of evidence-based health promotion/disease prevention interventions in different content areas, consider cross-cultural perspectives, and develop critical thinking skills necessary to evaluate the research literature in these areas. (fall)

PM 427 Neurodevelopmental and Related Disorders (C. Burns, MBA, MEd)

This course provides an opportunity for advanced study in the field of neurodevelopmental/chronic disabilities. Building on topics covered in the introductory course, Neurodevelopmental and Related Disabilities, students will focus on the impact of managed care and reengineering health systems on the provision of services to individuals who have developmental/chronic conditions. Students are expected to apply information about the unique characteristics and needs of children who have neurodevelopmental disabilities and/or chronic illness and their families to the evaluation and design of improved models for health care provision. Concepts about epidemiology and prevention of disabilities; ethics and advocacy; cross training and multiskilling; inclusion and special education for children with special needs; financing and managed care will be incorporated in discussion about trends in maintaining and advancing the health of these populations. (fall and spring)

PM 428 Health Services Research Seminar (B. Friedman, PhD, MPH)

A non-credit course required of all doctoral and postdoctoral students. A variety of topics will be presented for discussion by faculty and students. (fall and spring)

PM 433 Epidemiology and Public Health of Aging (W. Barker, MD)

The 20th century demographic transition to an aging society is a universal phenomenon with profound implications for present and future disease patterns and health services. This course provides students with a working knowledge of major epidemiologic studies of disease and disability associated with the aging population and of the application of contemporary public health and medical care strategies to these emerging patterns. Concepts to be covered include compression of morbidity, functional status assessment, active life expectancy, essential roles of public health. Student evaluation will be based upon several presentations during the course and a final paper. (fall)

PM 438 Practical Skills in Grant Writing (T. Pearson, MD, PhD, MPH)

This course is intended to provide the student interested in a career in the life sciences with practical skills related to procuring external support for research. The course content includes a variety of didactic lectures on grant-related topics, discussion sessions with the opportunity to examine grants that others have written, examination of tools and resources available to assist in grant writing, and the opportunity to write a grant for support of the student's own research project and have it critiqued. At the end of the course, the enrollee should be able to write a research grant. (spring)

PM 441 Conducting Research with Elderly Persons: Methods and Applications (B. Friedman, PhD, MPH)

The purpose of this course is to familiarize students with unique and prevalent issues, problems, difficulties, and challenges of conducting health services research with elderly persons, and to provide students with approaches and tools to address those issues and problems in order to successfully conceptualize, plan, carry out, and conclude research with the aged. This course will focus almost exclusively on person's age 65 and older, with special attention being paid to the old-old (those age 85 and over), people with cognitive impairment, and residents of nursing homes. (spring)

PM 442 Nutritional Epidemiology (D. Fernandez, MD, PhD, MPH)

The course is designed to give the students the tools to critically review the nutritional epidemiologic literature and to conduct epidemiologic studies of diet, nutrition, and disease. Concepts on nutritional epidemiology will be applied to nutrition and nutritional-related disorders prevalent in the United States and globally (e.g., Descriptive epidemiology of breast-feeding, new national and international growth curves, examples of the role of diet in the prevention of chronic diseases). The course will be focused mainly but not exclusively on maternal and child health issues. Prerequisites: introductory courses in epidemiology and statistics. (spring)

PM 445 Introduction to Health Services Research and Policy (J. Crilly, PhD)

This course will introduce students to the field of health services research and policy. The primary objective is making students aware that HSRandP is a multidisciplinary field, both basic and applied, that examines the use, costs, quality, accessibility, delivery, organization, financing and outcomes of health care services. The course will examine the historical development of the field, introduce the basic concepts and methods of social science research as they apply to HSRandP, provide an overview of the field's different major theoretical foundations, and introduce students to critical reading and evaluation of the HSRandP literature. **Required of all first-year HSRandP doctoral students. Open to MPH and other graduate level students with the permission of the instructor. (fall)**

PM 447 Workshop in Technology Transfer/Working with Industry (M. Hunter, Esq)

This workshop is a joint effort by the Office of Technology Transfer and the Rochester Clinical Research Curriculum, with its overall goal to introduce trainees and faculty to the relationships between the university-based research and private industry. The workshop recognizes that universities are a growing source of intellectual property for which credit and benefits to the university need to be recognized. At the same time, the private sector is a growing source of research and development support, career opportunities, and the means to apply and disseminate discoveries. This 11-week workshop will explore a number of issues to prepare the university-based researcher for productive interactions with industry. It will also address legal issues in clinical research, copyright, patenting, licensing and other intellectual property issues, as well as program management and marketing by industry. (fall)

PM 448 Health Policy Analysis (P. Veazie, PhD)

This course provides an introduction to policy analysis in the context of public health and health care. The course focuses on developing the logic and argumentative skills necessary to produce compelling analyses of existing and proposed policies. The main quantitative tools used in policy analysis will be identified. Upon completion of this course, students will be able to produce a coherent policy analysis based on existing information; identify the main quantitative tools used for modeling and predicting policy outcomes; identify the main quantitative tools used for policy research and evaluation. (spring)

PM 449 Writing Workshop (D. Jackel, MS)

Strong writing skills are an asset in public health research, business and public life. This workshop addresses word usage, effective use of outlines and quotations, the use of transitions and other components of good writing. The two-part class features 3 writing workshop sessions followed by additional group sessions and individual tutorial sessions with a sub-group of students. (fall)

PM 450 Governance and Management of Community Health Services Organizations (T. Toole, MBA)

This course focuses on the governance and executive management of nonprofit health and human service organizations with emphasis on those that provide community-based services. Each student selects one such organization for intensive study of its mission, stakeholders, strategic issues, and community impact. The student will submit a report on that organization and an analysis of one of the community elements, e.g., government, donors, regulation, that influence nonprofits. (spring)

PM 452 Community Health Improvement Practicum (S. McIntosh, PhD)

The goal of this practicum is to offer intensive experiential training to develop skills in community health improvement by partnering with community agencies involved in health promotion and disease prevention. The learning objectives addressed include: community health assessment, risk behavior change, assurance of personal health services, advocacy and policy change, environmental interventions, community organization and partnership-building, and program evaluation. The course involves didactic instruction as well as program development and implementation throughout the semester. Each student chooses a project that focuses on a specific target population, then designs it incorporating public health knowledge, skills, and attitudes learned during the didactic component. (spring)

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PM 456 Health Economics II: Industrial Organization of Health Care Markets (BK. Yoo, MD., PhD)

This course will develop key theoretical concepts of industrial organization and apply the concepts to health care markets. Topics covered will include: theory of the firm, typology of markets, strategic behavior, integration, the role of information, and regulation (alternate spring)

PM 458 Qualitative Health Care Research (N. Chin, PhD, MPH)

A community's health is not just determined by individual health behaviors, but also by cultural beliefs and forms of social organization. Traditional quantitative methodologies, which have been so powerful in understanding biological phenomena, have limited explanatory power in analyzing socio-cultural phenomena. Qualitative methods, long used in the social sciences, allow for the collection, analysis, and interpretation of social and cultural data that quantitative methods cannot adequately reach. In addition, qualitative methods can function as an essential adjunct to quantitative methods by hypothesis generation or identifying lay terminology for accurate survey developed. This course will cover standard qualitative methodologies through a discussion of relevant literature, class exercises, and a class project. (spring)

PM 459 Assessing Health Status of Older Adults (B. Friedman, PhD, MPH)

Students typically read about various assessment instruments that are used to measure the health status of the elderly but often do not have the opportunity to administer them unless they are in a clinical educational program. The objective of this course is to give them such experience through field trips to various settings including senior centers, senior high-rise apartment buildings, assisted living facilities, adult day care programs, and nursing homes. Assessment instruments include the SF-36 Health Survey, Activities of Daily Living and Instrumental Activities of Daily Living, the Mini Mental State Exam, the Geriatric Depression Scale, the nursing home Minimum Data Set, and several performance-based measures. The class will be limited to 4 to 6 students, and preference will be given to students interested in receiving our Graduate Level Certificate in Health and Aging. (alternate Fall)

PM 460 Master's Essay

This research project is designed, carried out, analyzed, and written up by the student under the supervision of, and in consultation with, an essay advisor and an advisory committee.

PM 461 Program Evaluation for Public Health (A. Dozier, PhD)

Provide MPH students with practical skills to organize and conduct credible and useful evaluations of health or human service projects or programs. Focusing on methods, this course will help students design and critique approaches to answer two key questions central to program evaluation: Is this program working as intended? Why is this the case? Students will learn the theories behind program evaluation and how to prevent or overcome common evaluation planning and implementation challenges and pitfalls. Students will also develop additional skills in designing programs, writing objectives, working with stakeholders, establishing appropriate measures/data gathering tools, designing implementation specifications, analyzing results and presenting findings. (fall)

PM 462 Laboratory Methods for Translational Research (S. L. Welle, PhD)

Translational research will usually involve a number of different laboratory measures, some routine and some cutting-edge, so that a general familiarity with laboratory issues is important for anyone involved in clinical and translational research. This course will explain the basis of commonly-used laboratory technologies and some general principles of setting up and evaluating lab tests. While it is not possible to become expert at any particular technology through a didactic course, we expect that students who complete this course will have more productive interactions with lab personnel because of their increased knowledge of laboratory science. (fall)

PM 463 Introduction to Mathematical Statistics, Part I (TBA)

The goal of this course is to familiarize students with basic elements of probability and mathematical statistics. At the completion of this course the student will be familiar with set theory and notation, understand probability theory, be familiar with special distributions, both discrete and continuous, understand how to approach functions of random variables, and understand limit theorems in statistics. (fall)

PM 464 Introduction to Regression Analysis, Part II (B. Friedman, PhD, MPH)

The course consists of two parts. The first part reviews single-equation ordinary least squares (OLS) regression models, including the two-variable regression model, the classical normal linear regression model, and multiple regression analysis. Estimation and inference are important foci. In the second part of the course we review what happens when assumptions of the classical model are relaxed. Tests for multicollinearity, heteroscedasticity, and autocorrelation are included, and approaches for addressing violations of the assumptions are covered. Prerequisites: PM 463 or permission of instructor. (spring)

PM 465 Applied Advanced Multivariate Analysis, Part III (P. Veazie, PhD)

The first part of this course introduces general estimation frameworks including least squares (specifically, least squares as applied to multivariate models, and nonlinear least squares), maximum likelihood, generalized method of moments, and some corresponding variants (e.g., quasi-likelihood, Monte Carlo methods, and instrumental variables). The second part of the course focuses on the application of the preceding estimation methods to the development and analysis of qualitative and limited dependent variable models (e.g., logit, probit, multinomial/conditional/nested logit, multinomial probit, mixed logit and probit, and censored and truncated data), duration models (e.g. Kaplan-Meier product limit estimator, Cox's proportional hazard model, and full parametric specifications), and multivariate models (e.g., multivariate regression, sample selection models, and simultaneous equation models). Prerequisites: PM 464 or instructor permission. (fall)

PM 466 Cancer Epidemiology (S. Fisher, PhD)

The purpose of this course is to provide the student with a basic understanding of the biology, prevention, treatment and burden of malignancy in the U.S. The course will include discussions of patterns of cancer incidence, etiologic factors, individual risk assessment, stages of neoplastic development, recent laboratory techniques for measurement of biomarkers, and interventional approaches related to prevention, screening and treatment. (spring)

PM 469 Multivariate Models for Epidemiology (E. van Wijngaarden, PhD)

The purpose of this course is to provide the student with a strong understanding of and experience in the more advanced quantitative methods for the analysis of epidemiologic studies. The approach will be applied; complete formulae will be included, however, mathematical proofs will be omitted. A more detailed presentation of the analysis issues of confounding and interaction will be presented and a complete presentation of most multivariate techniques. (spring)

PM 470 Public Health and the Environment (J. Tacci, MD, JD)

The objective of the course is to provide an overview of environmental issues related to public health. Physical, chemical, mechanical, biological, social and psychological environmental issues will be addressed through lectures, discussions, class exercises and site visits. Selected environmental issues will be addressed from a multi-disciplinary perspective including: public health, medicine, history, economics, and law. Current public health programs and policies will be discussed. (spring)

PM 472 Measurement and Evaluation of Research Instruments (TBD)

The purpose of this course is to provide the student with a comprehensive background in the development and testing of self-report instruments for epidemiologic research purposes. A review of the principles of survey development will begin the course, however, it will rapidly move to a more hands-on approach as students will learn how to run and interpret classical test theory analyses, factor analyses, responsiveness to change analyses and Item Response Theory (IRT) analyses of item pool data. The students will learn how to use and integrate these statistical approaches to develop self-report instruments with high levels of validity and low levels of measurement error.(spring)

PM 476 RCRC Clinical Research Seminar Series (T. Pearson, MD, PhD, MPH)

A weekly seminar series for Rochester Clinical Research Curriculum participants. This series will include presentations from UR training mentors, guest lecturers, experts in technological innovations in clinical research, as well as trainee presentations. (fall and spring)

PM 477 Advanced SAS Programming for Statistical Analyses (P. Winters, MS)

The purpose of this course is to provide students with advanced knowledge and experience in SAS programming for epidemiologic methods. This course is an extension of PM 410 Introduction to Data Management and Data Analysis Using SAS and is not recommended for beginning SAS software users. The topics include multivariate data preparation, ANOVA, linear and logistic regression, and survival analysis using Kaplan-Meier techniques and Cox proportional hazards modeling. Prerequisites: PM 410 Introduction to SAS and one semester of graduate level statistics or Permission of Instructor. (fall)

PM 478 Workshop in Scientific Communication (D. Jackel, MS)

A non-credit course required of all Rochester Clinical Research Curriculum trainees, PhD and postdoctoral fellows. This workshop series will address the principle elements of scientific presentation and communication such as: the preparation of abstracts and journal articles, poster development, manuscript review and critique, oral presentations, working with the media/public relations. (spring)

PM 479/HIS 208. Health, Medicine and Social Reform (T. Brown, PhD)

Pursuit of the theme of public health and medical reform by leading writers committed, from different positions along the political spectrum, to the social and economic reorganization of modern society. (alternate spring semesters)

PM 480/HIS 209. Changing Concepts of Disease (T. Brown, PhD)

Historical account of the way disease has been conceptually understood in the Western tradition. Emphasizes the scientific, epidemiological, philosophical, social, cultural, and professional forces that have shaped the development of ideas. (alternate spring semesters)

PM 483 Advanced Health Economics I (BK. Yoo, MD, PhD)

The study of how three major parties in the health care system, insurers, hospitals and physicians, interact and how the nature of these interactions affects the system's overall economic performance. Prerequisites: Knowledge of the US health care system and microeconomic theory (alternate spring semesters)

PM 484 Cost Effectiveness Research (K. Noyes, PhD and A. O'Connor, MD)

Cost-effectiveness research is increasingly used to evaluate alternative choices in clinical practice and to enlighten and inform health policy determinations. In this course, students are introduced to the methods and objectives of cost-effectiveness research, as well as to important study design issues that distinguish these investigations from other clinical research studies. They will be introduced to the concepts of economic costs and various strategies of incorporating costs into such analyses. They will learn various research methods to conduct such studies including decision modeling, clinical-economic trials, and program evaluations. Students will also participate in a lab to learn decision analysis software such that they can perform analyses themselves as a class project. Prerequisite: at least one semester of graduate level statistics. (spring)

PM 486 Medical Ecology (C. Martina, PhD)

This course will explore environmental health issues from both a local and global perspective and will offer students a comprehensive introduction to environmental health. We will survey the major issues in contemporary environmental health, ranging from global issues such as climate change and war to regional issues such as air, water, transportation, and energy to local issues such as food safety, pest control, and occupational health. The course focuses on the real-world practice of environmental public health, with important topics such as risk assessment, risk communication, health services, regulations, and legal remedies. While we are grounded in the U.S. experience, we will also explore emphasizes global issues and perspectives on such topics as economic development, population, urbanization, and sanitation. Completion of this course fulfills the MPH departmental requirement of environmental health. (fall)

PM 488 Experimental Therapeutics (K. Kieburtz, MD)

This course is designed for individuals interested in the process for identifying novel interventions for disease, and for the eventual introduction into humans. Topic areas covered will include: preclinical laboratory techniques useful in assessing an intervention's ability to modulate a disease mechanism and potentially influence human disease; the preclinical safety before initiating human experimentation as appropriate techniques for extrapolating dosages from animals to humans; human experimentation (Phase I-Phase IV clinical trials) and the level of animal and human evidence necessary to progress from one phase of experimentation to the next; and ethical underpinnings of human experimentation. environmental health. (fall)



FACULTY (Community Service and Research Activities)



Primary Appointments

Adams, M. Jacob, M.D., M.P.H. Assistant Professor Office: 4W126 275-5951

Community Service

- Board of Directors, National Candlelighters Childhood Cancer Foundation
- Delegate, 19th Ward Community Association
- American Heart Association Grass Roots Advocacy Network
- CURE Childhood Cancer Association

Research Activities

- Cardiovascular risk in childhood cancer survivors
- Cardiovascular and cancer risk in those exposed to chest irradiation
- Molecular Markers of cancer risk after irradiation

Block, Robert C., M.D., M.P.H., F.A.C.P., Assistant Professor Office: 4W124 275-3356

Community Service

- Lecturer for the Division of Cardiology at URMCAffiliated hospitals in Upstate NY
- Lecturer/consultant for Heartbeats for Life a support group based on the work of Dr. Dean Ornish
- Co-Director, URMCAffiliated Medical School course "Community Health Improvement Clerkship"

Research Activities

- The effects of omega-3 fatty acids on risk of cardiovascular disease
- The effects of potent lipid mediator products of fatty acids on cardiovascular disease
- The effects of the epidemiologic transition on cardiovascular disease
- The organization of cardiovascular disease prevention services

Brown, Theodore, Ph.D.

Professor

Office: 4W309

275-1545

Community Service

- Executive Committee, Cluster for Human Values in Medicine
- Executive Committee, Health and Society Program, The College
- Executive Committee, Community Learning Center, The College
- Steering Committee, Physicians for a National Health Program
- Member, Rochester Interfaith Health Care Coalition

Research Activities

- The WHO and the politics of international and global health, 1948-2008
- American psychiatry and psychosomatic medicine, 1920-2000
- The career patterns of social activist physicians
- Health politics and policy in twentieth century America
- Public health in twentieth century America
- Health services research and its transformations

Chin, Nancy, M.P.H., Ph.D., Associate Professor/Associate Chair for Education; Director MPH Program

Office: 4W322

275-9780

Community Service

- Member, Board of Directors, FOODLINK, Inc., Rochester, NY
- Member, Health Committee, Haiti Outreach – Pwoje Espwa (H.O.P.E.), Rochester, NY and Bourne, Haiti
- Governing Council Member, Susan B. Anthony Institute, University of Rochester
- Member, Research Subject Review Board, Section on Social and Behavioral Research, URSMD
- Chair, Community Programs Advisory Committee, URSMD
- Member, International Health Advisory Committee, URSMD
- Member, Diversity Theme Team, URSMD
- Member, American Public Health Association
- Member, Society for Medical Anthropology
- Fellow, Society for Applied Anthropology

Research Activities

- Social and Cultural Dimensions of Women and Children's Health
- Regional Projects in China, Haiti, and Rochester

Dozier, Ann, RN, Ph.D. Associate Professor Office: CW3213 758-7812

Community Service

- New York State Perinatal Association Board Member
- Perinatal Network of Monroe County/Healthy Start Rochester, Consultant
- NYS AIDS Institute, Lead, Center of Expertise for Program Evaluation
- Upstate NY March of Dimes, Program Services Committee
- Perinatal Smoking Cessation Coalition
- Centers for Disease Control and Prevention, Reviewer
- APHA – MCH Section, Chair, Annual Program; Chair, Epi and Data Committee
- Research in Nursing and Health, Reviewer
- Journal of School Health, Reviewer
- PAHO Journal, Reviewer

Research Activities

- Program Evaluation
- Maternal Child Health/Women's Health
- Mixed Methods
- Survey Design/Development
- Global Health

Fernandez, Diana, M.D., M.P.H., Ph.D. Associate Professor Office: 4W127 275-9554

Community Service

- Member, Advisory Board Greater Rochester Healthy Childcare 2010

Research Activities

- Obesity
- Nutritional Epidemiology
- Worksite interventions to prevent overweight/obesity
- Pregnancy-related weight gain in adolescents

Fisher, Susan, M.S, Ph.D. Chair DCPM; Professor Office: 4W150 275-2191

Community Service

- Member, Goal Development Team on Data/Surveillance, New York State Comprehensive Cancer Control Plan, 2002
- Grant Awards Council, American Academy of Family Physicians Foundation
- American Society of Clinical Oncology, Clinical Practice Guidelines Committee, Head and Neck Cancer
- Integrated Panel Programmatic Review, Prostate Cancer Research Program
- Department of Defense, US Army Medical Research and Material Command, Congressionally Directed Medical Research Program, Program Reviewer
- Consultant, Immunization Safety Review Committee, Institute of Medicine
- Advisory Board, College of Liberal Arts, Rochester Institute of Technology

Research Activities

- Viral etiologies of cancer
- Primary and secondary prevention of cancer
- Special interests in conduct and analysis of clinical trials
- Examining the role of Simian Virus 40 in lymphoma
- Obesity as an inflammatory marker

Friedman, Bruce, M.P.H., Ph.D. Associate Professor Office: 4W305 273-2618

Research Activities

- Depression
- Functional Status
- Healthcare Use and Costs
- Consumer-Directed Vouchers
- Disease Management/Health Promotion Nurse Interventions

Community Service

- President - Daily Mass League, Diocese of Rochester, Rochester, NY
- Secretary - Nocturnal Adoration Society, Diocese of Rochester, Rochester, NY
- Presider – Weekly Catholic Communion Service, Strong Memorial Hospital Chapel
- Chair – Executive Committee, Genesee Valley SAS User’s Group, Rochester, NY
- Presenter – Annual Career Day for Grade 6, Enrico Fermi School #17, Rochester, NY

Research Activities

- Smoking Cessation in Special Populations
- Technology Assisted Tobacco Control – Proyecto Doble T
- International Tobacco Control
- Predictors of Smoking Abstinence
- Outcomes Measurement
- Multivariate Modeling
- Research Subject Randomization
- Grenada Heart Project
- Rochester Community Breastfeeding Project

Community Service

- Member, Coalition for Common Sense in Education (CCSE)
- Member, Rochester Teacher’s Association (RTA)
- Member, New York State United Teachers (NYSUT)

Research Activities

- Environmental Medicine Integrated into the Medical School Curriculum
- University of Rochester’s Clinical and Translational Science Institute
- Regional Public Health-Medicine Education Centers: integration of public health curriculum into the medical school curriculum
- The Rochester Prevention Research Center (PRC/CDC): National Center for Deaf Health Research
- Images of a Healthy Worksite: obesity interventions in the workplace at Kodak

Community Service

- Director, Greater Rochester Area Tobacco Cessation Center
- Director, Community Health Improvement Clerkship: School of Medicine and Dentistry
- Chair, Celebration of Life, Inc. Community Advisory Board
- Member, Newark Family Life Center, Board of Directors
- Community Preceptor / Advisory Committee, Preventive Medicine Residency Training Program
- Member, American Cancer Society (Eastern Division) Board of Directors
- Member, American Cancer Society (Eastern Division) Tobacco Strike Force
- Member, Monroe County Smoking and Health Action Committee (SHAC)
- Member, Tobacco Action Coalition of the Finger Lakes (TACFL)
- Member, Livingston County Tobacco Control Coalition
- Faculty Advisor, University of Rochester Center for Community Health

Research Activities

- Smoking Cessation in special populations
- Telephone "Quitline" Interventions for Smoking Cessation
- Technology/Web Assisted Risk Behavior Intervention
- Practice Based Research Networks
- Physician Training in Patient Risk Behavior Change
- Internet Training for Physicians and Medical Students
- Behavioral Change: Pediatric Obesity / Obesity in Worksites
- Community Health Improvement
- Medical School Curriculum: Community Health, Tobacco

Community Service

- Member, International Society for Medical Decision Making
- Member, International Society for Pharmacoeconomics and Outcomes Research
- Chair, Graduate Student Recruitment Committee, DCPM HSR
- Director, Health Systems Theme, URMC

Research Activities

- Cost-effectiveness and outcomes research
- Quality of life assessment
- Analysis of clinical-economic trials, with focus on chronic diseases

Ossip-Klein, Deborah, M.S., Ph.D., Assoc. Professor; Chief, Div. of Social and Behavioral Medicine;
Director, Smoking Research Program Office: CW3204 758-7810

Community Service

- Direct proactive telephone service for Medicaid/uninsured NYS smokers through NYS Smokers' Quitline
- Member, President's Advisory Council, North American Quitline Consortium
- Member, Delegate for North America, Society for Research on Nicotine and Tobacco
- Member, Tobacco Consortium, Center for Child Health, American Academy of Pediatrics
- Member, Ad Hoc Study Sections, NIH and State Tobacco Programs
- Member, Cancer Control Unit, James P. Wilmot Cancer Center
- Member, Monroe County Smoking and Health Action Coalition

Research Activities

- Global Health: Tobacco use in the Dominican Republic
- Tobacco quitlines
- Primary care interventions for tobacco use
- Smoking intervention for special populations: rural, mid-life and older, adolescent, economically disadvantaged, minority
- Predictors of smoking abstinence
- Outcomes measurement
- Behavioral Medicine

Pearson, Thomas M.D., M.P.H., Ph.D., Senior Associate Dean for Clinical Research and Professor

Office: CW3113 758-7806

Community Service:

- Member, Graduate Field, Division of Nutritional Sciences, Cornell University
- Member, Expert Panel on Integrated CVD Risk Reduction in Adults Guidelines; Chair, Guidelines Implementation Working Group, National Heart, Lung, and Blood Institute, NIH
- Member, Steering Committee, National Action Plan for Heart Disease and Stroke Prevention
- Chair, Implementation Group on Regional and Global Partnerships, National CVD Action Plan, Centers for Disease Control
- Chair, Data Safety and Monitoring Board, CLEVER Study, National Heart, Lung and blood Institute
- Member, Women's Health Initiative Working Group
- Chair, Special Emphasis Panel, Measuring the Scientific Value of the Biologic Specimens from the Women's Health Initiative, National Heart, Lung, and Blood Institute, NIH
- Board of Scientific Advisors, Jackson Heart Study, NHLBI
- Member, External Advisory Committee, Sibling Study, Johns Hopkins University
- Member, External Advisory Committee, Stroke Prevention Center, Morehouse School of Medicine
- Member, Shortening Time to Independence Working Group, AAMC
- Consultant/Visiting Faculty, Clinical Research Training Program, Morehouse School of Medicine
- Member, American Heart Association/American College of Cardiology Primary Prevention Performance Measures Writing Group
- Member, Steering Committee, CHARISMA Study, Cleveland Clinic
- Member, Residency Advisory Committee, Preventive Medicine Residency Program, New York State Department of Health

Research Activities:

- Clinical and Translational Research
- Epidemiology and Prevention of Atherosclerotic Cardiovascular Disease
- Cardiovascular Disease in Low and Middle Income Countries
- Lipid Metabolism and Atherogenesis
- Disparities and Determinants of Health in the Deaf and Hard of Hearing
- Population Genomics

Deirdre Schlehofer, M.Phil., Research Coordinator, NCDHR

Office: CW3108

276-2124

(Video Phone)

Community Service:

Research Activities:

- NCDHR whose mission is to promote health and prevent disease in the deaf population through community participatory research.

Spezio, Ralph, M.S., Senior Associate

Office: CW3215

758-7814

Community Service

- Founding member and former Co-Chair for The Coalition to Prevent Lead Poisoning
- Former Community Liaison for Project Believe
- Coalition to Prevent Lead Poisoning Board of Directors
- Coalition to End Lead Poisoning in New York State (Steering Comm. member)
- Action For Healthy Children Committee member
- Anne E. Dyson Community Advisory Board
- JOSANA member (Jay/Orchard Street Area Neighborhood Assoc.)
- Institute for Public Safety Policy Studies member
- Charles House Neighbors in Action member
- City of Rochester Economic Development Zone Board of Directors

Research Activities

- Lead Poisoning
- Software technology to possibly counteract the cognitive functioning and IQ loss of children who are lead poisoned
- Ways to help Rochester and Monroe County become lead safe....and ways to maintain that status
- MultiSystemic community partnerships and neighborhood development/sustainability

Starr, Matt, M.P.H., Senior Instructor

Office: CW3105

276-2120 (videophone)

Community Service

- Member, Advisory Board of the Urban and Community Studies Program, RIT

Research Activities

- NCDHR whose mission is to promote health and prevent disease in the deaf population through community participatory research.

Suter, Barbara, M.P.H., Faculty Associate

Office: CW3209

758-7811

Community Service

- Treasurer, Webster Council of Churches
- Treasurer, Webster CROP Walk to fight hunger needs around the world
- Advisory Board member, Webster Comfort Care hospice

Research Activities

- Maternal and child health public health issues
- Smoking cessation and relapse prevention in pregnant and postpartum women
- Data integrity
- Breastfeeding rates among low income women

Tacci, James, M.D., J.D., M.P.H., Assistant Professor

Office: 4-W161

275-8678

Community Service

- United Way of Rochester
- The Nature Conservancy
- The Seneca Park Zoo
- The Rochester Business Alliance
- The Monroe County Medical Society

Research Activities

- Workplace Health and Productivity Management
- Workplace Disease Prevention and Health Promotion

Temkin-Greener, Helena, Ph.D., M.P.H, Assoc. Professor

Office: 4-W320

275-8713

Community Service

- Editorial Board Member, the *Gerontologist*
- International Reviewers' Panel, *Medical Science Monitor*
- Public Health and Aging Curriculum Subcommittee of the APHA/GHS
- American Public Health Association, Section Council, Gerontological Health
- American Public Health Association: Annual meeting abstract reviewer; New Investigator Awards Review Committee (GHS); International Research Award, Review Committee Chair (GHS)
- American Geriatrics Society Annual Meetings - abstract reviewer
- Manuscript reviewer for: Journal of the American Geriatrics Society; The Gerontologist; Journal of Gerontology: Medical Science; Journal of the American Medical Association; Medical Care
- National PACE Association Data Task Force Member
- National PACE Association, Research Committee Member
- Palliative Care QI/research group

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

Veazie, Peter, Ph.D., Assistant Professor

Office: 4-W321

273-5464

Community Service

- Manuscript reviewer for the American Journal of Managed Care, Health Affairs, International Journal for Quality in Health Care, Preventing Chronic Disease, and Journal of Medical Informatics Research

Research Activities

- Physician decision making
- Patient decision making and the use of decision aids
- Patient help seeking and compliance behavior

Van Wijngaarden, Edwin, Ph.D., Assistant Professor

Office: 4-W121

275-1985

Community Service

- Member, International Society for Environmental Epidemiology
- Member, American College of Epidemiology
- Member, Committee on Access to Pesticide Registry and Pesticide Application Information, Health Research Science Board, Department of Health, State of New York
- Editorial Board "Dose-Response"

Research Activities

- Occupational and Environmental Epidemiology
- Child Development

Winters, Paul, M.S., Faculty Associate

Office: 4W129

275-1817

Community Service

- Pittsford Fire Department volunteer firefighter

Research Activities

- Statistical computing of analytic methods used in epidemiology

Yoo, Byung-Kwang, M.D., MS.c., Ph.D., Assistant Professor

Office: 4W312

275-3276

Community Service

Research Activities

- Economic evaluations of vaccination and infectious diseases
- Cost-benefit/cost-effectiveness analysis of newborn screening programs

Professor Emeritus

Barker, William, M.D. Professor Emeritus Office: 4-W141 275-3357

Community Service

- Director, Prevention Theme, University of Rochester
- Board Member, Genesee Valley Medical Foundation
- Member, Advisory Committee Project EXITO!, Home Care of Rochester [HCR]

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, M.D., Ph.D. Professor Emeritus Office: CW – WS62 758-7824

Community Service

Research Activities

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

Trafton, Sarah (Sally), J.D., Professor Emeritus Office: 4W137

Community Service

- Chair, Rochester Health Care Forum, July 1999 - 2003
- Rochester Health Commission, Board Member, 1995-2005
- Rochester Area Community Foundation Member, Board of Directors, 1995 – 2008, Member, Distributions Committee
- Institutional Review Board, Monroe County (NY) Health Department, Member, September 1995 - Present
- Rochester Rehabilitation Center, Inc. Rochester New York, Member, Board of Directors, 1992 - present, Second Vice-Chair (4/95-3/99), Chair (3/99 - 3/01)

Research Activities

- Legal constraints in health care regulation and finance
- System and financing reform, especially for long-term care and chronic disease
- Indicators of access, quality, and value in local and regional health systems
- Disability issues in professional education

Zimmer, James G., M.D., Professor Emeritus Office: 4-W141 275-2831

Community Service

- Member, Board of Directors, Genesee Valley Medical Foundation
- Member, Advisory Board, to Center for Clinical Research on Aging, University of Rochester School of Nursing

Research Activities

- Aging and Long Term Care

Adjunct Faculty

Brenna, J. Thomas Ph.D.

Tomaszewski, Kenneth, M.S., Ph.D.

Davis, Christopher, M.D., M.B.A., M.P.H.

Toole, Thomas, M.B.A.

Dick, Andrew Ph.D.

Watt, Celia, Ph.D

Jackel, Donna B.S.

Wilson, Elinor Ph.D.

Mukamel, Dana, M.S., Ph.D.

Zwanziger, Jack Ph.D.

Satcher, David M.D., Ph.D.

Additional Faculty with Departmental Appointments:

Adler, David, M.D., M.P.H.
Assistant Professor, Emergency Medicine

Bell, J. Edward, Pharm D.
Associate Professor, Quality Improvement

Benitez, John, M.D, M.P.H.
Associate Professor, Emergency Medicine

Bennett, Nancy, M.D., M.S.
Professor, Medicine Administration

Burke, Christine, J.D.
Associate Professor

Chadwick, Gary, Pharm.D.
Associate Provost,
Office for Human Subject Protection

Doniger, Andrew, M.D.
Clinical Professor, Pediatrics

Fiscella, Kevin, M.D.
Associate Professor, Family Medicine

Goldstein, Steven, M.H.A.
Professor,
Office of Senior VP for Health Sciences

Goonan, Michael, B.S.
Professor,
Office of Senior VP for Health Sciences

Hays, Daniel, Pharm.D.
Senior Instructor, Pharmacy

Holloway, Robert, M.D., M.P.H.
Professor, Neurology

Hoolihan, Christopher, MLS.
Associate Professor, Minor Library

Kieburtz, Karl, M.D.
Professor, Clinical Trials Coord. Ctr.

Klein, Jonathan, M.D., M.P.H.
Associate Professor, Pediatrics

Kopin, Laurie, M.S.
Senior Instructor, Cardiac Rehab

Lawrence, Michele, M.B.A., M.P.H.
Director, Regional Development and Operations, SH

Loughner, John, Pharm D.
Assistant Professor, Pharmacy

Mayewski, Raymond, M.D.
Professor, Center for Primary Care

Moore, L. Gordon, M.D.
Assistant Professor, Family Medicine

Mustian, Karen, Ph.D.
Assistant Professor, Radiation Oncology

Panzer, Robert, M.D.
Professor and Director of Division of Clinical Practice
Evaluation

Parrinello, Kathleen, M.S., Ph.D.
Clinical Associate Professor, Director's Office

Robinson, Peter, M.A., M.P.H.
Professor, Office of Senior VP for Health Sciences

Saubermann, Lisa, Pharm.D.
Assistant Professor, Pharmacy

Saunders, Susan, M.S.W.
Assistant Professor, Care Management

Schaffer, Stanley, M.D.
Associate Professor, Pediatrics

Shah, Manish, M.D.
Associate Professor, Emergency Medicine

Silenzio, Vincent, M.D., M.P.H.
Assistant Professor, Family Medicine

Sollenberger, Julie, MLS.
Associate Professor, Office of Senior VP

Studwell, Spencer, J.D.
Director, Risk Management; Office of Counsel

Swann, Shanna, Ph.D.
Professor

Szilagyi, Peter, M.D., M.P.H.
Professor, Pediatrics

Tuttle, Deborah, B.S.N., M.P.S.
Associate Quality Officer, Quality Improvement

Webster, David, M.S.B.A.
Assistant Professor, Pharmacy

Wu, Hulin, Ph.D.
Professor, Biostatistics



DEPARTMENTAL STAFF



ADMINISTRATION

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275-4215

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273-2613

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275-2191

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273-5554

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273-4733

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Health Project Coordinator
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275-1524

HEALTH SERVICES RESEARCH

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275-0773

April Buttaccio
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4W318
275-1890

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275-4492

Jill Szydlowski
Sr. Information Analyst
Office: 4W309
275-3394

SOCIAL AND BEHAVIORAL MEDICINE

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758-7860

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Christine Henry

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SOCIAL and BEHAVIORAL MEDICINE (CONT'D)

Wayne Hicks

Data Control Clerk I
Corporate Woods (Bldg. 120)
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Helaine McMenomy

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Jason Muskopf

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Corporate Woods (Bldg. 120)
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Muneath Phounsavath

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Dorian Polanco

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Office: WS18
758-7861

Jackie Ruster

Data Control Clerk I
Corporate Woods (Bldg. 120)
Office: WS5
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SOCIAL and BEHAVIORAL MEDICINE (CONT'D)

Kyla Skrine

Data Control Clerk II
Corporate Woods (Bldg. 120)
Office: WS7
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Barbara Suter

Senior Information Analyst
Corporate Woods (Bldg. 120)
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Glen Stanton

Data Control Clerk I
Corporate Woods (Bldg. 120)
Office: WS11
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Kathy Trotta

Secretary IV
Corporate Woods (Bldg. 120)
Office: 3203
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Sharifa Stewart

Health Project Coordinator
Corporate Woods (Bldg. 120)
Office: WS74
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Janet Yankanich

Data Control Clerk I
Corporate Woods (Bldg. 120)
Office: WS21
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Clinical and Translational Science Institute (CTSI)

Thomas Fogg

Administrator, Dean's Office
Office: 4W143A
275-6803

Robert Levy

Health Project Coordinator
Office: 4W139
276-3781

Kelly Garner

Secretary IV
Office: 4W150
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Nicole O'Dell

Administrative Assistant
Office: 4W143
273-2411

National Center for Deaf Health Research (NCDHR)

Susan Demers

Administrative Assistant
Corporate Woods (Bldg. 120)
Office: NCDHR-3
TTY: 758-7804

PREDOCTORAL FELLOWS

Epidemiology

Brownell, Elizabeth
Eisenerg, Katherine
Elder, Jessica
Evans, Kristin
Hoffmire, Claire
Jones, Courtney
Kakinami, Lisa
Kobrosly, Ron
Licon, Denise

Lucas, Amanda
Moore, Vanessa
Parlett, Lauren
Ringholz, Corine
Schweizer, Christine
Scosyrev, Emelian
Shankar, Jyoti
Simning, Adam
Spellane, Kathleen

Health Services Research and Policy

Cai, Shubing
Chappell, Andre'
Corona, Ethan
Cretokos, Ellen
Ding, Ding
Eldar-Lissai, Adi
Fan, Lin
Holland, Margaret

Li, Qinghua
Mastalski, Jennifer
Qian, Feng
Ruan, Shoulun
Shih, Huai-Che
Testa-Wojteczko, Matthew
Xian, Ying
Xing, Jingping
Zheng, Nan

POSTDOCTORAL FELLOWS

Kelly, Jennifer
Khan, Ayesha
McKee, Michael

McLellan, Shannon
Menzies, Keon
Sherazi, Saadai

PREVENTIVE MEDICINE RESIDENT

Laura Church, MD



MASTER'S RESEARCH PROJECTS (2000 – Present)



2008 MASTER'S RESEARCH PROJECTS:

Baumhauer, Judith	Age and Gender Differences between Patient and Physician Derived Outcome Measures in the Foot
Beiswenger, Tanya	Comparative Analysis of Rochester Collegiate Injury Surveillance to the National Collegiate Athletic Association Injury Surveillance System: Insights on Injury Analysis and Prevention
Black, Jonathan	How We See It: A Photovoice Study with Pediatric Cancer Patients
Borus, Zachary	Treatment Model Paradigm Shift on an In-Patient Child Psychiatry Unit: A Qualitative Investigation
Deutsch, Robert	Does the Institution of End-Tidal CO ₂ Monitoring During Pediatric Procedural Sedation in the Emergency Department Alter the Amount of Sedative Medication that Patients Receive?
Fagnano, Maria	Sleep Disordered Breathing and Behaviors of Inner-City Children with Asthma
Goldman, Micheyle	The Emergency Department “Teachable Moment”: Can Burn Prevention Knowledge be Increased with a Pediatric Emergency Department Intervention?
Heatwole, Chad	High Impact Symptoms in Myotonic Dystrophy Type-I
Jean-Pierre, Pascal	Structural and Reliability Analyses of a Brief Patient Report Measure of Cancer-Related Cognitive Dysfunction
Marie-Mitchell, Ariane	Influence of Parent-Child Attachment on Health Care Utilization and Outcomes
Markevicz, Colleen	The Use of Sucrose as Analgesia in Infants during Painful Procedures
Maupin, Genny	Association Between Obesity and Toxoplasma Infection
Mura, Melissa	Workers’ Perspectives on the Sociocultural Feasibility of Physical Activity Promotion in the Workplace
Panzer, Allison	Breastfeeding Duration and Association with Health Outcomes 2 Years after Discharge from the Neonatal Intensive Care Unit
Shprecher, David	Elucidating the Mechanism of Tic Resolution in Tourette Syndrome
Songdej, Natthapol	Blood Lead Levels in the General US Population and Association with Inflammation
Strutz, Kelly	Rural Residence and Perinatal Health in the Finger Lakes Region
Thomas, Otto	Long-Term Effects of External Beam Radiation Therapy and Anthracycline Chemotherapy on Cardiac Function and Perfusion Changes and Clinical Outcome in Patients Treated for Hodgkin Lymphoma and Non-Hodgkin Lymphoma
Voss, Tiffani	Identifying Individuals at Risk for Falls in Parkinson Disease
Walsh, Patrick	Correlates of Emergency Department Visits for Mental Health Reasons by People 65 Years of Age and Older

2007 MASTER'S RESEARCH PROJECTS:

Byrnes, Jennifer	How Have Federal Bioterrorism Funds Impacted Public Health Programs and Priorities in Monroe County, NY?
Carwile, Jenny	Blood Lead Levels and Thyroid Function
Cooper, Anna	Electromagnetic Field Exposure and Risk for Cardiovascular Diseases: A Cohort Mortality Study
Figuerosa, Colmar	Does Empowerment Help Explain Back-White Differences in Tobacco Abstinence?
Flores, Anthony	Burden of Rotavirus-Associated Diarrhea in Ambulatory Settings
Garcia, Madelyn	CT Scan with IV Contrast <i>Only</i> (CT IV) For Equivocal Cases of Pediatric Appendicitis
Ginde, Savita	Mifepristone for Intractable Endometriosis-Associated Pelvic Pain
Gomez, Patricia	Knowledge and Risk of Osteoporosis in Female Dental Patients
Hazel-Fernandez, Leslie	West Indian New Yorkers' View of Their Cardiovascular Health
Huang, Nina	A Cost Effectiveness-Analysis of Intrauterine Insemination and In Vitro Fertilization
Jensen, Peter	Factors Associated with Oral Health-Related Quality of Life Among Community-Dwelling, Functionally Impaired, Elderly Adults
Kohli, Sadhna	The Effect of Modafinil on Cognitive Function in Breast Cancer Survivors
Ladwig, Susan	Who Receives Palliative Care? Characteristics of Inpatient Decedents and Their Attending Physicians
Lee, Benjamin	Late-life Depression and Emergency Medical Services Utilization
Mener, David	Trauma Patients in the Prehospital Environment: How well do Emergency Medical Service Personnel's Assessments Agree with the Trauma Triage Protocols?
Nicolosi-Evans, Lisa	Disparities in Use of Mammography Across Monroe County, New York
North, Stephen	Risk and Protective Factors for Adolescent Fatherhood: An Ecological Perspective
O'Connor, Alec	A Cost-Effectiveness Comparison of Four First-Line Medications in Painful Diabetic Neuropathy
Pakpreo, Ponrat	The Northeast Rochester Youth and Family Wellness Program: Evaluation of the Health Lifestyle Program for Adolescents
Pappano, Dante	Survey of Pediatrician Underadoption of Homeopathic Anti-diarrheal Agents: A Case Study of Failed Translation
Ryan, Julie	Racial Differences in Self-Reported Skin Problems and Pain in Cancer Patients Receiving Radiation Therapy
Shah, Manish	Emergency Medical Services Use by Older Adults
Smith, Shannon	PreOperative Patient Expectation Levels as a Predictor of Satisfaction after ACL Reconstruction
Stahlhut, Richard	Concentrations of Urinary Phthalate Metabolites are Associated with Increased Waist Circumference and Insulin Resistance in Adult U.S. Males
Thomas-Taylor, Danielle	In Children with Known Exposure to Domestic Violence, to What Extent is it Documented in Their Ambulatory Medical Charts
Thompson, Joel	The Cost-Effectiveness of Natalizumab for Relapsing Multiple Sclerosis
Weiss-Benite, Michael	Chemotherapy-Related Side Effects in Younger Patients Compared to Older Patients
Wu, Justine	Contraceptive Nonuse Among Women at Risk for Unplanned Pregnancy: Do Future Pregnancy Intentions Matter? A Secondary Analysis of the National Survey of Family Growth, Cycle 6

2006 MASTER'S RESEARCH PROJECTS:

Block, Robert	The Influence of Dietary Fatty Acids on Recurrent Coronary Events
Carlson, Patricia	An Analysis of the Medical Expenditure Panel Survey: Impact of Health Care Provider Counseling on Dental Visits by Children 2-3 Years of Age
Guinan-Clark, Heather	Home Care Nurse's Attitudes and Perceived Benefits of Telemedicine Utilization with Heart Failure Patients
Dickerson, Ty	A Rapid Appraisal of Food Preferences and Procurement Strategies in a Contemporary Tibetan Township
Glassman, Michael	ICD Efficacy by Age in the MADIT II Study Population
Volpe Holmes, Alison	I Know They Offer Me Only Tuna: Why do Breastfeeding Mothers in WIC Receive Formula Instead of Food
Jackson, Kristy	Do Participants in HIV Prevention Programs Intend To Use HIV Risk Reduction Strategies?
Jandzinski, Dana	Comparison of Volume Acquisition Mode (Cine Loop) Versus Standard 2D Gray Scale Imaging of the Kidneys
Lankes, Heather	The Relationship Between Sleep Disturbance and Cancer-Related Fatigue in Breast Cancer Patients Receiving Chemotherapy
Lerner, Norma	Designing a Phase III Study of Aspirin Prophylaxis in Children With Sickle Cell Disease
Dele-Michael, Abiola	Is Left Ventricular Concentric Remodeling An Independent Predictor of Cardiovascular Morbidity in African Americans? The Atherosclerosis Risk in Community Study ARIC
Mikityansky, Igor	Is Use of Computed Tomography Cost-Effective in 18 to 44 Year-Old Males with Suspected Appendicitis?
Murray, Theresa	Accuracy of Newborn Assessment in a Low-Resource Country: Gestational Age Assessment in the Tibetan Population of Lhasa Municipality Tibetan Autonomous Region, People's Republic of China
O'Donoghue, Kelly	Analysis to Investigate the Relationship Between Selective Serotonin Reuptake Inhibitor (SSRI) Use and Progression of Huntington's Disease
Pozzi, Annemarie	Social and Academic Correlates of Childhood Exposure to Violence in the Home
Rand, Cynthia	Reproductive Healthcare in a University Setting: Implications for Quality of Care
Watson III, David	Airway Size, Jaw Pain, and Daytime Sleepiness in Children with Rheumatic Disease

2005 MASTER'S RESEARCH PROJECTS:

Basu, Swati	Study of the Length of Stay and Mortality associated with Febrile Neutropenia among Children with Cancer
Biglan, Kevin	Risk Factors for the Development of Dopaminergic Non-Motor Complications in Patients with Early Parkinson's Disease: A secondary analysis of the CALM-PD trial
Bowerman, John	Gender Differences in the Utilization of Mental Health Services and Psych-ED Aftercare
Kent-Childs, Cynthia	Breastfeeding goals among women enrolled in WIC: What differentiates those who make their goal from those who do not?
Conde, Anthony	Meta-Analysis Pet Versus CT in the Detection, staging and Restaging of Head and Neck Cancers with Histopathological Confirmation
Conn, Kelly	Parental Beliefs About Asthma Medications and Their Effect on Adherence
Elkoustaf, Rachid	Gender does not Impact the Percutaneous Coronary Intervention Outcomes for non-ST-Elevation Acute Coronary Syndrome
Everett, Clifford	Colles' Fracture: Reliability of a Radiologic Grading System
Fashemo, Deji	The Influence of Primary Alveolar Bone Graft on Maxillary Dentoalveolar Arch Dimensions of Bilateral Cleft Lip and Palate (BCLP) Patients: Findings at Ages 8-9 Years
Fox, Mark	What Can Transplantation Learn from Public Health?
Franchino-Elder, Jessica	Descriptive Analysis of Pertussis in the Finger Lakes Region
Gust, Anthony	Evaluation of an Internet-based, Interactive Tutorial for Teaching Dermatologic Terminology to Medical Students
Harris, LeWanza	Mistrust of Medical Institutions As a Barrier to Pneumococcal and Influenza Vaccinations In Elderly Black Communities
Jacobs Parks, Carolyn	Counseling the breastfeeding teen mother: What challenges do providers face?
Kelts, Elizabeth	Adolescents' Sexual Behavior and Emergency Contraception Awareness
Konecki, JoAnne	A Population-based Prospective Study of Central Nervous System Viral Infections in Monroe County, New York 2001-2003
Lefenfeld, Lindsay	A Qualitative Analysis of Binge Drinking Among Members of Greek Organizations
Mallinger, Julie	Racial Disparities in the Use of Atypical Antipsychotic Medication for the Treatment of Schizophrenia
Moutsiakis, Demetrius	Why are African Americans under represented in HIV vaccine trials?
Nam, Na-yon	Methadone Maintenance Treatment and Weight Gain
Ossei-Anto, Martina	Medical Technology, A Fading Career? : A Qualitative Analysis
Plone III, Michael	Integration of Patient-Specific and Drug-Specific Data to Produce a Personalized Medication Administration Schedule
Popelka, Sandro	Relationship of Age to Tooth Loss in a Chronic Care Facility

2005 MASTER'S RESEARCH PROJECTS: (continued)

Rashid, Megan	Investigation of Left Ventricular Mass Index (LVMI) in children with white coat hypertension
Robinson, Arvin	Positron Emission Tomography (PET) Improves the Staging and Management of Malignant Lymphoma, or Does It?
Ryan, Jean	Prevalence of Overweight Among Children in an Oregon Head Start Program
Sax, Leslie	The Provision of Charity Care by Hospitals in the Greater Rochester Area
Sesselberg, Tracy	"I Read About it in CosmoGirl!" A Content Analysis of Complementary and Alternative Medicine in Teen and Young Women's Magazines
Spada, Jean	Adolescent Characteristics Affecting Tobacco Screening in the Primary Care Setting
Stevens, Timothy	RSV-related Hospitalization in Infants Born 32-35 Weeks of Gestation
Syed, Labib	Attitudes Towards Mammography and General Screening in Women Between 40-50 Years of Age; Implications for Practice and Policy
Toke, Joanna	An Ecological Analysis of major Risk Factors For HIV Infection Across the New York State Counties
Tuncer, Abidin	Oral health status of athletes with intellectual disabilities Participating a Special Olympics event in Turkey
Vyas, Anant	Reduction in Ventricular Tachyarrhythmias with Statins in MADIT-II
Watson, David	Airway Size, Jaw Pain, and Daytime Sleepiness in Children With Rheumatic Disease
Wittman, Brenda	Body Mass Index as a Predictor for Overall and Disease-Free Survival and Toxicity of Chemotherapy in Pediatric Patients with T-Cell Acute Lymphoblastic Leukemia or Lymphoblastic Lymphoma Treated on the Pediatric Oncology Group 9404 Protocol: A Retrospective Cohort Study
Yawman, Daniel	The Use of Spanish by Medical Students and Residents at One University Hospital

2004 MASTER'S RESEARCH PROJECTS:

Brotanek, Jane	Bridging Two Worlds: Latino Asthma Practices and Standard Medical Therapy
DiMare Hering, Carmen	Feasibility Study of an Electronic Registry of Water System Vulnerabilities for Floods in a Rural Community in Costa Rica
Elezabi, Sahar	A Controlled Substances Policy in a Hospital-Based Internal Medicine Residents' Clinic: Impact on Teaching, Administration and Quality of Pain Management
Forbis, Shalini	Illiterate Parents: Barriers to Accessing and Providing Healthcare for their Children
Godfrey, Emily	Factors influencing reversible contraception use in women aged 35 and over: An in-depth interview study
Griesinger, Laurie	To What Extent Should the FDA Require Prescription Drug Testing in Pediatric Populations: A Policy Analysis
Hauk, Mary	The Impact of Pre-surgical Infant Orthopedics (feeding devices) on weight gain of infants with cleft lip and palate
Heilbron Quirce, Eric	Development and Usability Testing of a Web Page for the water analysis kit in the LINCOS Communities
Icaza-Gurdian, Carlos	Development and usability testing of a database and scheduler for the Home Care Palliative Program in Costa Rica
Katz, Alan	Correlation of Interleukin-6 and Interferon Gamma with Fatigue in Breast Cancer Patients Treated With Chemotherapy
Kelly, Jennifer	Investigating the Association Between Simian Virus 40 (SV40) Exposure and Non-Hodgkin's Lymphoma Incidence
Kim, Sally	Acculturation and Resiliency as a Public Health Issue: The Korean American Experience
McCulley, Amanda	Female Athletes, Adolescence, and Body Image: A Qualitative Investigation
McGriff, Joanne	Is There a Relationship Between Race, Health Insurance and Radiological Imaging in the Evaluation of Abdominal Pain?
Miller, Joshua	The Doctor-Diabetic Relationship: Models for Successful Behavioral Change
Nubia Kaba, Kristen	Effects of Lipids and Lipoprotein Particle Size on Hemostatic Factors in Patients with Myocardial Infarction
Roberts, Timothy	Longitudinal Effect of Intimate Partner Abuse on High-Risk Behavior Among Adolescents
Robinson, Laura	Factors That Influence the Use of Future Care Planning By Caregivers of Adults with Developmental Disabilities
Sinkin, Robert	Effect of Managed Care on Perinatal Transports For the Publicly Funded in Upstate NY

2004 MASTER'S RESEARCH PROJECTS: (continued)

Smith, Claudine	Barriers to Management of Type 2 Diabetes Mellitus In a Black Population: A Qualitative Inquiry
Tabak, Carolyn	A Rose By Any Other Name: "Underdiagnosis" of Overweight in U.S. Adolescents
Vladutiu, Catherine	The Association Between Body Image, Violence and Suicidal Behaviors in Adolescent Females
Weiss, Oren	The Effect of the Interleukin-1 Genotype on the Outcome of Regenerative Periodontal Therapy With Bone Replacement Grafts
Yussman, Susan	Complementary and Alternative Medicine Use by Adolescents with Special Health Care Needs

2003 MASTER'S RESEARCH PROJECTS:

Adams, M. Jacob	Cardiovascular Function in Long-Term Survivors of Hodgkin's Disease Treated with Chest Radiotherapy
Avendano, Esteban	Developing and Testing a Tool to Improve Dermatological Disease Screening by Primary Health Care Providers at the Household Level in Costa Rica
Bazarian, Jeffrey	Lateral Automobile Impacts and the Risk of Traumatic Brain Injury
Chadwick, Christopher	Modeling the Cost-Effectiveness of Neuroprotective Therapies for Huntington's Disease
Cheng, Yen Ting	PDA Application for Monitoring and Management of Acute Childhood Illnesses by Health Care Technicians in Costa Rica: Development, Implementation, and Evaluation
Chirieac, Doru	Hyperlipidemia in Secondary Prevention: Its Unrealized Potential
Conner, Kenneth	Risk Factors for Suicide and Medically Serious Suicide Attempts Among Alcoholics: Analyses of Canterbury Suicide Project Data
Dosa, Nienke	Pioneer-Survivors: Insights on Childhood Resilience by Adults with Spina Bifida
El Hassen, Nahed	Synagis: AAP Recommendations – Are They Based on Infants' Risk for RSV Hospitalization?
Fadl, Yazid	History of Hypertension and Enhanced Thrombogenic Activity in Post-Infarction Patients
Fershteyn, Zarina	Pregnancy Weight Gain: Still Controversial - Association Between Gestational Weight Gain and Risk of Delivery A Small for Gestational Age Infant in Young Adolescent Women
Gallison, Melissa	The Availability of Primary Care for Adults Without Insurance in Monroe County, New York
Hightower, Maia	Perceived Risks and Benefits of Participation In A Hypothetical HIV Vaccine Trial in Sao Paulo, Brazil: A Qualitative Study
Horen, John	Survival after HLA-identical Allogeneic Peripheral Blood Stem cell and Bone Marrow Transplantation for Hematologic Malignancies: A Meta-analysis of Randomized Controlled Trials
Kedierawski, Dorota	Cost-Effectiveness Model of Caries Risk Assessment in Children
Rodriguez, Eduardo	Electronic Community Assessments Program
Shoemaker, Mary	Patient Knowledge about HIV Resistance and Adherence to Antiretroviral Therapy
Singh, Devika	Risks and Realities: Rochester Area Lesbians' Perceived Risk of Acquiring Sexually Transmitted Infections
Stronczek, Amanda	Negotiating the Rochester Health Care System: How Lesbians' Selection Methods and Disclosure Patterns Affect their Health Care Experiences
Weerasinghe, Renu	Assessing Physicians' Attitudes, Knowledge, and Performance in the Promotion of Physical Activity among Adult Patients with Chronic Diseases
Zareba, Grazyna	Risk Factors Associated with Increased Mercury Levels in Mothers and Children in the Seychelles Child Development Study
Zottola, Paul	Simultaneous evaluation of clinical attachment level and probing depth measurements: A novel approach to outcomes assessment

2002 MASTER'S RESEARCH PROJECTS:

Carroll, Jennifer	Explanatory Models of Mental Illness in Refugees from Somalia
Chirieac, Madalina	Gender Differences in Depression and Chronic Pain in Older Adults
Fernandez-Romero, R.	Electronic Surveillance of Individual and Community Health: Development and Testing of a Hand-Held Computerized System to Monitor Nutritional Status and Promote Health
Noyes, Ekaterina	Pramipexole vs. Levodopa as Initial Treatment for Parkinson's Disease: A Randomized Clinical-Economic Trial
Thierer, Todd	Time Trade-Off Dental Utility Assessment in an Older Adult Population
Wissell, E.D.	Nutrition Behavior Change In a Church-Based Chronic Disease Risk Reduction Program

2001 MASTER'S RESEARCH PROJECTS:

Aligne, Andrew	Association of Dental Caries with Passive Smoking
Ayer, Nathan	Evaluating the Association of Self-Reported Physical Activity and Mental Health Among Adults in Monroe County
Bonafede, Machaon	Negotiating the Alternatives: How and Why People Use Alternative Medicine
Brower, Christine	Nurses Aides in Long Term Care Settings: An Organizational Performance Assessment
Carroll, Jennifer	Explanatory Models of Mental Illness in Refugees from Somalia
Flesher, William	A Transitional Epidemiological Study to Determine If Insulin-Like Growth Factor-1, Insulin-Like Growth Factor Binding Protein-2 and Insulin-Like Growth Factor Binding Protein-3 Serum Levels Can Be Used in Conjunction with Prostate-Specific Antigen to Detect Early Stage Prostate Cancer
Glantz, Christopher	Induction of Labor: Rate Variation and the Relation of Case Mix and Outcome
Gottlieb, Ronald	CT in Detecting Urinary Tract Calculi: Influence in Patient Imaging and Clinical Outcomes
Halterman, Jill	Iron Deficiency and Cognitive Achievement Among School-Aged Children and Adolescents in the United States
Kodjo, Cheryl	Intrinsic and Extrinsic Risk Factors for Carrying a Weapon at School
Lyles, James	Investigating Barriers to Accessing Health Care in a Traumatic Brain Injury Population in the Finger Lakes Region
Montealegre, Denice	Pediatrician's Perceptions of a Store and Forward Telemedicine System in Costa Rica: Acceptance and Usefulness
Romero, Roberto	Electronic Surveillance of Individual and Community Health: Development and Testing of a Hand-Held Computerized System to Monitor Nutritional Status and Promote Health
Welt, Susan	The Environmental Risks Associated with Bladder Cancer in Monroe County

2000 MASTER'S RESEARCH PROJECTS:

Bili, Androniki	Sociodemographic Factors and Eighteen-Month Caries Increment in Western New York Older Adults
Birndorf, Susan	High Self-Esteem Among Adolescents: Longitudinal Trends, Gender Differences and Protective Assets
Cleary, Kathryn	Survey of Rochester-Area Employer Work-Site Health Promotion Practices
Davis, Colleen	Telephone Triage Improves Physicians= Lifestyle and Relationships with Patients
Goldsmith, Lowell	Analysis of Satisfaction with Prenatal Care in Monroe County, NY
Griggs, Jennifer	The Cost-Effectiveness of Recombinant Erythropoietin in the Treatment of Cancer-Related Anemia
Hernandez, Luningning	Prediction of Risk Factors of Binge Drinking at an Undergraduate Campus: An Analysis of Gender Differences
Llanos, Adolfo	Epidemiology of Neonatal Necrotizing Enterocolitis in the Post-Surfactant Era: A Population-Based Study
Rawleigh, Robert	Cost Analysis of Providing Rehabilitation Subacute Care to Elderly Hip Fracture Patients
Rawleigh, Susan	The Association of Chronic Disease with Functional Disability in the Monroe County Elderly Population



EPIDEMIOLOGY:

2008 PhD Thesis Defenses:

Kelly, Jennifer Investigating the Role of Vitamin D in the Potential Association between
Ultraviolet Radiation and Lymphoma Risk
Current Position: *Postdoctoral Fellow, Hematology Research Training Program, University of
Rochester, Rochester, NY*

Ringholz, Corinne Quantifying Spatiotemporal Heterogeneity in Influenza and RSV Viral Activity and
Hospitalization Burden in US States
Current Position: *Fellow, NIH Fogarty International Center*

2007 PhD Thesis Defenses:

Basu, Swati Association of Pre-Transplant Pulmonary Function and Non-Relapse Mortality after
Hematopoietic Stem Cell Transplantation
Current Position: *Global Epidemiology Group, Novartis, Hyderabad, INDIA*

Richardson, Thomas Depression and its Correlates among Older Adults Accessing the Aging Services
Network
Current Position: *Assistant Professor, Department of Emergency Medicine, University of Rochester*

Ryan, Timothy Chronic Kidney Disease and the Risk of Death
Current Position: *Environmental Epidemiologist; Environmental Public Health Section Chief,
Wyoming Department of Health, Cheyenne, WY*

HEALTH SERVICES RESEARCH AND POLICY:

2008 PhD Thesis Defenses:

Li, Chunyu Racial and Ethnic Disparities among the US Elderly: Depression Prevalence, Access and Quality of Healthcare
Current Position: *Associate Service Fellow, CDC*

2007 PhD Thesis Defenses:

Liu, Hangsheng Health Plan Performance, Choice, and Disenrollment Patterns in the New York State Children's Health Insurance Program
Current Position: *Information currently unavailable*

Pesis-Katz, Irena The Impact of Quality of Care on Nursing Home Choice
Current Position: *Assistant Professor, University of Rochester School of Nursing*

2006 PhD Thesis Defenses:

Arcoleo, Kimberly Variations in Parental Illness Representations of Children with Asthma: The Impact on the Use of Complementary and Alternative Medicine and Symptom Severity
Current Position: *Assistant Professor, Arizona State University*

Bauch, Patricia Examining Care Coordination for Children and Adolescents with Emotional, Behavioral and Psychological Problems: An Application at Hillside Family of Agencies
Current Position: *Research Consultant, KJT Group, Honeoye Falls, NY*

2005 PhD Thesis Defenses:

Bonafede, Machaon Is Acupuncture Complementary or Alternative Medicine?
Current Position: *Assistant Professor, Albany College of Pharmacy.*

Crilly, John Mental Health Services Utilization of People with Symptoms of Mental Illness With and Without Involvement in the Criminal Justice System: Correlates and Estimators to Help Guide Policy and Service Development
Current Position: *Sr. Instructor, Psychiatry, University of Rochester*

Li, Yue Misspecification Issues in Risk Adjustment and Constructing Outcome-Based Quality Indicators
Current Positions: *Assistant Professor, SUNY Buffalo*

Meng, Daniel The Demand for Personal Assistance: Do Price and Information Matter?
Current Position: *Assistant Professor, SUNY Stony Brook*

HEALTH SERVICES RESEARCH AND POLICY: (continued)

2004 PhD Thesis Defenses:

Yu, Hao Providing SCHIP Coverage for Children with Special Health Care Needs:
Incremental Cost and Risk-Adjusted Capitation
Current Position: *Associate Researcher, RAND*

2003 PhD Thesis Defenses:

Davis, Christi The Cost of Health Risks and the Effects Of a Health Promotion Program
Designed to Reduce These Risks
Current Position: *Information currently unavailable*

Rong, Nan Variations in End-of-Life Care Utilization and Expenditure among Medicare
Beneficiaries
Current Position: *Information currently unavailable*

2002 PhD Thesis Defenses:

Gold, Heather Do Variations in Treatment of Ductal Carcinoma in Situ Affect Outcomes?
Current Position: *Assistant Professor, Cornell University, Division of Health Policy*

Hart, Kevin Understanding Variations in Medical Malpractice Rates Within New York State.
Current Position: *Information currently unavailable*

Kruzikas, Denise The Impact of Managed Care Upon Women and Newborns Enrolled in Medicaid
Current Position: *The Medastat Group.*

Tomaszewski, Kenneth Family Altruistic Behavior, Informal and Formal Home Care, and Nursing Home
Entry Decisions
Current Position: *President, KJT Group, Honeoye Falls, NY; Adjunct Professor, Department of
Community and Preventive Medicine, University of Rochester, Rochester, NY*

HEALTH SERVICES RESEARCH AND POLICY: (continued)

2001 PhD Thesis Defenses:

Lavigne, Jill	Diabetes, Work Productivity, Housework and Social Participation.
Current Position:	<i>Information currently Unavailable</i>
Rothenberg, Barbara Mauger	The Impact of Rate on Access to High Quality Coronary Artery Bypass Graft Surgeons
Current Position:	<i>BlueCross BlueShield Association, Chicago, IL.</i>
Sorbero, Melony	Do Capitated Primary Care Physicians Encourage Their High Utilization Patients to Leave Their Practice?
Current Position:	<i>Policy Researcher, RAND, Pittsburgh, PA.</i>
Veenema, Tener	Adolescent and Community Perceptions of Risk and Attitudes Towards Violence: Two Cultural Consensus Analyses.
Current Position:	<i>Associate Professor, SON, University of Rochester</i>

1999 PhD Thesis Defenses:

Curtis, Lesley	The Value of Patient-Reported Health Status in Predicting Short-Term Outcomes following Coronary Artery-Bypass Graft Surgery.
Current Position:	<i>Assistant Professor of Medicine Duke University School of Medicine.</i>

1998 PhD Thesis Defenses:

Palmiter, Sharon	Factors Associated with HEDIS Scores for Selected Preventive Services in HMOs.
Current Position:	<i>Excellus Blue Cross, Rochester, NY</i>