

THE SCHOOL OF MEDICINE AND DENTISTRY

Department of Community and
Preventive Medicine



GRADUATE STUDENT HANDBOOK 2009 – 2010

Master's Programs:

Public Health
Clinical Investigation
Translational Research

Doctoral Programs:

Epidemiology
Health Services Research & Policy

Post-Doctoral Programs:

Preventive Cardiology
Health Services Research and Policy

DEPARTMENT OF COMMUNITY & PREVENTIVE MEDICINE
GRADUATE STUDENT HANDBOOK
2009 – 2010
Outline of Contents

- **Section 1) Message from the Director of Education**
- **Section 2) Education Programs**
 - a. **Mission, Goals and Objectives**
- **Section 3) Master's Programs**
 - a. **Master's of Public Health**
 - b. **Master's of Science in Clinical Investigation**
 - c. **Master's of Science in Translational Research**
- **Section 4) Master's Research Project**
 - a. **Guidelines**
 - b. **Research Project Proposal Registration Form**
 - c. **Previous Project Titles (2000 – present)**
- **Section 5) Doctoral Programs**
 - a. **Epidemiology**
 - b. **Health Services Research & Policy**
 - c. **Dissertation/Defense Titles & Job Placements**
- **Section 6) Post-Doctoral Program**
 - a. **Preventive Cardiology**
 - b. **Health Services Research & Policy**
- **Section 7) General Information**
 - a. **Policies & Academic Standards**
 - b. **Academic Calendar**
 - c. **Course Descriptions**
 - d. **Faculty**
 - e. **Department Staff**

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 & Preventive Medicine.

Nancy Perini Chin, PhD, MPH
Associate Chair for Education
August 2009

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

THE SCHOOL OF MEDICINE AND DENTISTRY

Department of Community and
Preventive Medicine



Education Programs

DCPM

Education Mission Statement

Our overall educational mission is to contribute to relevant programs at all levels of the institution including undergraduate, baccalaureate, MPH, MD, Ph.D. and post-doctoral training.

Instructional Goals and Objectives

Instructional Goal 1: To provide students with up-to-date scientific knowledge fundamental to improving public health			
Objective	Process	Outcome	Action Plan
1. To bi-annually review the curriculum for inclusion of relevant topics, issues, and problems in public health (curriculum includes PH GRs, journal club, Friday seminar series, etc.)	Review of data identified via literature reviews, input from community members, and faculty discussions at GPM	Identification of areas for improvement as well as identification of monitoring and evaluation mechanisms	Curriculum revision as appropriate (addition/removal of content areas and/or activities)
2. To annually review each course offered for inclusion of relevant topics, issues, and problems in public health	Review of data received via student feedback, instructor review of student's academic performance, and faculty discussion at GPM	Identification of areas for improvement as well as identification of monitoring and evaluation mechanisms	Revise individual course(s) accordingly including pedagogical practices as appropriate (addition/removal of content/courses and/or activities)
Instructional Goal 2: To develop practical skills fundamental to improving public health			
Objective	Process	Outcome	Action Plan
1. To bi-annually review the curriculum for inclusion of relevant skills, techniques, and approaches in public health (curriculum includes PH GRs, journal club, Friday seminar series, etc.)	Review of data received via literature reviews, input from community members, faculty discussions at GPM, evaluations from departmental seminars, student feedback, and instructor review of student performance	Identification of areas for improvement as well as identification of monitoring and evaluation mechanisms	Curriculum revision as appropriate (addition/removal of areas of relevant skills, techniques, and approaches)
2. To annually review each course for inclusion of relevant skills, techniques, and approaches in public health and strength of instruction.	Review of student feedback and instructor review of student performance, and faculty discussion at GPM. Graduating student exit interviews.	Identification of areas for improvement as well as identification of monitoring and evaluation mechanisms	Revise individual course(s) as appropriate (addition/removal of areas of relevant skills, techniques, and approaches)
Instructional Goal 3: To provide opportunities for application of skills and knowledge to address contemporary public health problems			
Objective	Process	Outcome	Action Plan
1. To annually assess the breadth and depth of community agencies with whom DCPM partners across courses and research projects	Annually review list of community agencies identified through student course work as well as review list during annual CCH CAB meeting for identification of new agencies	Make contact with identified community partners through the annual DCPM newsletter, Public Health Grand Rounds announcements, student projects, and as guest speakers.	Revise list as appropriate and make available to students
2. To assure that with 5 years of MPH program enrollment, each student successfully completes capstone project in which he/she demonstrates the integration of skills and knowledge gained through course work and practicum experiences	Regular contact with fellowship directors, department chairs about program expectations as well as protected time for trainees to complete education Advisor/student notification of status	Reduction of students who graduate outside the 5 year window Reduction of withdrawal Increase graduation rate	Advisors to follow- up with students as identified Associate Chair for Education to follow up with fellowship directors/chairs as identified
Instructional Goal 4: To recruit and retain a diverse faculty and student body			
Objective	Process	Outcome	Action Plan
1. To develop and implement a marketing and recruitment plan that reaches potential faculty/students from a variety of backgrounds	Up-date web site; revise recruitment materials; attend recruitment fairs for minority students Work collaboratively with Office of Faculty & Diversity Development	Increased enrollment of diverse student population	Review and revise of marketing plan as needed
2. To annually offer scholarship support to an incoming student who demonstrates service in an underserved area and shows potential for continuing this service	Review applicant based on identified scholarship criteria	Increased enrollment of diverse student population	Review and revise scholarship criteria as needed

Research Goals and Objectives

Research Goal 1: To stimulate student projects related to faculty research activities and/or DCPM/University-supported community initiatives relevant to public health			
Objective	Process	Outcome	Action Plan
1. To increase familiarity with and inform students of faculty research activities and other initiatives	Identification of opportunities via instructor notices, seminar venues, periodic announcements and published list in graduate student handbook	Increased number of student projects related to faculty research	Periodic assessment of student projects with focus on faculty research activities with review of notification mechanisms as needed
2. To require students to meet with their advisor during the second semester of the first year on identification of research	Review with advisor topic, available resources and relevant faculty committee members	Early identification of capstone project; increased understanding of proposal timeline to complete in a timely manner	Periodic assessment of project identification with individual follow up through advisor as needed
3. To increase the number of graduates who publish their capstone project in a peer-reviewed journal within two years of graduation	Discussion during committee meetings of publication potential Submission of final project in manuscript format	Increase the percentage of students who submit manuscript for publication	Periodic assessment of projects based on submissions or non-submissions Review and revise accordingly
Research Goal 2: To maintain a productive faculty research program relevant to public health			
Objective	Process	Outcome	Action Plan
1. To require all core faculty members to publish at least one paper annually in a peer-reviewed journal	Divisional review of faculty publications Provide annual report to Department Chair for update Core faculty members to forward quarterly updated publication list for departmental announcements	Increased departmental awareness of core faculty publications (inclusive of journal identifications)	Periodic assessment to review and revise accordingly by Department Chair
2. To require all core faculty members to maintain a research portfolio as a principal investigator or co-investigator supported through external funding	Provide annual report to Department Chair	Increased departmental awareness of faculty research detailing integration with the wider University Faculty to meet departmental expectations for percent effort supported by research grants	Periodic assessment to review and revise accordingly by Department Chair

Service Goals and Objectives

Service Goal 1: To maintain a balanced portfolio of local, regional, and national/international service opportunities among faculty, students, and graduates to help meet the public health needs of diverse communities through relationships between DCPM and public or private community organizations			
Objective	Process	Outcome	Action Plan
1. To identify national and international service activities of DCPM faculty members (ie: members of scientific review panels, journal reviewers, professional associations, etc.)	Annual submission of appropriate service activities for listing in graduate student handbook and departmental webpage	An updated listing of service activities reflecting a departmental-wide diversity nationally and internationally Increased student involvement in national/international service activities	Periodic review and assessment by Department Chair
2. To identify local and regional service activities of DCPM faculty members (ie: members of community boards, community agency consultants, volunteers, etc.)	Annual submission of appropriate service activities for listing in graduate student handbook and departmental webpage	An updated listing of service activities reflecting a departmental-wide diversity locally and regionally Increased student involvement in local and regional service activities	Periodic review and assessment by Department Chair
3. To document and facilitate student involvement in service activities	Identify base-line data of current student population service activities Determine gap between current and expected involvement Provide an annual presentation by the University of Rochester's Center for Community Health and Advocacy (CACHE) at orientation	An updated listing of student service activities as a reflection of professionalism in public health Increased student involvement in service activities	Direct student follow up
Service Goal 2: To involve the public health workforce in DCPM education programs through workforce development and increased community participation in the educational programs			
Objective	Process	Outcome	Action Plan
1. To identify needs of the public health workforce	Regularly meet with DCPM Community Liaison to assist in identifying needs Annually meet with CCH Community Advisory Board (CAB) to discuss community needs for workshops, continuing education opportunities, and special course offerings	Create an updated listing of community needs (ie: topics, venues, materials, etc.)	Review of available departmental resources to meet the identified needs Determine annual focus/priority for department response
2. To facilitate a two-way learning process between educational programs and the community	DCPM course instructors to regularly invite community based guest speakers each semester to present in their courses	Increased community involvement in educational activities of DCPM	Redress imbalances or increase participation as needed
3. To improve communications with community based agencies	Distribution of annual departmental newsletter geared towards community based public health workforce	Increased community based notification of departmental faculty and student activities	Review of available departmental resources to meet the identified needs

THE SCHOOL OF MEDICINE AND DENTISTRY

Department of Community and
Preventive Medicine



Master's Programs

Master's of Public Health (MPH)

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

Master's of Science –
Translational Research (MS-CTR)

MPH Education Program Mission Statement

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

The Institute of Medicine (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, equips trainees with knowledge and skills in the 5 core discipline areas of public health – epidemiology, social & 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 & informatics; leadership; diversity & culture; program planning, systems thinking, and professionalism.

UPDATE!

**The MPH Program now offers specialized tracks in
Epidemiology (EPI),
Health Services Research & Policy (HSR) or
Social and Behavioral Medicine (SBM)
as well as a generalist track.**

Please discuss this exciting opportunity with your advisor.

MPH Program Learning Objectives/Competencies

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

Knowledge:

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

Skills:

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

Attitudes:

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

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

STUDENT NAME: _____

Student ID: _____

TERM/YEAR OF ENROLLMENT: _____

UPDATE!

The MPH Program now offers specialized tracks in Epidemiology (EPI), Health Services Research & Policy (HSR) or Social and Behavioral Medicine (SBM) as well as a generalist track.
Please discuss this exciting opportunity with your advisor.

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.
- **Electives can be tailored to individual interests or can be geared towards a specified track (please see your advisor)**
- **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.**

REQUIRED COURSE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	SEMESTER OFFERED	TRACK AREA			COURSE COMPLETE
				EPI	HSR	SBM	
	REQUIRED CORE COURSES:						
PM 415	Principles of Epidemiology	3	Fall	X	X	X	
PM 421	US Health Care System: Financing, Delivery & Performance	3	Fall	X	X	X	
PM 426	Social & Behavioral Medicine	3	Fall	X	X	X	
BST 463	Introduction to Biostatistics	4	Fall	X	X	X	
IND 503	Ethics in Professional Integrity – Clinical	1	Fall	X	X	X	
PM 410	Introduction to Data Management & Analysis Using SAS	3	Spring & Summer	X	X	X	
	1 of the following ↓:						
PM 450	Management of Nonprofit Health & Human Service Organizations	3	Spring	X	X		
PM 452	Community Health Improvement Practicum	3	Spring	X	X	X	
	1 of the following ↓:						
PM 470	Public Health & the Environment	3	Spring	X	X		
PM 486	Medical Ecology	3	Fall	X	X	X	
	And 1 of the following ↓:						
BST 464	Statistical Methods for Biomedical Applications	4	Fall	X			
BST 465	Design of Clinical Trials	4	Spring		X	X	
PM 416	Advanced Epidemiologic Methods	3	Fall	X			
PM 460	Masters' Essay (equivalent to 2 courses)	6		X	X	X	
	Required Research Method Elective (see "A"/"B" List tables on reverse)	6					
	Additional Elective (see tables on reverse)	3		X	X	X	
	Additional Elective (see tables on reverse)	3		X	X	X	
	TOTAL CREDITS						45

(Requirements continued on reverse side)

REQUIRED RESEARCH METHODS ELECTIVE TABLES

To fulfill this requirement students may choose either 2 electives from "A" List or 1 elective from "A" List and 1 elective from "B" List.
Please note all electives are 3 credits.

"A" LIST – Core Methods Courses

Course #	Course Title w/semester offered	Track Area			Complete
		EPI	HSR	SBM	
PM 412	Survey Research (Spring)	X		X ★	
PM 416	Advanced Epidemiologic Methods (Fall)	X ★			
PM 419	Recruitment & Retention of Human Subjects (Fall)			X	
PM 422	Quality of Care & Risk Adjustment (Fall)		X ★		
PM 438	Practical Skills in Grant Writing (Spring)	X			
PM 458	Qualitative Health Care Research (Spring)			X ★	
PM 461	Program Evaluation for Public Health (Summer)			X	
PM 469	Multivariate Models for Epidemiology (Spring)	X	X		
PM 477	Advanced SAS Programming for Statistical Analyses (Fall)	X			
PM 484	Cost Effectiveness Research (Spring)		X		

"B" LIST – Applied Methods Courses

Course #	Course Title w/semester offered	Track Area			Complete
		EPI	HSR	SBM	
PM 413	Field Epidemiology (Spring)	X ★			
PM 414	History of Epidemiology (Every other Fall)	X			
PM 417	Molecular Epidemiology (Spring)	X			
PM 418	Cardiovascular Disease Epidemiology & Prevention (Every other Fall)	X			
PM 433	Epidemiology & the Public Health of Aging (Every other Fall)	X			
PM 441	Conducting Research on Elderly People (Every other Spring)		X		
PM 442	Nutritional Epidemiology (Spring)	X			
PM 451	Infectious Disease Epidemiology (Spring)	X			
PM 459	Assessing Health Status of Older Adults (Every other Fall)		X		
PM 466	Cancer Epidemiology (Spring)	X			
PM 472	Measurement & Evaluation of Research Instruments (Spring)	X	X ★		

ADDITIONAL ELECTIVE TABLE I

- Students may also pick from required elective list in either "A" or "B" Lists above
 - All courses in this table are 3 credits.
- Students may also choose alternative core requirement courses as elective courses if needed

Course #	Course Title w/semester offered	Track Area			Complete
		EPI	HSR	SBM	
PM 411	Health Care For The Elderly, Financing & Organization (Spring)		X		
PM 420	American Health Policy and Politics (Fall)		X ★	X	
PM 425	Health Promotion & Preventive Medicine (Spring)			X ★	
PM 436	Health Policy (Fall)		X		
PM 445	Introduction to Health Services Research & Policy (Fall)		X		
PM 448	Health Policy Analysis (Spring)		X		
PM 462	Introduction to Translational Research Methods (Fall)				
PM 488	Experimental Therapeutics (Spring)				
PM 494	Community Based Participatory Research (Summer)			X	
Total Elective Credits:					6

WRITING SUPPORT

PM 478	Workshop in Scientific Communication: For interested students this "0" credit course addresses the principle elements of scientific presentation and communication such as: medical writing, abstract preparation, poster development, manuscript review and critique, oral presentations, and working with media/public relations. (All students welcome)
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Legend:

X = Track Identification

★ = Track Required

MS-CLI Education Program Mission Statement

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

- Individuals eligible for this program must have a post-graduate degree in medicine or another health-related discipline.
- The core courses required are epidemiology, biostatistics, health informatics, cost-effectiveness analysis, design of clinical trials, data management, and clinical evaluative sciences.
- The degree is completed with a mentored research experience, usually in conjunction with a post-doctoral fellowship program in the trainees medical field.
 - The mentored research project can begin concurrently with coursework, and in most cases will extend beyond completion of courses.
 - The goal of the research project is an article worthy of publication in a peer-reviewed journal.

Clinical Investigation students do not register for credits for their research-essay 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-Essay requirement is completed.

Master of Science in Clinical Investigation Learning Objectives/Competencies

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

Knowledge:

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

Skills:

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

Attitudes:

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

Department of Community & 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 towards individuals research focus and are identified accordingly.

COURSE TABLE

COURSE #	COURSE TITLE	COURSE CREDITS	SEMESTER OFFERED	COURSE COMPLETED
	REQUIRED CORE COURSES:			
PM 410	Introduction to Data Management & Analysis Using SAS	3	Spring & Summer	
PM 415	Principles of Epidemiology	3	Fall	
PM 438	Practical Skills in Grant Writing	3	Spring	
PM 484	Medical Research & Cost-Effectiveness Analysis	3		
IND 503	Ethics in Professional Integrity – Clinical	1	Fall	
	Master's Research Project/Paper	0		
	REQUIRED STATISTICS COURSES:			
BST 463	Introduction to Biostatistics	4	Fall	
BST 465	Design of Clinical Trials	4	Spring	
BST 525	Introduction to Health Informatics	4	Fall	
	And 1 from the following: ↓			
PM 413	Field Epidemiology	3	Spring	
PM 416	Advanced Epidemiologic Methods	3	Fall	
	Advanced Biostatistics Course	3		
	REQUIRED WORKSHOPS:			
PM 476	RCTRC Lecture Series	0	Fall & Spring	
PM 478	Workshop in Scientific Communication	0	Spring	
	Elective (see Elective Table)	3	Fall & Spring	
	Elective (see Elective Table)	3	Fall & Spring	
	TOTAL CREDITS	34		

(See reverse side for listing of electives)

ELECTIVE TABLE

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

Please note that students may take any 2 electives they choose.

COURSE #	CLUSTER AREA				COURSE TITLE	COURSE CREDITS	COURSE COMPLETED
	Clinical Trials	E P I	H S R	S B M			
PM 411					Health Care For The Elderly, Financing & Organization (Fall)	3	
PM 412				X	Survey Research (Spring)	3	
PM 413		X			Field Epidemiology (Spring)	3	
PM 414		X			History of Epidemiology (Every other Fall)	3	
PM 416		X			Epidemiologic Methods (Fall)	3	
PM 417		X			Molecular Epidemiology (Spring)	3	
PM 418		X			Cardiovascular Disease Epidemiology & Prevention (Every other Fall)	3	
PM 419	X			X	Recruitment & Retention Of Human Subjects (Fall)	3	
PM 420			X		American Health Policy & Politics (Fall)	3	
PM 421			X		US Health Care System: Financing, Delivery, Performance (Fall)	3	
PM 422			X		Quality Of Care & Risk Adjustment (Fall)	3	
PM 426				X	Social and Behavioral Medicine (Fall)	3	
PM 433					Epidemiology & The Public Health Of Aging (Every other Fall)	3	
PM 441					Conducting Research On Elderly People (Every other Spring)	3	
PM 442		X			Nutritional Epidemiology (Spring)	3	
PM 445			X		Introduction to Health Services Research & Policy (Fall)	3	
PM 451		X			Infectious Disease Epidemiology (Spring)	3	
PM 458				X	Qualitative Health Care Research (Spring)	3	
PM 459					Assessing Health Status Of Older Adults (Every other Fall)	3	
PM 461			X	X	Program Evaluation For Public Health (Summer)	3	
PM 462					Introduction to Translational Research Methods (Fall)	3	
PM 466					Cancer Epidemiology (Spring)	3	
PM 469	X	X	X		Multivariate Models For Epidemiology (Spring)	3	
PM 472	X				Measurement & Evaluation Of Research Instruments (Spring)	3	
PM 477					Advanced SAS Programming For Statistical Analyses (Fall)	3	
PM 488	X				Experimental Therapeutics (Spring)	3	
PM 494	X			X	Community Based Participatory Research	3	
Total Elective Credits Required							6

- **Courses listed as alternative core requirements may be used as elective courses if needed ***

MS-CTR Education Program Mission Statement

Prepare clinician-scientists to understand the principles of laboratory research to ensure translation of fundamental discoveries into cutting-edge therapies.

- This 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 (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, and pathophysiology.
- Individuals eligible for this program must have a BS degree with a concentration in a science or math related discipline.
- The core courses required are epidemiology, biostatistics, health informatics, pathophysiology, translational research methods, experimental therapeutics, PC for SAS, and translational research seminars.
- 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 this project is an article worthy of publication in a peer-reviewed journal

Master's of Science in Translational Research Learning Objectives/Competencies

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

Knowledge:

- Identify principles and theories which will serve as a basis for biostatistics and quantitative data analysis
- Understand ways to measure the distribution of traits and diseases in populations, the determinants of those distributions, and study designs for this purpose
- Understand the design and conduct of human experiments
- Know the theory and application of major new methodologies to measure biological parameters important to human health
- Appreciate the development and evaluation of therapies for treatment of disease

Skills:

- Acknowledge and be able to use resources for evaluation of a diagnostic and therapeutic agent
- Use multiple types and sources of medical informatics to facilitate research
- Use database management and statistical software to organize and analyze data
- Gain skills in communicating results of research in abstract and presentation form
- Acquire skills in writing and critiquing research manuscripts
- Develop abilities in writing and critiquing of research grant proposals
- Manage the fiscal, personnel, facilities and regulatory assets of a funded clinical research program
- Identify institutional resources needed to carry out high-quality research

Attitudes:

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

Department of Community & Preventive Medicine
MASTER'S OF SCIENCE CLINICAL 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** -or- BST 465**	Statistical Methods for Biomedical Applications Design of Clinical Trials **BST465 may be substituted for BST464 FOR FULL TIME STUDENTS ONLY	4 4	Fall Spring	
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 * Medical Students are <u>not</u> eligible to enroll in this course. Please discuss with your advisor for an appropriate course substitution.	3	Spring	
PM 462	Introduction to Translational Research Methods	3	Fall	
PM 488	Experimental Therapeutics	3	Spring	
REQUIRED WORKSHOPS:				
PM 476	RCTRC Lecture Series	0	Fall & Spring	
PM 478	Workshop in Scientific Communication	0	Spring	
	Elective (see Elective Table)	4	Fall & Spring	
	Elective (see Elective Table)	4	Fall & Spring	
	Elective (see Elective Table)	3	Fall & 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 410	Introduction to Data Management & Analysis Using SAS (Spring & Summer)	3	
PM 411	Health Care For The Elderly, Financing & 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 & Prevention (Every other Fall)	3	
PM 419	Recruitment & Retention Of Human Subjects (Fall)	3	
PM 422	Quality Of Care & Risk Adjustment (Fall)	3	
PM 433	Epidemiology & 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 & Evaluation Of Research Interests (Spring)	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

THE SCHOOL OF MEDICINE AND DENTISTRY

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 coursework.

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

Guidelines

Research Project
Proposal Request Form

Previous Project Titles
(2000 to current)

Masters' Research Project Guidelines:

Purpose/Background:

- DCPM Master's programs aim to teach students skills for a rational and analytic approach to problem solving from both investigative and managerial perspectives.
- DCPM Research Project is a requirement of all programs. It is an opportunity for students to synthesize knowledge and skills gained during their course work. All students are to design, conduct, and write-up this project under the supervision of an essay chair and committee.

Requirements:

- Students are expected to have all required course work completed before beginning their research
 - Exemption Request: Students with time constraints that are related to a fellowship or the completion of the program may request an exemption to the requirement by providing justification in writing to the Associate Chair for Education as to why the core courses not yet taken are not necessary for their research project. The Program Director will review the request and notification of decision will be provided to the student in writing.

Departmental Specifications:

- Topic:
 - All students shall consult with their advisor on identification of a topic.
 - Research topics are reviewed and approved by the Program Director and must have a public health and/or population relevance.
 - Use of course assignments to satisfy research topic is prohibited for all students.
- Research Committee Chair:
 - All students should consult with their advisor on identification of a Research Project Chair.
 - The Research Project Chair **must** hold a full-time faculty appointment in DCPM.
- Committee Members:
 - All students should consult with their advisor on identification of committee members.
 - Committees shall consist of at least three members.
 - At minimum one member should have expertise in and commitment to the topic.
- Presentation Eligibility/Approval:
 - Research project proposal topic/date shall be discussed with the Associate Chair for Education for approval.
 - All core courses shall be completed. (see Requirement section for exemption statement)
- Scheduling:
 - View on line presentation calendar to identify available dates.
 - Verify availability of committee members
 - Secure presentation date with the Education Administrative Assistant.
 - Complete and submit the Masters' Research Project Proposal Request Form
- Abstract Submission:
 - Student shall provide an electronic version of the presentation abstract to the Education Administrative Assistant at least 10 days in advanced of scheduled presentation.
- Announcements:
 - An electronic announcement for the presentation with the abstract will be disseminated to all DCPM faculty, staff, and students as well as invited guests 1 week prior to the scheduled presentation.
 - A reminder announcement will be forward the morning of the scheduled presentation.
- Contact Information:
 - Nancy P. Chin, PhD, MPH, Associate Chair for Education (585.275.9780)
 - Nancy_chin@urmc.rochester.edu
 - Pattie Kolomic, Graduate Programs Administrator (585.275.7882)
 - Pattie_kolomic@urmc.rochester.edu
 - Sheila K. McCart, Education Administrative Assistant (585.273.2590)
 - Sheila_mccart@urmc.rochester.edu

Additional Research Project Guidelines:

A. 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)

B. 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 & Advisor	<ul style="list-style-type: none"> Idea discussion
2) General Topic Identification	Student & Advisor	<ul style="list-style-type: none"> Development of idea into topic
3) Topic Approval/Identification of proposed Committee Chair	Student & 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 & 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 & 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 & Members for sign off Submission of final project to Graduate Programs Administrator Submission of final abstract with findings to Graduate Programs Administrative Assistant

C. FINAL ESSAY 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.

D. FINAL ESSAY 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. Font size should be 10-12
 - c. The MPH Research report should be double-spaced
 - d. The final abstract of the project should appear immediately after the table of contents
 - e. 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 & Preventive Medicine

School of Medicine and Dentistry

University of Rochester

Rochester, New York

200X

Masters Research Project Proposal Request Form

- Presentation Eligibility/Approval:
 - Research project proposal topic/date shall be discussed with the Associate Chair for Education for approval.
 - All core courses shall be completed. (see Requirement section for exemption statement)
- Scheduling:
 - View on line presentation calendar to identify available dates. [Click here to view.](#)
 - Verify availability of committee members
 - Secure presentation date with the Education Administrative Assistant.
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- Abstract Submission:
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 - Sheila K. McCart, Education Administrative Assistant (585.273.2590)

**Department of Community & Preventive Medicine (DCPM)
RESEARCH PROJECT PRESENTATION REQUEST FORM**

Name: _____ Program of Study: _____

Research Project Title: _____

Required Core Courses: (see Handbook for listing of required core courses for each program of study)

_____ I have completed all **core course requirements**
_____ Requirement Exemption Requested
(Please attach letter explaining why it is necessary for you to begin your Research Project without completion of the requirements. Your request will be reviewed and you will be notified of the decision in writing)

Group Committee Meeting:

_____ Completed _____ Not Yet Completed
_____ Please insert date of meeting if not yet completed

Research Chair & Committee Members (please print):

Chair: _____
(See Handbook for information for listing of faculty eligible to serve as Chair of Research Committees)

DCPM Committee Members:

Non-Departmental Committee Members:
(Please also list department)

Signatures:

Student

Research Committee Chair

Audiovisual Equipment:

The Department of Community & Preventive Medicine provides an IBM compatible laptop as well as a LCD projector for all proposal presentations.

If additional equipment is needed, please identify:

Please note: If a student is utilizing a MAC compatible presentation, it is the student's responsibility to provide a MAC compatible laptop or the adaptor cable for the provided IBM compatible laptop.

Date Availability/Presentation Scheduling:

Contact the Graduate Programs' Administrative Assistant (Sheila K. McCart @ 3-2590) or go to
<http://www.urmc.rochester.edu/cpm/education/mph/MastersResearchProject.html>

REMINDER:

Please provide the Graduate Programs' Administrative Assistant with an electronic copy of abstract at least 10 days before scheduled date of presentation.

Sheila_mccart@urmc.rochester.edu

Please submit this form at the time you schedule your proposal presentation.

2009 MASTER'S RESEACH PROJECTS:

Abayon, Maricelle	Diabetes Mellitus and Dental Caries Prevalence: Is There An Association?
Fogg, Thomas	Relationships Between Acculturation Strategy and the Risk of Suicidal Behavior in Deaf Adults
Foltz, Jennifer	An Assessment of School Wellness Policies: The Strength and Completeness of Competitive Food and Beverage Policies and the Correlation with School Characteristics
Fusco, Carlo	Barriers to Accessing Mental Health Services: Latino Students at a Northeast Private University
Gallivan, Sarah	How Can the Hopes and Dreams of Adolescent Patients Inform Provider Practice?
Liu, Judy	Risk Factors for Recurrent Syncope in Long QT Syndrome
Kuriyan, Ajay	Synthetic Triterpenoids Inhibit Myofibroblast Differentiation In Vitro: A Potential Novel Therapy for Corneal Scarring
Menzies, Keon	Correlation of Plasma Tissue Factor with Coronary Artery Calcium Scores, a Key Marker of Subclinical Artherosclerotic Disease: The Multi-Ethnic Study of Atherosclerosis
Operario, Darwin	Community-Based Participatory Research as a Route for Improvement in Pandemic Influenza Response Planning
Purnell, Jason	Racial Differences in Psychological Functioning in Prostate Cancer Patients
Schmitt, Kimberly	Has Expanded SCHIP Eligibility Mattered for the Immunization of Near-Poor Children?
Shprecher, David	Identifying Barriers and Solutions to Clinical Research Recruitment for Neurodegenerative Disorders
Smith, Heidi	Survey Development to Evaluate Educational Component of Medical-legal Partnerships
Teeters, J. Chad	Utility of Volume Indices from Single Photon Emission Computed Tomography (SPECT) Cardiac Scans to Predict Mortality in Elderly Adults
Wilson, Matthew	A Systematic Review of Genome Wide Association Studies to Evaluate the Inclusion of Functional Studies to Support Biological Plausibility
Wing, Richard	Do Out of Pocket Medication Costs Predict Non-adherence to Immunosuppressive Medications in Renal Transplant Recipients?

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 CO2 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 Interventin?
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
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 Black-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
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 in 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
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

THE SCHOOL OF MEDICINE AND DENTISTRY

Department of Community and Preventive Medicine



Doctoral Programs

Epidemiology:

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

Health Services Research & Policy:

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

PhD Dissertations & Graduate Job Placements

Epidemiology

Mission Statement

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

Program Goals

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

Program Objectives

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

Specific objectives are to:

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

Program Competencies

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

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

PROGRAM REQUIREMENTS

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

SUGGESTED SCHEDULE OF CLASSES

YEAR 1 (Fall Semester)		YEAR 1 (Spg Semester)		Total
PM415 Intro to Epidemiology	(3)	PM410 Intro to Data Management	(3)	
BST463 Intro to Biostatistics	(4)	PM413 Field Epidemiology	(3)	
PM414 History of Epidemiology	(3)	PM412 Survey Research	(3)	
PM421 Social & Behavioral Medicine	(3)	Elective or Epi Content Course	(3)	
Elective or Epi Content Course	(3)	Elective or Epi Content Course	(3)	
IND503 Ethics	(1)			
Total Semester Credits:	17	Total Semester Credits:	15	32
YEAR 2 (Fall Semester)		YEAR 2 (Spg Semester)		
PM416 Epidemiology Methods	(3)	PM469 Multivariate Stats for Epi	(3)	
BST464 Statistical Methods	(4)	BST465 Clinical Trials	(4)	
BST421 Sampling	(3)	PM472 Measurement & Evaluation	(3)	
PM477 Advanced SAS	(3)	Elective or Epi Content Course	(3)	
Elective or Epi Content Course	(3)	Elective or Epi Content Course	(3)	
Total Semester Credits:	16	Total Semester Credits:	16	32
TOTAL RECOMMENDED COURSE CREDITS				64

Epidemiology Content Courses (3 credits each) include:

PM442	Nutritional Epidemiology (spring)
PM451	Infectious Disease Epidemiology (spring)
PM417	Molecular Epidemiology (spring)
PM466	Cancer Epidemiology (spring)
PM418	Cardiovascular Epidemiology (every other fall)
PMxxx	Environmental Epidemiology (fall) [currently in planning phase]
PMxxx	Chronic Disease Epidemiology (spring) [currently in planning phase]

COMPREHENSIVE EXAMINATIONS

A predetermined objective system of grading both the oral and written qualifying examination is established. Student performance in the oral examination is independently scored by each committee member and these scores are averaged to one grade which represents 40% of the overall qualifying examination grade (0-100%). Each written examination is independently scored by two faculty reviewers. If the scores differ by more than 10% or if the two grades result in a differing decision regarding the pass/fail status of the student, that written exam is graded by a third reviewer. The scores are then averaged and this grade represents 60% of the overall grade. The weighted average of the oral and written exams represents the student's final qualifying examination grade. A cut-off score for passing has been established, determining successful completion of the examination. Students will receive formal notification of pass/fail status but will not receive the actual grade. If a student does not pass the exam, he may repeat the examination once following a minimum of six months of remedial preparation.

- Written and oral qualifying examinations are required upon completion of a minimum of 55 credit hours of coursework
 - Written Examination
 - Developed yearly by the Executive Committee of the Program
 - 2-day classroom setting
 - Oral Examination
 - Administered by the Executive Committee of the Program
- Successful Completion (Pass) Status
 - 75% of the Executive Committee members must vote to pass the candidate (all votes are recorded)
- Non-Successful Completion (Failure) Status
 - Less than 75% of the Executive Committee members vote to pass
 - Second Qualifying Examination Opportunity
 - Rare opportunity and must be granted by the Executive Committee of the Program
 - Minimum of 6 months must elapse since first examination
 - No further opportunities will be provided
 - Any student not successfully completing the examination will be counseled to complete requirements for a Masters in Public Health

TEACHING ASSISTANTSHIPS

- Each student is required to serve as a Teaching Assistant in 2 courses.
- If additional Teaching Assistant positions need to be filled in order to meet course demands, students who are funded on a training fellowship will be expected to serve in these additional Teaching Assistantships.

SEMINAR SERIES

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

DISSERTATION RESEARCH

- Background
 - URMC has a strong research program as demonstrated by its \$262 million in sponsored research of which \$202 million is federal award funding (FY 2001).
 - Within the DCPM there is currently \$8 million in sponsored research generated from the faculty.
 - The department published over 150 research publications in the past year
 - 123 presentations were made by faculty and students at national and international scientific meetings.
 - This track record confirms the depth of the institution and of the department for the provision of research opportunities for doctoral students
- Research Component of the Doctoral Training
 - Planned as an intense, carefully mentored process
 - The program faculty represent the majority of clinical departments within URMC as well as basic science departments
 - 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.
 - a. 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.
 - 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.
 - a. Numerous federally-funded research studies are currently in progress, which are led by program faculty. These will provide ample options for doctoral students however students are not limited to these projects.
 - Additional opportunities for research are available from the Center for Community Health and numerous research investigations across other departments.
 - a. 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.
 - b. The inclusion of primary data collection in the doctoral research will be a critical component of each project.
 - Following approval of the research plan, each student will be strongly encouraged to seek pre-doctoral funding for support during the conduct of the dissertation.
 - a. In the public health sciences this is a common approach and one in which ample opportunities for funding are available.

- At the completion of the research investigation the student will be required to present and defend his/her research methodology and findings at a public forum.
- The committee for the final defense will consist of the dissertation committee.
 - a. The committee Chairman should be at the Associate Professor or higher level and must hold a primary appointment in the Division of Epidemiology.
 - b. Other members will include: at least one full-time faculty member of the rank of assistant professor or higher who holds a primary appointment in the DCPM, and one or two 'outside' members who hold a primary appointment in another department.
 - c. All other requirements for completion of this process will follow the regulations outlined in the *Official Bulletin for Graduate Studies*.
- Award of Degree
 - a. A degree candidate upon meeting all degree requirements, will be recommended for the degree at the next meeting of the Board of Trustees
 - b. Degrees are awarded by the Board of Trustees at its regular meetings (October, February, and May)
 - c. Degrees are conferred annually at the University's Graduate Commencement.
 - d. Diplomas are received at the following Commencement

Health Services Research and Policy

Vision/Mission Statement

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

PhD Core Competencies:

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

A. PROGRAM REQUIREMENTS

1. 60 credit hours of formal coursework and 30 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 & 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 & Eval. of Research Instruments	
	Alternating Years 1 & 2: PM420 – Politics & Policies in the US Health Care System -or- IND503 - Ethics	Alternating Years 1 & 2: PM483 – Adv. Health Economics I -or- PM456 – Adv. Health Economics II	
	PM428 – Research Workshop/ Departmental Seminar Series	PM428 – Research Workshop/ Departmental Seminar Series	
	Dissertation seminar	Dissertation seminar	
Year 2 ⇨	PM422 – Quality of Care & Risk Adjustment	PM484 – Cost Effectiveness Research	Comprehensive Examination
	PM465 – Statistics III	Alternating Years 2 & 3 PM448 – Health Policy Analysis	Research with Faculty
	PM436 – Health Policy	Alternating Years 2 & 3 PM494 – Principles of Theory & Model Development for HSR	
	PM416 – Advanced Epidemiology	BST 513 – Panel Data & Longitudinal Data Analysis	
	Alternating Years 1 & 2: PM420 – Politics & Policies in the US Health Care System -or- IND503 - Ethics	Alternating Years 1 & 2: PM483 – Adv. Health Economics I -or- PM456 – Adv. Health Economics II	
	PM428 – Research Workshop/ Departmental Seminar Series	PM428 – Research Workshop/ Departmental Seminar Series	
	Dissertation seminar	Dissertation seminar	
Year 3 ⇨	3 rd Year Project – Leading to dissertation		
	PM438 – Practical Skills in Grant Writing (Spring Semester)		
	PM428 – Research Workshop/Departmental Seminar Series		
	Electives		
	Dissertation seminar (until proposal)		
	Teaching Assistantship – 2 semesters		
	PhD Qualifying Exam – by end of Year 3		
Years 4 & 5 ⇨	Dissertation research		
	PM428 – Research Workshop/Departmental Seminar Series		

Examples of Elective Courses:

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

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

C. COMPREHENSIVE & QUALIFYING EXAMINATIONS

Comprehensive Examination

1. Taken in June of student's second year
2. Emphasizes the integration of student's knowledge in HSR methods

Qualifying Examination

1. Taken by the end of student's third year
2. Emphasizes students' ability to: analyze complex conceptual structures, synthesize ideas into systems of concepts, and demonstrate ability to reason to conclusions providing arguments for claims.

Successful completion of both examinations allows student to proceed to the preparation and defense of a doctoral thesis

D. DOCTORAL THESIS

1. Students must successfully complete the required courses, comprehensive exam, and qualifying exam before proposing 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 AND DISSERTATION SEMINARS

All students must attend biweekly Graduate Research Workshops (PM428). Students who have not yet proposed their doctoral thesis are also required to attend monthly dissertation seminars. These are informal, but required, gatherings to provide an additional forum to address and further students' educational goals.

I. Graduate Research Workshops (PM428)

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

II. Dissertation Seminars

1. Held monthly on Fridays, 11am-12pm
2. Designed to educate students with regard to the dissertation process, teach students how to identify research areas, how to focus on the appropriate research questions, how to choose a committee, and to discuss other dissertation-related issues.
3. All students who have not proposed their doctoral thesis must attend these seminars

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 & 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 & Policy in the Department of Community & Preventive Medicine
 - ii. At least 1 member shall hold a faculty appointment within another University of 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 & Policy in the Department of Community & 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 2009 – 2010 academic year (for updates please check with the Graduate Programs Coordinator)
 1. Bruce Friedman, PhD, MPH; Associate Professor
 2. Katia Noyes, PhD, MPH; Associate Professor
 3. Helena Temkin-Greener, PhD, MS; Associate Professor
 4. Peter Veazie, PhD, MS; Assistant Professor
 5. Byung-Kwang Yoo, PhD; 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 and Qualifying Examinations
 - iii. Dissertation Committee has been confirmed
 - iv. Dissertation has been successfully 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 Examination

- a. Purpose is to determine whether the student has accrued sufficient skills to integrate quantitative coursework in addressing research questions.
- b. The exam tests how well student has integrated the methods course material into a more general understanding of quantitative methods.
- c. Covers all required core methods courses during the first two years of study.
- d. Given to all eligible students in June of the second year with the date to be announced in March. 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 notified of their exam result within approximately 3 weeks of the exam.
- f. 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. Under extraordinary circumstances, students may appeal this decision and request a third examination.

6. Qualifying Examination

- a. Purpose is to determine whether the student is qualified to continue pursuing the PhD training via the dissertation process.
- b. The exam tests students' ability to analyze complex conceptual structures, synthesize ideas into systems of concepts, and demonstrate ability to reason to conclusions providing arguments for claims
 - i. Students must also: show the ability to identify research questions and explanations, and argue for clinical and/or policy relevance; demonstrate ability to identify appropriate hypotheses or targets of estimation and proper study design; identify meaningful study limitations; show sufficient ability to identify policy and clinical implications of research.
 - ii. No earlier than 30 days prior to the scheduled exam, student must submit a written research proposal, which will be used in the examination.

- iii. The examination will be oral with all members of the faculty present. The exam is not open to the public.
- iv. Students may request to schedule the exam anytime during their third year. The exam must be scheduled prior to June 30 of the student's third year.
- v. Students will be informed about the results of their exam on the day of the exam. Students who fail the examination may appeal to the faculty for the opportunity to take a new examination.
- vi. Failure to pass the second examination leads to dismissal from the program.

J. Teaching Assistants

- a. Students are required to be teaching assistants (TAs) for 2 semesters typically in division offered courses. In some circumstances, students may be asked to TA additional classes.
- 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
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
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
Note – priority is given to those students who have not yet completed this requirement

K. 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. As the Departmental fiscal condition allows, the Department of Community & 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.

L. 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.
 - ii. Those on the Agency for Healthcare Research and Quality (AHRQ) Training Grant
 - b. 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.
 - c. 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.
 - d. Only American citizens are eligible for the Training Grant.
 - iii. Those who are receiving neither.

M. 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

N. Advisor

- a. Each student is assigned a faculty advisor in the Division
- b. Student and advisor should meet 3 times a year (beginning and end of 1st semester, and end of 2nd semester)
 - 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

O. 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

EPIDEMIOLOGY:

2009 PhD Thesis Defenses:

Eisenberg, Katherine
Current Position: *Lead Exposure in Refugee Children in the United States
Medical Student, University of Rochester, Rochester, NY*

Franchino-Elder, Jessica
Current Position: *Assessment of Female-Specific SPECT Parameters for Prediction of Cardiac Outcomes in
Women with Suspected Ischemia
Island Peer Review Organization, Long Island, NY*

2008 PhD Thesis Defenses:

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

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

2007 PhD Thesis Defenses:

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

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

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

HEALTH SERVICES RESEARCH AND POLICY:

2009 PhD Thesis Defenses:

None to date

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:

Pesis-Katz, Irena
The Impact of Quality of Care on Nursing Home Choice

Current Position: *Assistant Professor, University of Rochester School of Nursing, Rochester, NY*

2006 PhD Thesis Defenses:

Arcoleo, Kimberly
Variations in Parental Illness Representations of Children with Asthma: The Impact on the Use of Complementary & 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: *Lead Researcher for Thomson Reuters, Cambridge MA*

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: *Research Assistant, University of California, Irvine*

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 Costs of Health Risks and the Effects Of a Health Promotion Program
Designed to Reduce These Risks
Current Position:

Rong, Nan
Variations in End-of-Life Care Utilization and Expenditure among Medicare
Beneficiaries
Current Position: *Assistant Professor, Health Policy & Management Concentration Advisor, Indiana
University School of Public Health, Department of Public Health*

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:

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*

2001 PhD Thesis Defenses:

Lavigne, Jill
Diabetes, Work Productivity, Housework and Social Participation.
Current Position: *Canandaigua VA Center for Excellence, Canandaigua, NY*

Rothenberg, Barbara Mauger
The Impact of Rate on Access to High Quality Coronary Artery Bypass
Graft Surgeons
Current Position: *BlueCross BlueShield Association, Chicago, IL.*

Sorbero, Melony
Do Capitated Primary Care Physicians Encourage Their High Utilization Patients to
Leave Their Practice?
Current Position: *Policy Researcher, RAND, Pittsburgh, PA.*

Veenema, Tener
Adolescent and Community Perceptions of Risk and Attitudes Towards Violence:
Two Cultural Consensus Analyses.
Current Position: *Associate Professor, SON, University of Rochester*

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: *Assistant Professor of Medicine Duke University School of Medicine.*

1998 PhD Thesis Defenses:

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



Post Doctoral Programs

Preventive Cardiology:

- This program is designed to train doctorally-prepared clinicians (including persons with a PhD in a health-related discipline) in the skills necessary for independent research in preventive cardiology.
- Fellows complete the MS-CLI degree program, participate in seminars, workshops, journal club, and conduct a mentored research project.
- Training is funded by the National Heart, Lung and Blood Institute

Health Services Research & Policy:

- Supported by the Agency for Healthcare Research and Quality/National Research Service Award (AHRQ/NRSA)
- Provides unique opportunities to integrate training of postdoctoral fellows with major programs at the University of Rochester Medical Center (URMC) and with partners outside of the Medical Center.

POSTDOCTORAL PROGRAM IN PREVENTIVE CARDIOLOGY

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 middle of the academic year with the fellow and at the end of the academic year with fellow and mentor
- ii. Progress Presentation
 1. Each Fellow must develop a research career development plan with his/her mentor
 2. The Postdoctoral Fellowship Committee responds with advice to the Fellow about the plan
 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.

POSTDOCTORAL FELLOWSHIP IN HEALTH SERVICES RESEARCH AND POLICY

The Division of Health Policy and Outcomes Research offers fellowship in Health Services Research and policy which is supported by the Agency for Healthcare Research and Quality/National Research Service Award (AHRQ/NRSA)

This fellowship provides unique opportunities to integrate training of postdoctoral fellows with major programs at the University of Rochester Medical Center (URMC) and with partners outside of the Medical Center.

Key components include other units of the Department of Community and Preventive Medicine (the Division of Healthcare Management and the National Center for Deaf Health Research), five nationally renowned URMC clinical departments (Family Medicine, Geriatrics, Neurology, Pediatrics, and Psychiatry), the NIH-funded UR Clinical and Translational Science Institute (UR-CTSI), and the Center for Community Health.

Most of these URMC units have extensive linkages with the Rochester community. Partners outside of URMC include two health insurers that together cover more than 90% of the population of Monroe County (Rochester and suburbs), the Finger Lakes Health Systems Agency, the Monroe County Department of Public Health, a university-community organization research collaboration (the SHARE Alliance), the Greater Rochester Practice-based Research Network, and a consortium of major academic institutions in upstate New York organized under the aegis of the CTSI. A major goal of the UR-CTSI is to conduct the health services research (HSR) needed to translate research into clinical practice and the community in order to improve quality of care and health outcomes, and reduce disparities in health and health care in the Rochester community.

For further information please contact:

Helena Temkin-Greener, PhD
Director, Doctoral Program in Health Services Research and Policy

Fellowship Objective

To train fellows to develop the knowledge, skills and experiences need to become successful health services researchers.

Fellowship Aims

- (1) Develop core knowledge and skills in health services research
 - a. Knowledge
 - i. Organization; financing; delivery of health care; TRIPP; QI; and health care disparities
 - b. Skills
 - i. In addressing access, quality, outcomes, effectiveness, and costs of health care.
- (2) Obtain experience and skills in academic career development (research, education, leadership) relating to TRIPP, QI, or health care disparities
 - a. Research: design, acquire funding for, implement, analyze, present, and publish HSR projects
 - b. Education: design and implement a teaching module
 - c. Leadership: develop leadership skills
- (3) Become a content expert in child/adult/geriatrics involving an AHRQ priority population or a Healthy People 2010 leading health indicator.
- (4) Perform at least two mentored research projects and, if appropriate to the fellow's career development, two types of studies: database analysis and a primary data collection project in TRIPP, QI, or health care disparities.

Major Components

<http://www.urmc.rochester.edu/cpm/divisions/hsr/documents/MajorComponents-HSRPostdoc.pdf>

THE SCHOOL OF MEDICINE AND DENTISTRY

Department of Community and
Preventive Medicine



General Information

Policies & Academic Standards

Academic Calendar

Course Descriptions

Faculty

Departmental Staff

Academic Standards and Policies

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.
 - i. 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
 - i. is awarded his/her degree or
 - ii. withdraws from the program or
 - iii. 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 2009-2010 academic year is \$925 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*.
 - i. 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.
 - i. 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.
 - i. 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 medical reasons only per the Dean's Office Policy.
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.
 - i. 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).
 - i. 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 \$60 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.
 - i. The extension, if granted, will be of limited duration.

I. INDEPENDENT STUDY (please note that these requests are only given in exceptional cases per the Dean's Office Policy and discussed with the Program Director first)

1. MPH students wishing to do an independent study course should register for PM 494: Special Topics.
 - i. It is advisable for students to discuss their ideas and potential faculty sponsors for independent study with their program advisor.
 - ii. 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.
 - iii. Faculty sponsors can be either department faculty or faculty from elsewhere in the University.
 1. **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.
 - i. The scale of the evaluation should be commensurate with the scope of the project.
 - ii. 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.
 - iii. 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
 - i. 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.
 - ii. 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.
 - iii. The proposal will be reviewed and the student notified in writing if the proposal is accepted for independent study credit.
 - iv. 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.
 - i. 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 2009-2010 academic year is \$1,184 per credit hour.
 - i. Most courses in the Department of Community and Preventive Medicine are three credits, carrying a cost of \$3,552 each.
 - ii. 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.
 - i. The standard health option for 2009-2010 is \$1,728/year.
 - ii. Students with other health insurance may choose to waive the University's policy, but they must still pay the \$576 mandatory health insurance fee.
 - iii. 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.
 2. 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.
 3. The student will be informed of the cost and health coverage will be extended
 - a. 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*.
 - i. 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.
 - i. 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.

Academic Standards and Policies (cont'd)

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.

University of Rochester
School of Medicine and Dentistry
The GRADUATE SCHOOL 2009-2010 ACADEMIC CALENDAR

FALL 2009 SEMESTER	
August	
3	Fall 2009 registration deadline for matriculated and non-matriculated graduate-level students. Registration received after this date will result in a <u>\$150 late charge</u> to the student's account.
7	Summer session ends.
14 noon	Summer sessions grade reports due to the Office for Graduate Education by this date.
26-27	Orientation Program for first-year graduate students.
26 noon	Last day to submit 1 corrected copy of the Ph.D. dissertation to the Office for Graduate Education for the October 9, 2009 degree. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Fall semester.
26	Last day to submit final results for terminal MA/MS/MPH degrees 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.
28	First-year student Fall semester course registration due in the Office for Graduate Education. Registration received after this date will result in a <u>\$150 late charge</u> to the student's account.
September	
1	Fall semester begins.
2-11	No defenses may be held during this time period. (Blackout)
7	Labor Day. The University is closed <u>except</u> for the ISO Orientation Program.
7	International Student Orientation Program.
14	First day to hold Ph.D. defense in the Fall semester (having registered the dissertation at least 18 full working days prior to defense date).
18	Results of Ph.D. Qualifying Exams must be received by the Office for Graduate Education to receive October 9, 2009 Master's degree.
29	Add/Drop/Audit deadline. NOTE: Classes added after this deadline will result in a <u>\$150 late charge</u> to the student's account. Classes dropped after this date will be reflected on the official transcript with a W grade.
October	
9	University Board of Trustees meets to approve October 2009 degrees.
November	
2	Online registration opens for Spring 2010 semester for current graduate students.
17 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.
26-27	Thanksgiving Break. The University is closed.
December	
2	Spring 2010 registration deadline for matriculated <u>and</u> non-matriculated graduate-level students. Registration received after this date will result in a <u>\$150 late charge</u> to the student's account.
11	Last day of classes for Fall semester.
11 noon	Course withdrawal deadline. NOTE: Courses dropped after this date and time will receive a failing grade.
12-14	Reading period. Courses that include undergraduate students may not hold final exams during this period.
15-20	Final examinations. Grades must be reported to the Office for Graduate Education within 48 hours of the final exam for all Fall 2009 courses.
12/23/09 - 1/1/10	No Ph.D. defenses may be held during this time period. (Blackout)
25	Christmas Day. The University is closed.

SPRING 2010 SEMESTER	
January	
1	New Year's Day. The University is closed.
4-8	Ph.D. defenses may be held during this period only if the dissertation was registered by the November 17, 2009 deadline. (Blackout)
6	Spring registration deadline for first-year students admitted in Spring 2010 semester. Registration received after this date will result in a \$150 late charge to the student's account.
11-22	No defenses may be held during this time period. (Blackout)
12 noon	Last day to submit 1 corrected copy of the Ph.D. dissertation for the March 12, 2010 degree. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Spring semester.
12	Last day to submit final results for terminal MA/MS/MPH degrees 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.
13	Spring semester begins.
18	Observance of Martin Luther King Day. No classes are held.
25	First day to hold Ph.D. defenses in the Spring semester (having registered the dissertation at least 18 full working days prior to defense date).
February	
5	Results of Ph.D. Qualifying Exams must be received by the Office for Graduate Education to receive March 12, 2010 Master's degree.
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	
12	University Board of Trustees meets to approve March 12, 2010 degrees.
7-15	No classes. This is NOT considered a semester break for Ph.D. students. All Ph.D. students are required to report to lab or office during this period.
18	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	
21	Last day to hold Ph.D. defense during Spring semester.
22	Final results of MPH/Master's Essays, Ph.D. Qualifying Exams, and Master's Thesis Defenses must be received by the Office for Graduate Education to receive the May 15, 2010 degree.
22-May 21	No Master's or Ph.D. defenses or Qualifying Examinations may be held during this time. (Blackout)
26 noon	Last day to submit 1 corrected copy of the Ph.D. dissertation for May 15, 2010 degree.
28	Last day of classes for Spring semester.
28 noon	Course withdrawal deadline. NOTE: Courses dropped after this date and time receive a failing grade.
29 – May 2	Reading period. Courses that include undergraduate students may not hold final exams during this period.
May	
3	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.
3-8	Final examinations. Grades must be reported to the Office for Graduate Education within 24 hours of final exam for all Spring 2010 courses.
14	SMD Doctoral Commencement Dinner and Awards Ceremony.
15	University Board of Trustees meets to approve May 15, 2010 degrees.
15	University Doctoral Degree Commencement/SMD Master's Degree Commencement

SUMMER 2010 TERM	
May	
18	Summer sessions begin. Check with course instructor for session start and end dates.
26	First day to hold Ph.D. defenses in the Summer (having registered the dissertation at least 23 full working days prior to defense date and not including the date of registration).
31	Memorial Day. The University is closed.
July	
1	Online registration opens for Fall 2010 semester for current graduate students.
1	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.
4-5	Independence Day. The University is closed on the 5 th in observance of the 4 th .
August	
3	Fall 2010 registration deadline for current graduate students. Registration received after this date will result in a \$150 late charge to the student's account.
6	Summer sessions end.
13	Summer sessions grade reports due in the Office for Graduate Education by this date.
18	Last day to hold Ph.D. defense during Summer semester.
19-Sept 10	No defenses may be held during this time period.
25-26	Orientation Program for first-year graduate students (tentative).
25 noon	Last day to submit 1 corrected copy of the Ph.D. dissertation to the Office for Graduate Education for the October 2010 degree. NOTE: If this deadline is not met, student must register and pay the appropriate fee for the Fall semester.
25	Last day to submit final results for terminal MA/MS/MPH degrees 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.
27	First-year student course registration due in the Office for Graduate Education. Registration received after this date will result in a \$150 late charge to the student's account (tentative).
September	
1	Fall semester begins.
6	Labor Day. The University is closed <u>except</u> for the International Student Orientation Program (tentative).
6	International Student Orientation Program (tentative).
13	First day to hold Ph.D. defense in the Fall semester (having registered the dissertation at least 18 full working days prior to defense date.)

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, Office for Graduate Education, Linda_Lipani@urmc.rochester.edu

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 any time away from the School is taken.

*Submission of Paperwork
Ph.D. Qualifying Examination
Master's Final Oral Examination (Defense)*

- All paperwork for these exams must be submitted to the Office for Graduate Education at least 10 full working days prior to the date of the defense/exam.
- 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 blackout period: **April 22 through May 21, 2010.**
- Registration for the next semester must occur if final results for MPH essays, Master's thesis, and Master's defenses are not received before the following dates: August 26, 2009 for Fall 2009 semester; January 12, 2010 for Spring 2010 semester.

*Submission of Paperwork for
Ph.D. Final Oral Examination (Defense)
Fall 2009/Spring 2010 Semesters*

- All paperwork for Ph.D. defenses must be submitted to the Office for Graduate Education at least 10 full working days prior to the date of thesis registration (or **at least 28** full working days prior to the defense date) during the fall and spring semesters.
- The final oral examination for the degree Doctor of Philosophy during the Fall 2009 and Spring 2010 semesters cannot be held until **at least 18 full working days have elapsed** after the dissertation has been registered in the Office 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 (Defense)
Summer 2010 Term**

- For summer defenses, all paperwork must be submitted to the Office for Graduate Education at least 10 full working days prior to the date of thesis registration (33 working days prior to the defense date).
- The final oral examination for the degree Doctor of Philosophy during Summer 2010 cannot be held until **at least 23 full working days have elapsed** after the dissertation has been registered in the Office for Graduate Education in the School of Medicine and Dentistry and the Office of the University Dean of Graduate Studies.

COURSE DESCRIPTIONS:

PM 407/ANT 218 Births and Death I: Vital Events in Our Personal Lives

Instructor: 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

Instructors: 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 & Organization

Instructor: 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

Instructor: 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

Instructor: 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

Instructor: 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**Director: D. Fernandez, MD, PhD/Instructors: S. Fisher, PhD & J. Kelly, 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**Instructor: 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, PM 410 and one semester of graduate level statistics. (fall)

PM 417 Molecular Epidemiology**Instructor: 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**Instructor: 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**Instructor: 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. (every other fall)

PM 420: American Health Policy and Politics**Instructor: 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

Instructor: 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 & Risk Adjustment

Instructor: 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

Instructor: 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.(fall)

PM 426 Social and Behavioral Medicine

Instructor: TBA

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 & Related Disorders

Instructor: 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

Instructor: 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

Instructor: 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

Instructor: 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

Instructor: 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

Instructor: 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

Instructor: 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 HSR&P 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 HSR&P, provide an overview of the field's different major theoretical foundations, and introduce students to critical reading and evaluation of the HSR&P literature. **Required of all first-year HSR&P 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

Instructor: 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

Instructor: 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)

PM450 Governance and Management of Community Health Services Organizations

Instructor: 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 451 Infectious Disease Epidemiology

Instructor: S. Fisher, Ph.D.

This course examines the epidemiology of infectious diseases within an ecological and evolutionary framework. Anthropocentrically, we frequently refer to a person as infected; from the point of view of an infectious agent, humans simply represent an ecological niche. Infectious agents will be studied in terms of their own life cycle, immunology, ecology, evolution, molecular biology and similarities of microbial pathogenicity. Part I of this course will afford students the opportunity to acquire and use the methodological skills that will enhance their investigation of the transmission of specific infectious agents during Part II of the course. Part III will concentrate on examining the global burden of infectious diseases. Students will be encouraged to recognize that understanding the epidemiology of infectious diseases provides a means of preventing infection through public health measures, rather than through vaccination which has proven largely to be unsuccessful (e.g. HIV) or to be of limited effect (hepatitis B and C) over the last decade.

PM 452 Community Health Improvement Practicum

Instructor: 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)

PM 456 Health Economics II: Industrial Organization of Health Care Markets

Instructor: 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

Instructor: 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

Instructor: 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 & 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

Instructor: 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

Instructor: 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

Instructor: S. Harel, PhD

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

Instructor: N. Zhang, PhD

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

Instructor: 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

Instructor: 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

Instructor: 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. Prerequisite: Advanced Epidemiology, knowledge of SAS or other statistical software, or permission of the instructor. (spring)

PM 470 Public Health & the Environment

Instructors: J. Tacci, MD, MPH, 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 & Evaluation of Research Instruments

Instructor: S. Fisher, PhD

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 RCTRC Clinical Research Seminar Series

Instructor: T. Pearson, M.D., Ph. D., 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**Instructor: K. Thevenet-Morrison, 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**Instructor: TBA**

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**Instructor: 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**Instructor: 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**Instructor: BK. Yoo, MD., Ph.D**

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**Instructor: K. Noyes, PhD**

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**Instructor: 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**Instructor: K. Kieburz, 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. (spring)

PM 494 Research Program Administration (CRN: 75986) 0 Credit Hours**Instructors: S. Griffin-Roth, MS**

This on-line course will provide practical skills regarding the post award management of the financial, human resources, facilities, and regulatory aspects of a federally funded research project. Course materials are on-line. Exams will be distributed by email.

FACULTY

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
Adams, M. Jacob, M.D., M.P.H. Assistant Professor Office: 4W126 585-275-5951	Board of Directors, National Candlelighters Childhood Cancer Foundation Delegate, 19 th Ward Community Association American Heart Association Grass Roots Advocacy Network CURE Childhood Cancer Association	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 585- 275-3356	Lecturer for the Division of Cardiology at URM- affiliated hospitals in Upstate NY Lecturer/consultant for Heartbeats for Life a support group based on the work of Dr. Dean Ornish Co-Director, URM Medical School course “Community Health Improvement Clerkship”	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 PhD Professor Office 4W309 585-275-1545	Executive Committee, Cluster for Human Values in Medicine Executive Committee, Health & 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	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 585-275-9780	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	Social and Cultural Dimensions of Women & Children’s Health Regional Projects in China, Haiti, and Rochester

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>Dozier, Ann, RN, Ph.D. Associate Professor Office: CW3213 (Bldg. 120/Suite 350) 585-758-7812</p>	<p>New York State Perinatal Association Board Member</p> <p>Perinatal Network of Monroe County/Healthy Start Rochester, Consultant</p> <p>NYS AIDS Institute, Lead, Center of Expertise for Program Evaluation</p> <p>Upstate NY March of Dimes, Program Services Committee</p> <p>Perinatal Smoking Cessation Coalition Centers for Disease Control and Prevention, Reviewer</p> <p>APHA – MCH Section, Chair, Annual Program; Chair, Epi and Data Committee</p> <p>Research in Nursing and Health, Reviewer</p> <p>Journal of School Health, Reviewer</p> <p>PAHO Journal, Reviewer</p>	<p>Program Evaluation</p> <p>Maternal Child Health/Women’s Health</p> <p>Mixed Methods</p> <p>Survey Design/Development</p> <p>Global Health</p>
<p>Fernandez, Diana, M.D., M.P.H., Ph.D. Associate Professor Office: 4W127 585-275-9554</p>	<p>Member, Advisory Board Greater Rochester Healthy Childcare 2010</p>	<p>Obesity</p> <p>Nutritional Epidemiology</p> <p>Worksite interventions to prevent overweight/obesity</p> <p>Pregnancy-related weight gain in adolescents</p>
<p>Fisher, Susan, M.S, Ph.D. Chair DCPM; Professor Office: 4W150 585-273-2849 & 585-275-2191</p>	<p>Member, Goal Development Team on Data/Surveillance, New York State Comprehensive Cancer Control Plan, 2002</p> <p>Grant Awards Council, American Academy of Family Physicians Foundation</p> <p>American Society of Clinical Oncology, Clinical Practice Guidelines Committee, Head and Neck Cancer</p> <p>Integrated Panel Programmatic Review, Prostate Cancer Research Program</p> <p>Department of Defense, US Army Medical Research and Material Command, Congressionally Directed Medical Research Program, Program Reviewer</p> <p>Consultant, Immunization Safety Review Committee, Institute of Medicine</p> <p>Advisory Board, College of Liberal Arts, Rochester Institute of Technology</p>	<p>Viral etiologies of cancer</p> <p>Primary and secondary prevention of cancer</p> <p>Special interests in conduct and analysis of clinical trials</p> <p>Examining the role of Simian Virus 40 in lymphoma</p> <p>Obesity as an inflammatory marker</p>

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>Friedman, Bruce, M.P.H., Ph.D. Associate Professor Office: 4W305 585-273-2618</p>		<p>Depression</p> <p>Functional Status</p> <p>Healthcare Use and Costs</p> <p>Consumer-Directed Vouchers</p> <p>Disease Management/Health Promotion Nurse Interventions</p>
<p>Guido, Joseph, M.S. Faculty Associate Office: CW3219 585-758-7818</p>	<p>President - Daily Mass League, Diocese of Rochester, Rochester, NY</p> <p>Secretary - Nocturnal Adoration Society, Diocese of Rochester, Rochester, NY</p> <p>Presider – Weekly Catholic Communion Service, Strong Memorial Hospital Chapel</p> <p>Chair – Executive Committee, Genesee Valley SAS User’s Group, Rochester, NY</p> <p>Presenter – Annual Career Day for Grade 6, Enrico Fermi School #17, Rochester, NY</p>	<p>Smoking Cessation in Special Populations</p> <p>Technology Assisted Tobacco Control – Proyecto Doble T</p> <p>International Tobacco Control</p> <p>Predictors of Smoking Abstinence</p> <p>Outcomes Measurement</p> <p>Multivariate Modeling</p> <p>Research Subject Randomization</p> <p>Grenada Heart Project</p> <p>Rochester Community Breastfeeding Project</p>
<p>Martina, Camille, Ph.D., Research Assistant Professor Office: CW3223 585-758-7835</p>	<p>National Prevention Research Center Evaluation Committee (PRC-CDC)</p> <p>Academic Faculty Advisory Board, University of Rochester Medical Center, Office of Medical Education</p> <p>Global Studies Steering Committee Member/UCIS University of Rochester</p> <p>Sustainability Steering Committee/UCIS University of Rochester</p> <p>Environmental Health Sciences Center Community Advisory Board</p> <p>Global and Green Medicine, University of Rochester</p>	<p>University of Rochester’s Clinical and Translational Science Institute</p> <p>The Rochester Prevention Research Center (PRC/CDC): National Center for Deaf Health Research</p> <p>Environmental Medicine Integrated into the Medical School Curriculum</p> <p>Pilot study to assess Phthalate and Bisphenol A (BPA) exposures in women of 18-45 years of age in Old Order Mennonite and Non-Old Order Mennonite woman residing in Yates County, NY</p>

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>McIntosh, Scott, Ph.D., M.A. Associate Professor Office: CW3217 585-758-7816</p>	<p>Director, Greater Rochester Area Tobacco Cessation Center</p> <p>Director, Community Health Improvement Clerkship: School of Medicine & Dentistry</p> <p>Chair, Celebration of Life, Inc. Community Advisory Board</p> <p>Member, Newark Family Life Center, Board of Directors</p> <p>Community Preceptor / Advisory Committee, Preventive Medicine Residency Training Program</p> <p>Member, American Cancer Society (Eastern Division) Board of Directors</p> <p>Member, American Cancer Society (Eastern Division) Tobacco Strike Force</p> <p>Member, Monroe County Smoking and Health Action Committee (SHAC)</p> <p>Member, Tobacco Action Coalition of the Finger Lakes (TACFL)</p> <p>Member, Livingston County Tobacco Control Coalition</p> <p>Faculty Advisor, University of Rochester Center for Community Health</p>	<p>Smoking Cessation in special populations</p> <p>Telephone "Quitline" Interventions for Smoking Cessation</p> <p>Technology/Web Assisted Risk Behavior Intervention</p> <p>Practice Based Research Networks</p> <p>Physician Training in Patient Risk Behavior Change</p> <p>Internet Training for Physicians and Medical Students</p> <p>Behavioral Change: Pediatric Obesity / Obesity in Worksites</p> <p>Community Health Improvement</p> <p>Medical School Curriculum: Community Health, Tobacco</p>
<p>Noyes, Ekaterina, M.S., M.P.H., Ph.D. Associate Professor & Division Chief, Health Policy & Outcomes Research Office: 4W143 585-275-8467</p>	<p>Member, International Society for Medical Decision Making</p> <p>Member, International Society for Pharmacoeconomics and Outcomes Research</p> <p>Chair, Graduate Student Recruitment Committee, DCPM HSR</p> <p>Director, Health Systems Theme, URMC</p>	<p>Cost-effectiveness and outcomes research</p> <p>Quality of life assessment</p> <p>Analysis of clinical-economic trials, with focus on chronic diseases</p>
<p>Ossip, Deborah, M.S., Ph.D. Assoc. Professor; Chief, Div. of Social & Behavioral Medicine; Director, Smoking Research Program Office: CW3204 585-758-7810</p>	<p>Direct proactive telephone service for Medicaid/uninsured NYS smokers through NYS Smokers' Quitline</p> <p>Member, President's Advisory Council, North American Quitline Consortium</p> <p>Member, Delegate for North America, Society for Research on Nicotine and Tobacco</p> <p>Member, Tobacco Consortium, Center for Child Health, American Academy of Pediatrics</p> <p>Member, Ad Hoc Study Sections, NIH and State Tobacco Programs</p> <p>Member, Cancer Control Unit, James P. Wilmot Cancer Center</p> <p>Member, Monroe County Smoking and Health Action Coalition</p>	<p>Global Health: Tobacco use in the Dominican Republic</p> <p>Tobacco quitlines</p> <p>Primary care interventions for tobacco use</p> <p>Smoking intervention for special populations: rural, mid-life and older, adolescent, economically disadvantaged, minority</p> <p>Predictors of smoking abstinence</p> <p>Outcomes measurement</p> <p>Behavioral Medicine</p>

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>Pearson, Thomas M.D., M.P.H., Ph.D., Senior Associate Dean for Clinical Research and Professor Office: CW3113 585-758-7806</p>	<p>Member, Graduate Field, Division of Nutritional Sciences, Cornell University</p> <p>Member, Expert Panel on Integrated CVD Risk Reduction in Adults Guidelines; Chair, Guidelines Implementation Working Group, National Heart, Lung, and Blood Institute, NIH</p> <p>Member, Steering Committee, National Action Plan for Heart Disease and Stroke Prevention</p> <p>Chair, Implementation Group on Regional and Global Partnerships, National CVD Action Plan, Centers for Disease Control</p> <p>Chair, Data Safety and Monitoring Board, CLEVER Study, National Heart, Lung and blood Institute</p> <p>Member, Women's Health Initiative Working Group</p> <p>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</p> <p>Board of Scientific Advisors, Jackson Heart Study, NHLBI</p> <p>Member, External Advisory Committee, Sibling Study, Johns Hopkins University</p> <p>Member, External Advisory Committee, Stroke Prevention Center, Morehouse School of Medicine</p> <p>Member, Shortening Time to Independence Working Group, AAMC</p> <p>Consultant/Visiting Faculty, Clinical Research Training Program, Morehouse School of Medicine</p> <p>Member, American Heart Association/American College of Cardiology Primary Prevention Performance Measures Writing Group</p> <p>Member, Steering Committee, CHARISMA Study, Cleveland Clinic</p> <p>Member, Residency Advisory Committee, Preventive Medicine Residency Program, New York State Department of Health</p>	<p>Clinical and Translational Research</p> <p>Epidemiology and Prevention of Atherosclerotic Cardiovascular Disease</p> <p>Cardiovascular Disease in Low and Middle Income Countries</p> <p>Lipid Metabolism and Atherogenesis</p> <p>Disparities and Determinants of Health in the Deaf and Hard of Hearing</p> <p>Population Genomics</p>
<p>Schlehofer, Deirdre M.Phil. Research Coordinator, NCDHR Office: CW3108 585-276-2124 (Video Phone)</p>		<p>NCDHR whose mission is to promote health and prevent disease in the deaf population through community participatory research</p>

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>Spezio, Ralph, M.S., Senior Associate Office: CW3215 585-758-7814</p>	<p>Founding member and former Co-Chair for The Coalition to Prevent Lead Poisoning</p> <p>Former Community Liaison for Project Believe</p> <p>Coalition to Prevent Lead Poisoning Board of Directors</p> <p>Coalition to End Lead Poisoning in New York State (Steering Comm. member)</p> <p>Action For Healthy Children Committee member</p> <p>Anne E. Dyson Community Advisory Board</p> <p>JOSANA member (Jay/Orchard Street Area Neighborhood Assoc.)</p> <p>Institute for Public Safety Policy Studies member</p> <p>Charles House Neighbors in Action member</p> <p>City of Rochester Economic Development Zone Board of Directors</p>	<p>Lead Poisoning</p> <p>Software technology to possibly counteract the cognitive functioning and IQ loss of children who are lead poisoned</p> <p>Ways to help Rochester and Monroe County become lead safe....and ways to maintain that status</p> <p>MultiSystemic community partnerships and neighborhood development/sustainability</p>
<p>Starr, Matt, M.P.H., Senior Instructor Office: CW3105 585-276-2120 (videophone)</p>	<p>Member, Advisory Board of the Urban and Community Studies Program, RIT</p>	<p>NCDHR whose mission is to promote health and prevent disease in the deaf population through community participatory research</p>
<p>Suter, Barbara, M.P.H., Faculty Associate Office: CW3209 585-758-7811</p>	<p>Treasurer, Webster Council of Churches</p> <p>Treasurer, Webster CROP Walk to fight hunger needs around the world</p> <p>Advisory Board member, Webster Comfort Care hospice</p>	<p>Maternal and child health public health issues</p> <p>Smoking cessation and relapse prevention in pregnant and postpartum women</p> <p>Data integrity</p> <p>Breastfeeding rates among low income women</p>
<p>Tacci, James, M.D., M.P.H, J.D. Assistant Professor Office: 4-W161 585-275-8678</p>	<p>United Way of Rochester</p> <p>The Nature Conservancy</p> <p>The Seneca Park Zoo</p> <p>The Rochester Business Alliance</p> <p>The Monroe County Medical Society</p>	<p>Workplace Health & Productivity Management</p> <p>Workplace Disease Prevention & Health Promotion</p>

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>Temkin-Greener, Helena, Ph.D., M.P.H Associate Professor & Program Director, Doctoral Program in Health Services Research & Policy Office: 4-W320 585-275-8713</p>	<p>Editorial Board Member, the <i>Gerontologist</i></p> <p>International Reviewers' Panel, <i>Medical Science Monitor</i></p> <p>Public Health and Aging Curriculum Subcommittee of the APHA/GHS</p> <p>American Public Health Association, Section Council, Gerontological Health</p> <p>American Public Health Association: Annual meeting abstract reviewer; New Investigator Awards Review Committee (GHS); International Research Award, Review Committee Chair (GHS)</p> <p>American Geriatrics Society Annual Meetings - abstract reviewer</p> <p>Manuscript reviewer for: Journal of the American Geriatrics Society; The Gerontologist; Journal of Gerontology: Medical Science; Journal of the American Medical Association; Medical Care</p> <p>National PACE Association Data Task Force Member</p> <p>National PACE Association, Research Committee Member</p> <p>Palliative Care QI/research group</p>	<p>Quality of care and long-term care</p> <p>End-of-life and palliative care</p> <p>Measures of organizational performance</p> <p>Long-term care delivery and financing</p>
<p>Veazie, Peter, Ph.D. Assistant Professor Office: 4-W321 585-273-5464</p>	<p>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</p>	<p>Physician decision making</p> <p>Patient decision making and the use of decision aids</p> <p>Patient help seeking and compliance behavior</p>
<p>Van Wijngaarden, Edwin, Ph.D. Assistant Professor & Division Chief, Epidemiology Office: 4-W121 585-275-1985</p>	<p>Member, International Society for Environmental Epidemiology</p> <p>Member, American College of Epidemiology</p> <p>Member, Committee on Access to Pesticide Registry and Pesticide Application Information, Health Research Science Board, Department of Health, State of New York</p> <p>Editorial Board "Dose-Response"</p>	<p>Occupational and Environmental Epidemiology</p> <p>Child Development</p>
<p>Yoo, Byung-Kwang, M.D., MS.c., Ph.D. Assistant Professor Office: 4W312 585-275-3276</p>		<p>Economic evaluations of vaccination and infectious diseases</p> <p>Cost-benefit/cost-effectiveness analysis of newborn screening programs</p>
<p>Zhang, Ning Assistant Professor Office: 4W313 585-275-0165</p>	<p>Member, International Health Economics Association/American Society of Health Economics</p> <p>Member, American Academy Health</p> <p>Member, Western Economic Association</p>	<p>Obesity</p> <p>Behavioral Disorders</p> <p>Program Evaluation</p>

Professor Emeritus

<u>Name/Academic Title/Contact</u>	<u>Community Service</u>	<u>Research Activities</u>
<p>Barker, William, M.D. Professor Emeritus Office: 4-W141 585-275-3357</p>	<p>Director, Prevention Theme, University of Rochester</p> <p>Board Member, Genesee Valley Medical Foundation</p> <p>Member, Advisory Committee Project EXITO!, Home Care of Rochester [HCR]</p>	<p>Factors Explaining the Trends in Morbidity and Mortality Among the Elderly in the U.S., 1960-1990.</p> <p>Stroke, Pneumonia, Hip Fracture, Hypertension Congestive Heart Failure.</p> <p>Comparative Developments in Health Services for the Elderly and Career Development in Geriatrics in Great Britain and the U.S.</p> <p>Functional Decline Associated with Influenza, Pneumonia and Other Illnesses of Older Persons.</p> <p>Curriculum Development in Immunization in Medical Education</p> <p>Vaccination Delivery Strategies in Managed Care Organizations</p>
<p>Kunitz, Stephen, M.D., Ph.D. Professor Emeritus Office: CW WS62 585-758-7824</p>		<p>Political culture, income equality, and mortality in the United States</p>
<p>Trafton, Sarah (Sally), J.D., Professor Emeritus</p>	<p>Chair, Rochester Health Care Forum, July 1999 – 2003</p> <p>Rochester Health Commission, Board Member, 1995-2005</p> <p>Rochester Area Community Foundation Member, Board of Directors, 1995 – 2008, Member, Distributions Committee</p> <p>Institutional Review Board, Monroe County (NY) Health Department, Member, September 1995 - Present</p> <p>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)</p>	<p>Legal constraints in health care regulation and finance</p> <p>System and financing reform, especially for long-term care and chronic disease</p> <p>Indicators of access, quality, and value in local and regional health systems</p> <p>Disability issues in professional education</p>
<p>Zimmer, James G., M.D. Professor Emeritus Office: 4-W141 585-275-2831</p>	<p>Member, Board of Directors, Genesee Valley Medical Foundation</p> <p>Member, Advisory Board, to Center for Clinical Research on Aging, University of Rochester School of Nursing</p>	<p>Aging and Long Term Care</p>

Adjunct Faculty

Barrios, Juan M.D., M.Sc.

Richardson, Thomas M.B.A., PhD.

Brenna, J. Thomas Ph.D.

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

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

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

Dick, Andrew Ph.D.

Toole, Thomas, M.B.A.

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

Zwanziger, Jack Ph.D.

Additional Faculty with Departmental Appointments:

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

Andrus, Noelle Ph.D.
Assistant Professor, School of Nursing

Barnett, Steven M.D.
Assistant Professor, Family Medicine

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

Berryman, Donna, M.L.S.
Assistant Professor, Miner Library

Brown, Theodore, M.A., Ph.D,
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Assistant Professor, Family Medicine

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

Hoolihan, Christopher, MLS.,
Associate Professor, Miner Library

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Professor, Clinical Trials Coord. Ctr.

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Kofmacher, Katrina Ph.D.
Assistant Professor, Environmental Medicine

Kopin, Laurie, M.S.,
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Director,
Regional Development & Operations,
SH Regional Admin.

Loughner, John, Pharm D.,
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Professor, Center for Primary Care

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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

Pesis-Katz, Irena Ph.D.
Assistant Professor, School of Nursing

Phelps, Charles M.B.A., Ph.D.
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Reagan, Patricia Ph.D.
Associate Professor, Quality Officer

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Professor, Office of Senior VP for Health Sciences

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

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

Silenzio, Vincent, M.D., M.P.H.,
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Sollenberger, Julie, MLS.,
Associate Professor, Office of Senior VP

Stewart, Reginald
Assistant Professor, Director's Office, SMH

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

Swan, Shanna, Ph.D.,
Professor, Obstetrics

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

Travis, Louis M.D., ScD.
Professor, Radiation Oncology

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

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Wu, Hulin, Ph.D.
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ADMINISTRATION

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April Buttaccio

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4W318
275-1890

Jill Szydlowski

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SOCIAL AND BEHAVIORAL MEDICINE

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Corporate Woods (Bldg. 120)
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Corporate Woods (Bldg. 120)
758-7874

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Corporate Woods (Bldg. 120)
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Corporate Woods (Bldg. 120)
758-7869

Mark Foster
Data Control Clerk I
Corporate Woods (Bldg. 120)
758-7880

Marlene Goehle
Data Control Clerk I
Corporate Woods (Bldg. 120)
758-7860

Joseph Guido
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Corporate Woods (Bldg. 120)
758-7818

Teresa Harris
Data Control Clerk I
Corporate Woods (Bldg. 120)
758-7873

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Katherine Libby

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Nicole O'Dell

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Brownell, Elizabeth
Evans, Kristin
Golub, Natalia
Herr, Megan
Hoffmire, Claire
Jones, Courtney
Kakinami, Lisa
Kobrosly, Ron
Licon, Denise
Parlett, Lauren
Philbrick, Erin
Schmitt, Kimberly
Scosyrev, Emelian
Shankar, Jyoti
Simning, Adam
Spellane, Kathleen
Stevens, Vanessa

Health Services Research and Policy

Cai, Shubing
Chappell, Andre'
Cretelos, Ellen
Eldar-Lissai, Adi
Fan, Lin
Li, Qinghua
Li, Shirley
Makino, Kevin
Mastalski, Jennifer
Qian, Feng
Qiao, Nan
Robinson, Laura
Testa-Wojteczko, Matthew
Walsh, Patrick
Xian, Ying
Xing, Jingping
Zheng, Nan

POSTDOCTORAL FELLOWS

Khan, Ayesha
Marie-Mitchell, Ariane
McKee, Michael
O'Loughlin, Ryan
Ombrello, Christopher
Skerritt, Matthew
Smith, Scott

PREVENTIVE MEDICINE RESIDENT

Hagen, Amanda

