

THE SCHOOL OF MEDICINE AND DENTISTRY

# Department of Public Health Sciences



# GRADUATE STUDENT HANDBOOK 2012 – 2013

**Master Programs:**

Public Health  
Clinical Investigation  
Translational Research

**Doctoral Programs:**

Epidemiology  
Health Policy & Outcomes Research

**Post-Doctoral Programs:**

Preventive Cardiology  
Health Policy & Outcomes Research

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Nancy Perini Chin, PhD, MPH  
Associate Chair for Education

## 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 Public Health Sciences we offer Master 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 interact 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.

### *An Ecological Perspective: Levels of Influence*

Concept	Definition
<b>Intra-personal Level</b>	Individual characteristics that influence behaviors such as knowledge, attitudes, beliefs and personality traits
<b>Interpersonal Level</b>	Interpersonal processes and primary groups including family, friends and peers that provide social identity, support and role definition
<b>Community Level</b>	
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
<b>Public Policy</b>	Local, state, and federal policies and laws that regulate or support healthy actions and practices for disease prevention, early detection, control and management



## **Education Mission Statement**

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

## **Values**

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

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



# Master Programs

Master in Public Health (MPH)

Master of Science –  
Clinical Investigation (MS-CLI)

Master of Science –  
Translational Research (MS-CTR)

# MPH Program Mission Statement

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

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

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

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

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

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

At the conclusion of the Master 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 and devise and evaluate programs

### **Attitudes**

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

**DEPARTMENT OF PUBLIC HEALTH SCIENCES**  
**MASTERS OF PUBLIC HEALTH (MPH) PROGRAM OF STUDY SHEET**  
**TOTAL CREDITS REQUIRED: 44**

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

**GENERAL INFORMATION**

- a) Electives can be tailored to individual interests or can be geared toward a specific track
- b) Full-time students will be required to complete a "special circumstances" application with University Health Services in order to retain health benefits for the last semester as the last semester is less than 12 credits.
- c) Program of Study Sheet must be approved and signed by advisor at first student/advisor meeting.

**REQUIRED COURSES**

COURSE NUMBER	COURSE TITLE	CREDITS	PROPOSED SEMESTER	TRACK			CREDITS COMPLETED
				EPI	HSR	SBM	
PM 415	Principles of Epidemiology	3	Fall	✓	✓	✓	
BST 463	Introduction to Biostatistics	4	Fall	✓	✓	✓	
PM 426	Social & Behavioral Medicine	3	Fall	✓	✓	✓	
PM 421	U.S. Health Care System: Financing, Delivery & Performance	3	Fall	✓	✓	✓	
PM470	Environmental & Occupational Epidemiology	3	Spring	✓	✓	✓	
IND 503	Ethics in Professional Integrity-Clinical	1	Fall	✓	✓	✓	
PM 410*	Introduction to Data Management & Analysis Using SAS	3	Spring & Summer	✓	✓	✓	
PM 460	Masters Essay	6		✓	✓	✓	
<b>PLUS ONE OF THE FOLLOWING:</b>							
PM 450	Management of Non-profit Health & Human Service Organizations	3	Spring	✓	✓		
PM 452	Community Health Improvement Practicum	3	Fall	✓	✓	✓	
<b>RESEARCH METHODS AND ELECTIVES</b>							
	Research Methods from List A	3					
	Research Methods from List A or List B	3					
	Research Methods from List A or List B	3					
	Elective (1 of 2)	3					
	Elective (2 of 2)	3					
	<b>TOTAL CREDITS</b>	<b>44</b>					

\*Pre-requisite BST 463

Approved by Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

**RESEARCH METHODS/ELECTIVE TABLES**

X = required for track      # = elective for track

**LIST "A" - Core Methods Courses**

COURSE NUMBER	COURSE TITLE	CREDITS	PROPOSED SEMESTER	TRACK		
				EPI	HSR	SBM
PM 412 <sub>1</sub>	Survey Research	3	Spring	#		X
PM 416 <sub>2</sub>	Advanced Epidemiologic Methods	3	Fall	X		
PM 419	Recruitment & Retention of Human Subjects	3	Fall (Even Years)			#
PM 422	Quality of Care & Risk Adjustments	3	Fall		X	#
PM 438	Practical Skills in Grant Writing	3	Spring	#		
PM458	Qualitative Health Care Research	3	Spring			X
PM 461	Program Evaluation for Public Health	3	Summer			#
PM 469 <sub>3</sub>	Multivariate Models for Epidemiology	3	Spring	#	#	
PM 484 <sub>4</sub>	Cost Effectiveness Research	3	Spring		#	

**LIST "B" - Core Methods Courses**

PM 413 <sub>5</sub>	Field Epidemiology	3	Spring	X		
PM 414	History of Epidemiology	3	Fall (Odd Years)	#		
PM 417	Molecular Epidemiology	3	Spring	#		
PM 418 <sub>6</sub>	Cardiovascular Disease Epidemiology & Prevention	3	Fall	#		
PM 424	Chronic Disease-Epi	3	Spring	#		
PM 442 <sub>7</sub>	Nutritional Epidemiology	3	Spring	#		
PM 451	Infectious Disease Epidemiology	3	Spring	#		
PM 472	Measurement & Evaluation of Research Instruments	3	Spring	#	X	

**Pre-requisites:** <sub>1</sub> Prin. Of Epidemiology PM 415 <sub>2</sub> Intro to Data Mgmt & Analysis PM 410

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

<sub>4</sub> At least one semester of graduate level statistics <sub>5</sub> Prin. Of Epidemiology or permission of instructor

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

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

**ADDITIONAL ELECTIVES**

PM411	Health Care for the Elderly, Financing & Organization	3	Spring		#	
PM 420	American Health Policy & Politics	3	Fall		X	#
PM 425	Health Promotion & Preventive Medicine	3	Spring			X
PM 445	Intro to Health Services Research & Policy	3	Fall		#	
PM 448	Health Policy Analysis	3	Spring		#	
PM 462	Intro to Translational Research Methods	3	Fall			
PM 488	Experimental Therapeutics	3	Spring			

# MS-CLI Education Program Mission Statement

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

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

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

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

## **Master of Science in Clinical Investigation Learning Objectives/Competencies**

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

### **Knowledge**

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

### **Skills**

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

## **Attitudes**

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

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

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

**GENERAL INFORMATION**

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

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>PROPOSED SEMESTER</b>	<b>CREDITS COMPLETED</b>
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	
IND 503	Ethics in Professional Integrity-Clinical	1	Fall	
BST 463	Introduction to Biostatistics	4	Fall	
BST 465	Design of Clinical Trials	4	Spring	
	Masters Research Project/Paper	6		
<b>PLUS ONE OF THE FOLLOWING</b>				
PM 413	Field Epidemiology	3	Spring	
PM 416	Advanced Epi Methods		Fall	
	Advanced Biostatistics Course			
<b>REQUIRED LECTURE SERIES</b>				
PM 476	RCTRC Lecture Series	0	Fall & Spring	0
<b>OPTIONAL WORKSHOPS AS NEEDED</b>				
List of training opportunities may be found at <a href="http://www.urmc.rochester.edu/ctsi/education/">http://www.urmc.rochester.edu/ctsi/education/</a>				
<b>ELECTIVES</b>				
	See Elective Table	3	Fall or Spring	
	See Elective Table	3	Fall or Spring	
	<b>TOTAL CREDITS</b>	33		0

\*Pre-requisite BST 463

Approved by Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

### MS-CLIELECTIVES

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

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTER OFFERED	CLUSTER AREA				COURSE TAKEN
				CLITRIALS	EPI	HSR	SBM	
PM 411	Health Care for the Elderly, Financing & Organization	3	Fall					
PM 412^	Survey Research	3	Spring				✓	
PM 413 #	Field Epidemiology	3	Spring		✓			
PM 414	History of Epidemiology	3	Every Other Fall		✓			
PM 416	Epidemiologic Methods	3	Fall		✓			
PM 417	Molecular Epidemiology	3	Spring		✓			
PM 418 >	Cardiovascular Disease Epidemiology & Prevention	3	Fall		✓			
PM 419	Recruitment & Retention of Human Subject	3	Fall	✓			✓	
PM 420	American Health Policy & Politics	3	Fall			✓		
PM 421	U.S. Health Care System: Financing, Delivery, Performance	3	Fall			✓		
PM 422 ¥	Quality of Care & Risk Adjustment	3	Fall			✓		
PM 424	Chronic Disease-Epi	3	Spring		✓			
PM 426	Social & Behavioral Medicine	3	Fall		✓		✓	
PM 442	Nutritional Epidemiology	3	Spring		✓			
PM 445	Introduction to Health Services Research & Policy	3	Fall			✓		
PM 451	Infectious Disease Epidemiology	3	Spring		✓			
PM 458	Qualitative Health Care Research	3	Spring				✓	
PM 461	Program Evaluation for Public Health	3	Summer			✓	✓	
PM 462	Introduction to Translational Research Methods	3	Fall					
PM 469	Multivariate Models for Epidemiology	3	Spring	✓	✓	✓		
PM 472	Measurement & Evaluation of Research Instruments	3	Spring	✓				
PM 488	Experimental Therapeutics	3	Spring	✓				

**Pre-requisites** ^Principles of Epidemiology PM 415

#Principles of Epidemiology PM 415

>Principles of Epidemiology PM 415 -or- Introduction to Epidemiology PH 103

¥Introductory courses in epidemiology and statistics

# 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.

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

This program focuses on multi-disciplinary research skills needed to carry out bench-to-bedside translational research. Those completing this program receive the degree of Master of Science (Translational Research).

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.

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 of Science in Clinical and 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 in 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 PUBLIC HEALTH SCIENCES**  
**MASTER OF SCIENCE IN CLINICAL TRANSLATIONAL RESEARCH (MS-CTR) PROGRAM OF STUDY SHEET**  
**TOTAL CREDITS REQUIRED: 35**

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

**GENERAL INFORMATION**

- a) Individuals eligible for this program must have an MD or PhD or be enrolled in a training program leading to either.
- b) Program can be completed within two years at full-time status (minimum of 12 credits is required) or up to five years at part-time status.
- c) Majority of course work can be completed in year one with the exception of BST 464 at full-time status
- d) Research project will extend beyond year of courses
- e) Electives can be tailored to individual interests
- f) Program of Study Sheet must be approved and signed by advisor

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>COURSE CREDITS</b>	<b>PROPOSED SEMESTER</b>	<b>CREDITS COMPLETED</b>
PM 415	Principles of Epidemiology	3	Fall	
PM 417	Molecular Epidemiology	3	Spring	
PM 438	Practical Skills in Grant Writing <b>Medical Students are <u>not</u> eligible to enroll in this course. Please discuss with your advisor for an appropriate course substitution.</b>	3	Spring	
PM 462	Laboratory Methods for Translational Research	3	Fall	
BST 462	Introduction to Biostatistics	4	Fall	
BST 464 or BST 465*	Choice of BST 464 Statistical Methods for Biomedical Applications or BST 465 Design of Clinical Trials. <b>*BST 465 may be substituted for BST 464 for full-time students only.</b>	4	Fall	
PM 488	Experimental Therapeutics	3	Spring	
IND 503	Ethics in Professional Integrity-Clinical	1	Fall	
<b>REQUIRED LECTURE SERIES</b>				
PM 476	RCTRC Lecture Series		0 Fall & Spring	0
<b>OPTIONAL WORKSHOPS AS NEEDED</b>				
List of training opportunities may be found at: <a href="http://www.urmc.rochester.edu/ctsi/education/">http://www.urmc.rochester.edu/ctsi/education/</a>				
<b>ELECTIVES</b>				
	See Elective Table	4		
	See Elective Table	4		
	See Elective Table	3		
	Masters Research Project/Paper	0		0
	<b>TOTAL CREDITS</b>			<b>0</b>

Approved by Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

MS-CTR ELECTIVE TABLE

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTER OFFERED	COURSE TAKEN
PM 410	Intro to Data Management & Analysis Using SAS	3	Spring & Summer	
PM 411	Health Care For The Elderly, Financing & Organization	3	Fall	
PM 412	Survey Research	3	Summer	
PM 413	Field Epidemiology	3	Summer	
PM 414	History of Epidemiology	3	Fall	
PM 416	Epidemiologic Methods	3	Fall	
PM 418	Cardiovascular Disease Epidemiology & Prevention	3	Fall	
PM 419	Recruitment & Retention of Human Subjects	3	Fall	
PM 422	Quality of Care & Risk Adjustment	3	Fall	
PM 442	Nutritional Epidemiology	3	Spring	
PM 458	Qualitative Health Care Research	3	Spring	
PM 461	Program Evaluation for Public Health	3	Summer	
PM 469	Multivariate Models for Epidemiology	3	Spring	
PM 472	Measurement & Evaluation of Research Interests	3	Spring	
PM 484	Cost Effectiveness Research	3	Spring	
IND 408	Biochemistry	4	as per dept	
IND 410	Molecular Biology	4	as per dept	
BCH 412	Macromolecules	4	as per dept	
IND 411	Methods in Structural Biology	4	as per dept	
BIO 443	Eukaryotic Gene Regulators	4	as per dept	
MBI 414	Mechanisms in Microbial Pathogenesis	4	as per dept	
MBI 421	Microbial Genetics	4	as per dept	
MBI 431	Microbial Physiology	4	as per dept	
MBI 456	General Virology	4	as per dept	
MBI 473	Immunology	4	as per dept	
MBI 540	Advanced Topics - Immunology	4	as per dept	
NSC 512	Cellular Neuroscience	4	as per dept	
NSC 530	Neural Basis of Learning, Memory and Higher Function	4	as per dept	
NSC 508	Development	4	as per dept	
NSC 531	Integrated and Systems Neuroscience	4	as per dept	
NSC 540	Principles of Behavior Analysis	4	as per dept	
PTH 504	Current Topics in Experimental Pathology	4	as per dept	
PTH 507	Cancer Biology	4	as per dept	
PTH 593	Molecular Mechanisms of Disease	4	as per dept	
PHP 440	Topics in Vascular Biology	4	as per dept	
PHP 550	Ion Channels and Disease	4	as per dept	
TOX 493	Workplace and Risk Assessment	2	as per dept	
TOX 521	Biochemical Toxicology	4	as per dept	
TOX 530	Reproductive and Developmental Toxicology	4	as per dept	
TOX 533	Neurotoxicology	4	as per dept	
TOX 594	Molecular Toxicology	4	as per dept	

THE SCHOOL OF MEDICINE AND DENTISTRY

**Department of Public Health Sciences**



# Master Research Project

The Master 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  
(2006 to current)

## Master Research Project Guidelines:

### Purpose/Background:

- DCPM Master 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 core 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:
    - Two members from DCPM and one outside of DCPM.
- Presentation Eligibility/Approval:
  - All core courses shall be completed (see Requirement section for exemption statement).
  - Research project proposal topic and date shall be emailed to the Associate Chair for Education for approval.
- Scheduling:
  - Takes place Wednesday from 12:00 to 1:00 in 30 minutes slots.
  - Verify availability of committee members.
  - Secure presentation date with Elaine Topeck.
- Abstract Submission:
  - Student shall provide an electronic version of the presentation abstract to Elaine Topeck at least ten 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 one week prior to the scheduled presentation.
  - A reminder announcement will be forwarded 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](mailto:Nancy_chin@urmc.rochester.edu)
  - Pattie Kolomic, Graduate Programs Administrator (585.275.7882)
    - [Pattie\\_kolomic@urmc.rochester.edu](mailto:Pattie_kolomic@urmc.rochester.edu)
  - Elaine Topeck, Secretary IV (585.275.6806)
    - [Elaine\\_topeck@urmc.rochester.edu](mailto:Elaine_topeck@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. All students must have an active HSPP (Human Subjects Protection Program) number.
3. Because review may take several weeks before a decision is rendered, advance planning necessary.
4. Please consult the on-line RSRB application instructions for protocol development, templates for consent letters, etc. and definition of terms (<http://www.urmc.rochester.edu/rsrb>)

### **B. RESEARCH SEQUENCE**

1. The following table has been developed as a suggested series of steps for the completion of the Master 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 ensure 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.

<b>Steps</b>	<b>Involvement</b>	<b>Description</b>
1) Feasibility Inquiry	Student & Advisor	<ul style="list-style-type: none"> <li>• Idea discussion</li> </ul>
2) General Topic Identification	Student & Advisor	<ul style="list-style-type: none"> <li>• Development of idea into topic</li> </ul>
3) Topic Approval/Identification of proposed Committee Chair	Student & Program Director	<ul style="list-style-type: none"> <li>• Brief abstract submitted for discussion, review and approval by Program Director</li> </ul>
4) Research Committee Identified	Student, Advisor, Program Director, proposed Committee Chair and other faculty	<ul style="list-style-type: none"> <li>• Student secures agreement for involvement from suggested committee members</li> </ul>
5) Committee Meeting	Student, Committee Chair and Committee Members	<ul style="list-style-type: none"> <li>• Refine topic and research question</li> <li>• Layout methods</li> <li>• Prepare timeline</li> </ul>
6) Research Proposal	Student, Committee Chair and Committee Members	<ul style="list-style-type: none"> <li>• Preparation of proposal with review and feedback from Committee Chair and Members</li> </ul>
7) Schedule Research Proposal Presentation	Student, Committee Chair, Committee Members, Graduate Programs Administrator	<ul style="list-style-type: none"> <li>• Completion &amp; submission of Master's Essay Presentation Request Form (MEP-RF) to Graduate Programs Administrator for presentation eligibility verification</li> <li>• Schedule presentation with assistance of Elaine Topeck, Administrative Assistant</li> </ul>
8) Announcement of Research Proposal Presentation	Student & Graduate Programs Administrative Assistant	<ul style="list-style-type: none"> <li>• Submission of abstract to Administrative Assistant one week prior to presentation</li> <li>• Notice posted within department and forwarded via email to all DCPM faculty and students one week prior to presentation date</li> </ul>
9) Research Proposal Presentation	Student, Committee Chair and Members, DCPM faculty and students	<ul style="list-style-type: none"> <li>• Student presents</li> </ul>

10) Faculty Caucus	Student, Committee Chair and Members, other faculty	<ul style="list-style-type: none"> <li>• Provided feedback and suggestions based on presentation</li> </ul>
11) Research	Student, Committee Chair and Members and Consultants as necessary	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data analyses</li> <li>• Essay write up (draft format)</li> </ul>
12) Committee Meeting(s)	Student, Committee Chair and Members	<ul style="list-style-type: none"> <li>• Review of progress and essay draft</li> <li>• Reworks based on feedback</li> </ul>
13) First draft to Committee	Student	<ul style="list-style-type: none"> <li>• March 1 for May graduation</li> <li>• July 1 for August graduation</li> <li>• November 1 for December graduation</li> </ul>
14) Final Essay Project (see guidelines)	Student, Committee Chair and Members, Graduate Programs Administrator	<ul style="list-style-type: none"> <li>• Submission of final project to Committee Chair &amp; Members for sign off</li> <li>• Submission of final project to Graduate Programs Administrator</li> <li>• Submission of final abstract with findings to Graduate Programs Administrative Assistant</li> </ul>

### 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 copy of their Master Research Project to the Graduate Programs Administrator in an electronic version. In addition they are required to present the final abstract with findings to Elaine Topeck.
2. Format:
  - a. Students should use the following margins:
    - i. 1 1/2" from the left side
    - ii. 1 1/4" from the right side, top and bottom, including the page number ( you may put the page number on the bottom of the page)
  - b. Font size should be 10-12
  - c. Font type should be Times New Roman
  - d. The MPH Research report should be double-spaced
  - e. The final abstract of the project should appear immediately after the table of contents and must include the following headings **bolded** with a brief description of each: Background, Objective, Methods, Results and Conclusion.
  - f. Cover page template (see next page)
    - i. No page number shall be printed on the title page.
    - ii. Project title is typed in Title Case following standard rules of English
    - iii. Chair is to be 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)**

Title of Thesis

by

Your Name

Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree

Supervised by

(Chair of Committee Only)

Department of Community & Preventive Medicine

School of Medicine and Dentistry

University of Rochester  
Rochester, New York

20XX

## IMPORTANT DATES:

### **May Graduation:**

- March 1- First draft of your essay must be to your committee
- April 15- Final completed copy of essay with committee sign-off to the Graduate Program Administrator

### **August Graduation:**

- July 1 - First draft of your essay must be to your committee
- August 15 - Final completed copy of essay with committee sign-off to the Graduate Program Administrator

### **December Graduation:**

- November 1- First draft of your essay must be to your committee
- December 15- Final completed copy of essay with committee sign-off to the Graduate Program Administrator

## Previous Master Project Titles

### 2013 MASTER RESEARCH PROJECTS

Craig, Mark S.	Identifying Residency Program Factors that Lead to Satisfaction with Quality Improvement (QI) Curricula, and Perceived Resident Proficiency in QI: A Secondary Analysis of a National Survey of Pediatric Residency Program Directors and Key Informant Interviews with Residents
Fernandez, Lydia	Barriers and Facilitators to Successful Telemedicine for Pediatric Urgent Care in an After-Hours Community-Referral Setting
Jain, Minal	Evaluation of the Impact of Image Sharing on Inter-hospital Transfer of Patients with Stroke/Transient Ischemic Attack
Kumar, Divya	An Evaluation of a Parental Training Program for Foster Parents
Lee, Sharon S.	Impact of a Comprehensive Worksite Health Promotion Intervention on Job Satisfaction
Qiao, Nan	State Sex Education Policies' Impact on American Adolescents' Safe Sex Behavior
Spillman, Jessica	Is Better Communication With Nursing Home Staff Associated with Higher Rates of Advance Directive Completion Among Residents at the End-of-Life?
Teeters, J. Chad	Pre-Hypertension, Hypertension and Left Ventricular Hypertrophy in a Healthy Adolescent Population
Thew, Denise	Written English Text vs ASL Adaptation Video - Comparing Disbursements of Information on Health Inequities to Deaf and Hard of Hearing College Students
Wolf, Aharon	CT vs. Clinical Diagnosis for Diagnosing Pediatric Appendicitis: A Cost Utility Analysis
Zanghi, Christine	Taming Cardiopulmonary Bypass: A Potential New Method for Anticoagulation in Patients with Heparin Induced Thrombocytopenia

### 2012 MASTER RESEARCH PROJECTS

Abbas, Kaja M.	System Science Modeling of Epidemiological Outcomes of Latent Tuberculosis Treatment Policy for India in the era of Drug Resistance
Augustine, Alicia	Environmental Tobacco Smoke Exposure is Associated with Reduced Circulating Adiponectin Concentrations in Pre-pubescent Children
Baker, Liana	Physical Activity as a Coping Strategy for Smoking Cessation in Adults Age 50 and Older
Bernstein, Ethan	Preoperative Brain Natriuretic Peptide and Atrial Arrhythmias After CABG Surgery
Bhatt, Seema	Screening for Pediatric Cervical Spine Injury: Epidemiology and Trends in Imaging Use in the ED Setting
Boyle, Lisa	The Characteristics and Prevalence of Executive Dysfunction in Older Adults Receiving Aging Services Care Management
Bredlau, Amy-Lee	Oral Ketamine Dose Estimate Clinical Trial in Children
Cronmiller, Heather L	Chronic Inflammation: The Potential Link Between Early Chest Radiotherapy and Increased Cardiovascular Disease
Eleoff, Sara	Special Healthcare Needs Among Children in Informal Kinship Care
Kondabolu, Sirish	Comparison of Concussion Incidence in High School Contact and Collision Sports: Perspectives on Concussion Surveillance and Prevention
Kainth, Mundeep	Chromosomally Integrated HHV-6 and HIV Disease Progression
Markevicz, Colleen	The Use of Sucrose as Analgesia in Infants During Painful Procedures: A Randomized Trial
Miller, Todd	The Northeast Rochester Youth and Family Wellness Project: An Evaluation of the "Second Step©" Violence Prevention Program
Rindal, Kristin	A Unique view into the World of Desperate and Unfortunate People: "ED Physicians' Attitudes and Beliefs towards the Alcohol Intoxication Patient

## 2011 MASTER RESEARCH PROJECTS

Bishop, Courtney	Association Between Methyl Mercury Levels and Atopy in the General US Population
Buermann, Randall	Analysis of Potential Predictors of the Effects of CRT-D vs. ICD-Only Therapy on Heart Failure Event or Death in the Ischemic Male Subset of the MADIT-CRT Patient Population
Buttaccio, April	Breastfeeding and Employment: Factors That Differentiate Those Who Are Able To Continue Breastfeeding And Those Who Are Not
Caprio, Thomas	Medical Director Qualifications and Association with Nursing Home Characteristics
Chapman, Benjamin	Statistical Learning Models of the Prognostic Value of Personality Phenotype for Interleukin-6 8 Month Later in Older Persons
Corona, Ethan	Five Factor Personality and Paid Personal Assistance Services Use in a Chronically Ill Medicare Population
Ding, Ding	Obesity-Related Health Conditions in the Elderly: An Association with Depression?
Driscoll-Brantley, Erin	Comparison Of The Impacts Of Breastfeeding and Mammography On Breast Cancer Survival
Finch, Dana	Exploration of Self-Reported Reasons for Use of Emergency Medical Services and Patient Health Literacy
Goldman, Micheyle	The Emergency Department “Teachable Moment”: Can Burn Prevention Knowledge Be Increased With A Pediatric Emergency Department Intervention?
Hagen, Amanda	United States Navy Personnel Perceptions of a Proposed Navy-wide Smoking Ban
Hanwatkar, Prachi	Fluoride Varnish: Knowledge, Preferences and Practices Of General and Pediatric Dentists
Heatwole, Chad	High Impact Symptoms in Myotonic Dystrophy Type-1: A Qualitative Study
Hettinger, A. Zach	Emergency Medical Dispatch Code Association with Emergency Department Outcomes
Idris, Amna	Modeling Long Term Cost Savings from a Worksite Weight Management Program
Inboriboon, Pholaphat	A Descriptive Study of Patients with Poisoning at Referral Hospital IN Northern Thailand
Kunjukunju, Samuel	Complementary & Alternative Medicine Utilization Among Psoriasis Patients
Kuriyan, Ajay	Synthetic Triterpenoids Inhibit Myofibroblast Differentiation In Vitro: A Potential Novel Therapy for Corneal Scarring
Lemcke, Erin	Evaluation of the Presence of a Subchorionic Hematoma on 1st Trimester Ultrasound and Midtrimester Transvaginal Cervical Length: A Retrospective Cohort
Liebman, Scott	Predictors of Mismatch between Chosen and Actual Dialysis Modality
Linebarger, Jennifer	Resilience in Adolescents with Cancer: Impact of Cyberspace
Mookerjee, Sohug	Barriers to Help-Seeking: A Cultural Perspective on Intimate Partner Violence
Mooney, Christopher	Community Resources, Social Isolation & Cardiovascular Disease Mortality
O’Hanlon, Katherine	Defining the Population Health Impact of Global Health Work: Program Leaders Perspectives
Olden, Aaron	Palliative Care Needs and Symptom Patterns of Hospitalized Elders Referred for Consultation
Peebles, Skye	“Nothing About Us Without Us:” Women with Developmental Disabilities Have Conversations About Sexual and Reproductive Health
Peppone, Luke	The Effect of Cigarette Smoking on Cancer Treatment-Related Side Effects among 947 Subjects
Powalski, Caitlin	Unwanted Sexual Experiences During a Hook Up: Identifying the Narrator as Victim or Agent
Puri, Savita	Physician Awareness of Radiation Attributable Cancer Risk from Diagnostic CT Scans
Salloum, Rabih	Economic Evaluation of the Difference in the Rate of Surgical Site Infection Between Laparoscopic and Open Procedures for Resection of Colorectal Cancer
Smirnow, Alexis	The Health-Related Needs of Patients and Families Affected by Duchenne and Becker Muscular Dystrophy
Shprecher, David	Identifying Barriers and Solutions to Clinical Research Recruitment for Neurodegenerative Disorders

Thomas, Otto	Long-term Effects of Radiation Therapy and Anthracycline Chemotherapy on Cardiac Function and Perfusion Changes in Survivors of Hodgkin Lymphoma and non-Hodgkin Lymphoma
Warder, Miranda	Analyzing First-time Smoking Cessation Attempts of Midlife & Older Smokers: Who is the 50+ Smoker?
Werner, Elizabeth	Cervical Cancer Screening Among Young Hispanic American Women: The Knowledge Barrier

#### **2010 MASTER RESEARCH PROJECTS**

Bender, Edward	What is Important?: A Qualitative Assessment of Needs Support In a Tobacco Dependence Trial.
Black, Jonathan	How We See It: A Photovoice Study with Children with Cancer
Fogg, Thomas	Relationships between Acculturation Strategy and the Risk of Suicidal Behavior in Deaf Adults
Foltz, Jennifer	An Assessment of School Wellness Policies: The Strength and Completeness of Competitive Food and Beverage Policies and the Correlation with District Characteristics
Fusco, Carlo	Barriers to Accessing Mental Health Services: Latino Students at a Northeast Private University
Gallivan, Sarah	Three Wishes: How can the hopes and dreams of adolescent patients inform provider practice?
Gromer, Karen	Adolescent Sexual Risk Behaviors: Does Sport Type Play a Role?
Hendren, Samantha	Patients' Barriers to Obtaining High-Quality Cancer Care and Risk Factors for Requiring More Help
Khan, Ayesha	Metabolic Syndrome and Diet in Middle Aged and Elderly Population
Knight, Karena	Do the perspectives on the need of mental health counseling among foster parents and teens explain the use of the mental health services among teens in foster care?
Liu, Judy	Investigating the Risk Markers for Recurrent Syncope in Long QT Syndrome
Maher, Mary	A Study of Perinatal Outcomes of Hispanic Migrant Farmworkers Using the Optimality Index-US
Markey, Andrew	Is Strong Stories an effective educational tool for teaching middle-school age children in Rochester, NY about head injury prevention?
McGrath, Peter	Training frontline HIV prevention staff to conduct a brief behavioral intervention – do they use it?
McKee, Michael	Relationships between emergency room utilization and modes of communication among deaf adults who communicate in American Sign Language
Mura, Melissa	Workers' Perspectives on the Sociocultural Feasibility of Physical Activity Promotion in the Workplace
Narang, Shalu	Bacteremia in Children with Sickle Hemoglobinopathies
Operario, Drawin	Community-Based Participatory Research as an Approach for Improvement in Pandemic Influenza Response Planning
Paradise, Heather	Self-Assessment of Problem-Solving Competence Among Urban Mothers of Newborns
Schmitt, Kimberly	Expanded SCHIP Eligibility and the Influenza Immunization of Near-Poor Children
Schwartz, Ann	Why Do Insured Individuals Seek Care from Publicly-funded STD Clinics?
Smith, Heidi	Survey Development to Evaluate Educational Component of Medical-Legal Partnerships
Smith, Rebecca	Predictive Factors for Acute Otitis Media: Colonization and Immunity in a Cohort Of Children
Tavares, Viniinus	Barriers to Primary Dental Care: A Qualitative Investigation of Attenders to a Dental School Emergency Department
Wing, Richard	The Effect of Medication Costs on Adherence to Immunosuppressive Medications by Kidney Transplant Recipients

#### **2009 MASTER RESEACH PROJECTS**

Abayon, Maricelle	Diabetes and Dental Caries Prevalence: Is There An Association?
Baumhauer, Judith	Age and Gender Differences between Patient and Physician Derived Outcome Measures in the Foot and Ankle

Bender, Edward	What Is Important? A Qualitative Assessment of Needs Support in a Tobacco Dependent Trial
Borus, Zachary	“Not Perfect, But So Much Better” Transitioning to CPS on an Inpatient Child Psychiatry Unit
Coles, Mandy	How Are State Abortion Statutes Associated with Unintended Teen Birth?
Deutsch, Robert	Does the Institution of End-Tidal CO2 Monitoring During Pediatric Procedural Sedation in the Emergency Department Alter the Mean Ketamine or Enhance Detection of Adverse Respiratory Events?
Foltz, Jennifer	An Assessment of School Wellness Policies: The Strength and Completeness of Competitive Food and Beverage Policies and the Correlation with District Characteristics
Hendren, Samantha	Patients’ Barriers to Obtaining High-Quality Cancer Care, and Risk Factors for Requiring More Help
Hoyt, Teresa	Identifying Healthcare Priorities of Black Women in a Resource-Poor Neighborhood Using Longitudinal Focus Group Methodology
Maher, Mary	A Study of Perinatal Outcomes of Hispanic Migrant Farmworkers Using the Optimality Index-US
Narang, Shalu	Bacteremia in Children With Sickle Hemoglobinopathies
Operario, Darwin	Community-Based Participatory Research as a Route for Improvement in Pandemic Influenza Response Planning
Panzer, Allison	Duration of Breastfeeding in Relation to Health Outcomes at 2 Years of Age in a NICU Population
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?
Sherazi, Saadia	Physicians’ Knowledge and Attitudes Regarding Implantable Cardiac Defibrillators (ICDs)
Strutz, Kelly	Birth Outcomes and Predictors Across Three Rural-Urban Typologies in the Finger Lakes Region of New York
Thomas, Daniel	

#### **2008 MASTER RESEARCH PROJECTS**

Allan, Annie Laurie	Exploring Factors Associated with the Decision to Test for HIV in the Home: A Logistic Regression Analysis of Survey Data from Malawi, Africa
Beiswenger, Tanya	Comparative Analysis of Rochester Collegiate Injury Surveillance to the National Collegiate Athletic Association Injury Surveillance System: Insights on Injury Analysis and Prevention
Fagnano, Maria	Sleep Disordered Breathing and Behaviors of Inner-City Children with Asthma
Friedman, Deborah	Analysis of Utilization, Diagnosis, Treatment and Cost of Migraine Headache in the Emergency Department
Hoeger, Kathleen	Menstrual Cycle Status and Metabolic Risk in a Cohort of Women With and Without Polycystic Ovary Syndrome
Jean-Pierre, Pascal	Structural and Reliability Analyses of a Brief Patient Report Measure of Cancer-Related Cognitive Dysfunction
Jones, Courtney	Patterns of Use and Descriptive Characteristics of Adolescents Who Used GottaQuit.com: A Real World One-on-One Web-Chat Service for Adolescents Smoking Cessation
Marie-Mitchell, Ariane	Relationships Between Attachment, Health Care Utilization and Morbidity in Maltreated and Non-Maltreated Infants
Maupin, Genny	Association Between Obesity and Toxoplasma Infection
Mustian, Karen	The Effect of Home-Based Walking and Progressive Resistance Exercise on Inflammatory Cytokines Associated With Cancer-Related Fatigue in Cancer Patients Receiving Radiation Therapy
Palesh, Oxana	Impact of Paroxetine on Insomnia in 426 Cancer Patients Receiving Chemotherapy: A Trial From the University of Rochester Cancer Center Community Clinical Oncology Program
Pietropaoli, Anthony	Gender Differences in Severe Sepsis and Septic Shock: A Retrospective Cohort Study

Ritchlin, Christopher Songdej, Natthapol	Analysis of Factors Associated With Obesity in Psoriatic Arthritis Blood Lead Levels in the General US Population and Association with Inflammation: An Investigation of the 1999-2004 National Health and Nutrition Examination Survey
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
Walsh, Patrick	Factors Associated With Use Versus No Use of Emergency Departments for Mental Health Reasons by People 65 Years of Age and Older
Young, Kate	Changes in Clinical Management With the Use of Transesophageal Echocardiography in Patients With a First Cerebrovascular Ischemic Event

#### **2007 MASTER RESEARCH PROJECTS**

Belflower, Ruth	Perceived Roles and Responsibilities: Diabetic Care for the Severely Mentally Ill
Bradley, James	LQTS: Clinical Course and Risk Stratification in Subjects Genetically Tested for the Congenital Long-QT Syndrome After Age 40 Years
Brown, Graham	A Model for Electronic Medical Record Implementation Planning in Community-Based Care
Campbell, Patricia	Knowledge and Utilization of Medicare Preventive Services Among Older Women in Monroe County, NY
Carwile, Jenny	Blood Lead Levels and Thyroid Function
Cook, Stephen	Testing the Effect of Practice-level Intervention on Screening for Childhood Obesity Diagnosis and Treatment
Cooper, Anna	Electromagnetic Field Exposure and Risk for Cardiovascular Diseases: A Cohort Mortality Study
Crittenden, Crista	Parenting Styles in Mothers of Two-Year-Olds With and Without Asthma
DelBalso, Mary	Latino Caregivers' Perceptions of Chronic Illness for Children in Foster Care
Figuerosa, Colmar	Does Empowerment Help Explain Back-White Differences in Tobacco Abstinence?
Healey, Patricia	Incarcerated Women and Violence: How to Intervene?
Holland, Margaret	The Effects of Stress on Birth Weight in Low-Income, Unmarried Black Women
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
Lande, Marc	Elevated Blood Pressure, Race/Ethnicity, and C-reactive Protein in Children and Adolescents
Levy, Deborah	Cardiovascular Risk Reduction in the Outpatient Setting: Clinical Investigator Experience With Translation of Research Into Practice
O'Connor, Alec	A Cost-Effectiveness Comparison of Four First-Line Medications in Painful Diabetic neuropathy
Pietrasik, Grzegorz	Obesity and the Risk of Sudden Cardiac Death or Sustained Ventricular Arrhythmia Among Post-Myocardial Infarction Patients With Severe Left Ventricular Dysfunction
Quinones, Zahira	Tobacco Use and Cessation Knowledge, Attitudes and Practices Among Medical Students in the Dominican Republic
Ryan, Julie	Racial Differences in Self-Reported Skin Problems and Pain in Cancer Patients Receiving Radiation Therapy
Snyder, Gwendolyn	Emergency Medicine Providers' and Primary Care Physicians' Perceptions of Emergency Department Referrals: Do the Perceptions Meet Reality?
Thompson, Joel	The Cost-Effectiveness of Natalizumab for Relapsing Multiple Sclerosis
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 RESEARCH PROJECTS**

Block, Robert	The Influence of Dietary Fatty Acids on Recurrent Coronary Events
Byrnes, Jennifer	How Have Federal Bioterrorism Funds Impacted Public Health Programs and Priorities in Monroe County, NY?
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
Dele-Michael, Abiola	Is Left Ventricular Concentric Remodeling An Independent Predictor of Cardiovascular Morbidity in African Americans? The Atherosclerosis Risk in Community Study (ARIC)
Dickerson, Ty	<i>From ButterTea to Pepsi: A Rapid Appraisal of Food Preferences and Procurement Strategies in a Contemporary Tibetan Township</i>
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
Glassman, Michael	ICD Efficacy by Age in the MADIT II Study Population
Hazel-Fernandez, Leslie	West Indian New Yorkers' View of Their Cardiovascular Health
Volpe Holmes, Alison	I Know They Offer Me Only Tuna: Why do Breastfeeding Mothers in WIC Receive Formula Instead of Food?
Huang, Nina	A Cost Effectiveness-Analysis of Intrauterine Insemination and In Vitro Fertilization
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
Jensen, Peter	Factors Associated with Oral Health-Related Quality of Life Among Community-Dwelling, Functionally Impaired, Elderly Adults
Lankes, Heather	The Relationship Between Sleep Disturbance and Cancer-Related Fatigue in Breast Cancer Patients Receiving Chemotherapy
Lee, Benjamin	Late-life Depression and Emergency Medical Services Utilization
Lerner, Norma	Designing a Phase III Study of Aspirin Prophylaxis in Children With Sickle Cell Disease
Mener, David	Trauma Patients in the Prehospital Environment: How Well Do Emergency Medical Service Personnel's Assessments Agree with the Trauma Triage Protocols?
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
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'Donoghue, Kelly	Analysis to Investigate the Relationship Between Selective Serotonin Reuptake Inhibitor (SSRI) Use and Progression of Huntington's Disease
Pakpreo, Ponrat	The Northeast Rochester Youth and Family Wellness Program: Evaluation of the Health Lifestyle Program for Adolescents
Pappano, Dante	Survey of Pediatrician Under Adoption of Homeopathic Anti-diarrheal Agents: A Case Study of Failed Translation
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
Shah, Manish	Emergency Medical Services Use by Older Adults: An Analysis of the National Hospital Ambulatory Medical Care Survey
Smith, Shannon	Pre-operative 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
Watson III, David	Airway Size, Jaw Pain, and Daytime Sleepiness in Children with Rheumatic Disease
Benita-Weiss, Michal	Chemotherapy-Related Side Effects in Younger Patients Compared to Older Patients

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 Policy & Outcomes Research

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 PhD PROGRAM**

### **Mission Statement**

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

### **Program Goals**

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

### **Program Objectives**

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

Specific objectives are to:

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

### **Epidemiology PhD Program Objectives/Competencies**

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

- Describe the development of epidemiology into its own distinct scientific field from various disciplines;
- Understand and describe traditional and emerging epidemiological study designs, including their advantages and limitations;
- Define key epidemiological concepts of bias and interaction and assess their impact in epidemiologic investigations;

- Develop and apply a detailed statistical analysis strategy using a combination of stratified and regression techniques;
- Critically evaluate the design and conduct of published observational and interventional studies and interpret their findings;
- Design and conduct an original epidemiologic investigation including recruitment, data collection, data management and statistical analysis; and
- Understand the methodological commonalities and differences across specialized areas of epidemiologic and population health research.

## **PROGRAM REQUIREMENTS**

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

## SUGGESTED SCHEDULE OF CLASSES

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

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

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

## **COMPREHENSIVE EXAMINATIONS**

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

- Written and oral qualifying examinations are required upon completion of a minimum of 55 credit hours of coursework.
  - Written examination is developed yearly by the Executive Committee of the Program and administered in a two day classroom setting.
  - Oral examination is administered by the Executive Committee of the Program.
  
- Completion (pass) status
  - Based on scores of written and oral examination.
  - Second qualifying examination opportunity is provided for those who fail
  - A minimum of six months must elapse since the first examination.
  - No further opportunities will be provided.
  - Any student not successfully completing the examination will be counseled to complete requirements for a Master in Public Health.

## **TEACHING ASSISTANTSHIPS**

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

## **SEMINAR SERIES**

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

## DISSERTATION RESEARCH

- Background
  - URMC has a strong research program as demonstrated by its \$262 million in sponsored research of which \$183 million is NIH funding (FY 2011)
  - Within the DCPM there is currently \$8 million in sponsored research generated by faculty.
  - The Department published over 150 research publications in the past year.
  - 123 presentations were made by faculty and students at national and international scientific meetings.
  - This track record confirms the depth of the institution and of the Department for the provision of research opportunities for doctoral students.
  
- Research Component of the Doctoral Training
  - Planned as an intense, carefully mentored process
  - Program faculty represent the majority of clinical departments within URMC as well as basic science department.
  - Also represented are government agencies such as the Health Department and private corporations such as Kodak, Xerox and Blue Cross/Blue Shield, each of which has expressed interest in public health and health care issues.
    - Collaborations with these institutions have been developed and nurtured by the DCPM because of the diversity that they bring to the Department activities, as well as the rich data sources each holds.
  - Program faculty will provide the primary source of research opportunities for students to share in during their training, as well as serving as the foundation on which dissertation research investigations may be built.
    - Numerous federally-funded research studies are currently in progress which are led by program faculty. These will provide ample options for doctoral students. However, students are not limited to these projects.
  - Additional opportunities for research are available from the Center for Community Health and numerous research investigations across other departments.
    - Candidates are required to make a formal oral presentation of their planned research investigation to their respective Dissertation Advisory Committee. This presentation is open to other URMC faculty and staff as well.
    - The inclusion of primary data collection in the doctoral research will be a critical component of each project.
  - Following approval of the research plan each student will be strongly encouraged to seek pre-doctoral funding for support during the conduct of the dissertation.
    - In the public health sciences this is a common approach and one in which ample opportunities for funding are available.
  - At the completion of the research investigation the student will be required to present and defend his/her research methodology and findings at a public forum.
  - The committee for the final defense will consist of the dissertation committee.
    - The committee Chairman must be at the Assistant Professor or higher level and must hold a primary appointment in the Division of Epidemiology.
    - Other members will include at least one full-time faculty member of the rank of Assistant Professor or higher who holds a primary appointment in the DCPM and one or two “outside” members who hold a primary appointment in another department.
    - All other requirements for completion of this process will follow the regulations outlined in the *Official Bulletin for Graduate Studies* (Red Book).

- Award of Degree
  - A degree candidate upon meeting all degree requirements will be recommended for the degree at the next meeting of the Board of Trustees
  - Degrees are approved by the Board of Trustees at its regular meetings in October, February and May.
  - Degrees are conferred annually at the University's Graduate Commencement
  - Diplomas are received following Commencement in May.

# **HEALTH POLICY AND OUTCOMES RESEARCH**

## **PhD PROGRAM**

### **Vision/Mission Statement**

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

### **PhD Core Objectives/Competencies**

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

### **PROGRAM REQUIREMENTS**

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

## SUGGESTED SCHEDULE OF COURSES

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

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
Year 1 ⇒	PM445 – Intro to HSR & Policy	PM464 – Statistics II	Human Subjects Protection Program
	PM421 – U.S. Health Care System	PM412 – Survey Research	Research with Faculty
	PM463 – Statistics I	PM472 – Measurement & Eval. of Research Instruments	2-week Stata Programming
	ECO207 – Microeconomics (ECO471 may be substituted at student’s request)	NLX 471- Foundations and Application of Economics in Health Care Systems	
	IND503 – Ethics	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, Choice of: PM416 – Epidemiology Methods BST 466 Categorical Models Other by Permission	PM448 – Health Policy Analysis	Research with Faculty
	PM420 – Politics & Policies in the US Health Care System	PM465 – Statistics IV	
	PM456 Health Economics	PM483 – Adv Health Economics II	
	PM428 – Research Workshop/ Departmental Seminar Series	PM428 – Research Workshop/ Departmental Seminar Series	
	Dissertation seminar	Dissertation seminar	
Year 3 ⇒	3 <sup>rd</sup> 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		
Years 4 & 5 ⇒	Dissertation research		
	PM428 – Research Workshop/Departmental Seminar Series		

### Examples of Elective Courses:

<b>Fall</b>	<b>Spring</b>
PM410 – Intro to Data Management & Analysis Using SAS	PM411 – Health Care for the Elderly
PM413 – Field Epidemiology	PM417 – Molecular Epidemiology
PM426 – Social & Behavioral Medicine	PM442 – Nutritional Epidemiology
	PM450 – Mgmt & Evaluation of Health Organizations
	PM458 – Introduction to Qualitative Research
	PM480 – Changing Concepts of Health & Illness

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

## **COMPREHENSIVE EXAMINATION**

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

## **DOCTORAL THESIS**

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

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

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

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

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

### **Dissertation Seminars**

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

### **Public Health Grand Rounds**

- Held 12:00 p.m. to 1:00 p.m. on alternate Fridays from the Graduate Student Workshop
- Involves Departmental faculty as well as guest speakers from outside the Department
- Doctoral students are required to attend
- PHGR web-casts from 2007 to present are available at [Public Health Grand Rounds](#)

## **TEACHING ASSISTANTS**

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

## **RESEARCH ASSISTANTS**

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

## **DIVISIONAL POLICIES**

### 1. Dissertation Committee

#### A. Committee shall be comprised of four members and chosen based on expertise and interest in dissertation topic

- i. At least two 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 one 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
  - a. An Assistant Professor may serve as Committee Chair only if his/her appointment has been held for more than three 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 2011– 2012 academic year (for updates please check with the Graduate Programs Coordinator)
  - a. Bruce Friedman, PhD, MPH; Associate Professor
  - b. Katia Noyes, PhD, MPH; Associate Professor
  - c. Helena Temkin-Greener, PhD, MS; Associate Professor
  - d. Peter Veazie, PhD, MS; Associate Professor

### 2. In Absentia

- A. Students may request to continue their PhD studies in absentia.

- B. The PhD Program Director may grant this request if the following conditions are met:
- i. Completion of all core courses
  - ii. Successful completion of the Comprehensive Examination
  - iii. Dissertation Committee has been confirmed
  - iv. Dissertation has been successfully proposed
    - a. 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. 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.
    - a. Exception - students entering with a Master 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
    - b. Doctoral students are required to register for and complete at least two full courses each semester (fall and spring).
    - c. 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)

- a. 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
  - a. Waivers from specific requirements will be considered on an individual basis, when students can demonstrate prior relevant experience
  - b. 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 two-to-three 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:
  - i. determine whether the student has accrued sufficient skills to integrate quantitative coursework in addressing research questions
  - ii. determine whether the student is qualified to continue pursuing the PhD training via the dissertation process
- B. The exam tests:
  - i. how well student has integrated the methods course material into a more general understanding of quantitative methods
  - ii. students ability to analyze complex conceptual structures, synthesize ideas into systems of concepts, and demonstrate ability to reason to conclusions providing arguments for claims
- C. Covers all required core methods courses during the first two years of study

- D. Given to all eligible students in May 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 May 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. 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 two semesters. Note: priority is given to those students who have not yet completed this requirement.
7. National Conference(s) Funding
- A. Attendance at national conferences and presentation of papers is an important portion of the training experience of a doctoral student
  - B. As the Departmental fiscal condition allows, the Department of Public Health Sciences will provide funding for one conference per year plus associated travel expenses as follows:
    - i. Students who have passed their Comprehensive Examination
    - ii. Students must submit the departmental conference form prior to registering or making travel arrangements
    - iii. Abstracts that are submitted to conferences must be reviewed by a faculty member before they are submitted

8. Stipends, Training Grants, and Work

A. General terms of acceptance as a student in the Graduate Program in the School of Medicine and Dentistry at the University of Rochester include the following:

i. Full-time students holding *fellowships or scholarships* (stipends) may not accept employment without the consent of their faculty advisor and their graduate program director, and the approval of the Senior Associate Dean for Graduate Education

a. This is employment of any type, either within or outside of the University, whether as a Research Assistant or other category of employee

B. Stipend criteria of PhD students in the Division of Health Services Research and Policy:

i. Students who receive a stipend from the Dean or the Agency for Healthcare Research and Quality (AHRQ) Training Grant cannot work for pay during the Fall and Spring semesters while they are receiving the stipend.

ii. Non-American citizens must meet all the requirements of the International Services Office (ISO)

a. 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.

b. Only American citizens are eligible for the Training Grant

9. Summer of First Year

A. Students are expected to have a structured research experience during this time – usually occurs through working with a division faculty member

B. Two weeks' vacation is allowed. Additional time may be allowed to international students for travel.

10. Advisor

A. Each student is assigned a faculty advisor in the Division

B. Student and advisor should meet three times a year (beginning and end of 1<sup>st</sup> semester, and end of 2<sup>nd</sup> semester). The purpose is to review PhD Program requirements and student expectations and interests as well as the student's progress in relation to Program requirements.

11. Vacation

A. University of Rochester policy states that graduate students are eligible for two weeks vacation per year when they are:

- On a training grant
- Receiving a stipend from the University of Rochester
- Employed as a Research Assistant at the University of Rochester

# PhD Dissertation Titles & Job Placements

## EPIDEMIOLOGY

### 2011 PhD Thesis Defenses:

- Kakinami, Lisa  
Differences in the Risk of Cardiovascular Disease Among People with HIV, Hepatitis C, or Co-infection  
Current Position: *Postdoctoral Scholar in the Department of Epidemiology, Biostatistics, and Occupational Health, McGill University, Montreal, Canada*
- Scosyrev, Emelian  
The Effect of Neo-Adjuvant Platinum-Based Combination Chemotherapy on Pathological Downstaging and Survival of Patients with Locally Advanced Bladder Cancer  
Current Position: *Postdoctoral Research Associate, Department of Urology, University of Rochester*
- Simning, Adam  
Anxiety and Depression in Older Adult Public Housing Residents: Prevalence, Correlates, and Implications for Care  
Current Position: *MD/MPH Student, University of Rochester, Rochester, NY*
- Stevens, Vanessa  
Antibiotic Exposure and Risk of *Clostridium difficile*-Infection: A Retrospective Cohort Study  
Current Position: *Postdoctoral Associate, Center for Health Outcomes, Pharmacoinformatics and Epidemiology; School of Pharmacy and Pharmaceutical Sciences, State University of New York at Buffalo*

### 2009 PhD Thesis Defenses:

- Eisenberg, Katherine  
Lead Exposure in Refugee Children in the United States  
Current Position: *Medical Student, University of Rochester*
- Elder, Jessica  
Assessment of Female-Specific SPECT Parameters for Prediction of Cardiac Outcomes in Women with Suspected Ischemia  
Current Position: *Instructor, Burke-Cornell Medical Research Institute, White Plains, NY*

### 2008 PhD Thesis Defenses:

- Kelly, Jennifer  
Investigating the Role of Vitamin D in the Potential Association between Ultraviolet Radiation and Lymphoma Risk  
Current Position: *Postdoctoral Research Associate, Department of Public Health Sciences, University of Rochester*
- Ringholz, Corinne  
Quantifying Spatiotemporal Heterogeneity in Influenza and RSV Viral Activity and Hospitalization Burden in US States  
Current Position: *Senior Analyst at ANSER (operating unit of Analytical Services Inc, a nonprofit public-service research institute that works closely with the DoD), Arlington, VA*

### 2007 PhD Thesis Defenses:

- Basu, Swati  
Association of Pre-Transplant Pulmonary Function and Non-Relapse Mortality after Hematopoietic Stem Cell Transplantation  
Current Position: *Epidemiologist, Drug Safety and Epidemiology, Novartis Pharmaceuticals Corporation, East Hanover, NJ*
- Richardson, Thomas  
Depression and its Correlates among Older Adults Accessing the Aging Services Network  
Current Position: *Vice President, At Home Care of Rochester (HCR), Rochester, NY*

Ryan, Timothy  
Current Position: Chronic Kidney Disease and the Risk of Death  
*State Occupational Epidemiologist, Office of the Governor, State of Wyoming, Cheyenne, WY*

## **HEALTH POLICY & OUTCOMES RESEARCH**

### **2011 PhD Thesis Defenses:**

Chappel, Andre  
Current Position: General Surgery – Is It Critical to Rural Hospital Performance?  
*Office of the Assistant Secretary for Planning and Evaluation, United States Department of Health and Human Services, in Washington, DC.*

Qian, Feng “Johnson”  
Current Position: Drug-Eluting Stents in New York State: Utilization, Disparities, Cost, Outcomes and Practice Variation  
*Research Assistant Professor, Department of Anesthesiology, University of Rochester*

Xian, Ying  
Current Position : Do Healthcare Process and Outcomes Differ for Acute Ischemic Stroke Patients Admitted to Designated Stroke Centers?  
*Post-doctoral Fellow, Duke University, Durham, NC*

### **2010 PhD Thesis Defenses:**

Cai, Shubing  
Current Position: Hospitalization Risks in Nursing Homes: Does Payer Source Matter?  
*Investigator in Community Health, Brown University, Providence, RI*

Eldar-Lissai, Adi  
Current Position: The Effect of Direct to Consumer Prescription Drug Advertising on Geographic Variations of Medical Care  
*Associate, Analysis Group Inc., Boston, MA*

Holland, Margaret  
Current Position: Mechanisms to Explain the Association Between Child Health Care Utilization and Maternal Depression  
*Department Fellow, General Pediatrics, University of Rochester*

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

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

Huai-Che Shih  
Current Position: Effects of the Balanced Budget Act of 1997 on Home Health Care Case-Mix and Utilization Patterns Among Medicare/Medicaid Dual Eligible Beneficiaries  
*Senior Associate, Moran Company, Arlington, VA*

### **2007 PhD Thesis Defenses:**

Liu, Hangsheng  
Current Position: Health Plan Performance, Choice, and Disenrollment Patterns in the New York State Children’s Health Insurance Program  
*Associate Policy Researcher, The Rand Corporation*

Pesis-Katz, Irena  
Current Position: The Impact of Quality of Care on Nursing Home Choices  
*Assistant Professor, at University of Rochester Medical Center*

## Department of Community and Preventive Medicine



# 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 Policy & Outcomes Research

- 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.

# **PREVENTIVE CARDIOLOGY**

# **POST-DOCTORAL PROGRAM**

## **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 – Health Policy and Outcomes Research (HSR) PM 428
  - i. Held every Friday beginning in September through the end of the academic year Noon to 1:30p
  - ii. Fellows and doctoral students are required to attend and participate
3. Seminars/Sessions
  - i. Departmental: Public Health Grand Rounds – held every other week on Friday - schedule can be found at [Public Health Grand Rounds](#)
    1. Fellows (Epidemiology and Health Policy and Outcomes Research) 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. 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 OfficeMax
    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
  - ii. 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. E-mail
  - i. Available to Fellows and is arranged through Miner Library
3. 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 an e-mail regarding course registration before each semester
2. Fellows not matriculated as graduate students, register as non-matriculated students. Forms are available from Pattie Kolomic, Graduate Program Administrator

# **HEALTH POLICY & OUTCOMES RESEARCH**

## **POST-DOCTORAL PROGRAM**

The Division of Health Policy and Outcomes Research offers a 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 Public Health Sciences (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: Peter Veazie, PhD  
Director, Doctoral Program in Health Policy and Outcomes Research  
Peter\_Veazie@URMC.Rochester.edu

### **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

## Department of Community and Preventive Medicine



# General Information

Policies & Academic Standards

Academic Calendar

[Course Offerings](#)

Faculty

Departmental Staff

Goals & Objectives

## **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 2011 - 2012 academic year is \$990 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 Pattie Kolomic the Graduate Programs Administrator

## **D. ELECTIVE COURSES**

1. 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 at [Course Offerings](#)
2. Courses may be accepted toward degree requirements if the subjects taken form an integral part of the student's proposed program of study
3. Students need to consult with their advisor and their Program Director as to whether or not a certain course is appropriate
4. With the permission of the Master 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
  - i. If contract is not fulfilled or grade not reported to the Registrar by the specified completion date, the incomplete grade will convert to an "IE" (Incomplete/Failure). This grade cannot be changed

## **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**

**Independent Study (PM 494)** courses in the MPH program  
Grade A-E

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

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

IND course work may be pursued during any term and thus will allow for MPH/Fellowship candidates to complete the MPH degree in a timely fashion before their Fellowship ends.

Currently, Fellows may only take two courses per term. The paucity of MPH courses offered in the summer term (we only offer two – Program Evaluation and SAS) significantly contributes to high non-completion rates of the MPH degree among Fellows.

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

#### **Independent Study Proposal**

Once a student has decided on an independent study topic and secured approval from the Program Director and the agreement of a faculty mentor (with approval from Dr. Chin), the student should submit a brief (1-2 pages) written proposal to the MPH Program Director for approval of the PM 494 course. **Must be independent of the work for your thesis – no overlap.**

This proposal should describe 1) the topic, 2) the faculty mentor(s), 3) the work to be done, 4) the number of requested credits, and 5) the mechanism(s) for evaluation of the student's performance.

The proposal will be reviewed and the student notified in writing by the Program Director if the proposal is accepted for independent study credit.

The proposal will remain in the student's academic file as a record of the student's independent study activity.

MPH student wishing to do an independent study course (IND) should first discuss their ideas with the MPH Program Director, Nancy Chin. Dr. Chin will review the IND for appropriateness for public health research or practice; feasibility; relationship to students' prior course work in the MPH program; and relevance to their future career plans. Dr. Chin will also work with the student to identify an appropriate mentor or mentors. Faculty mentors need not be in DCPM, but must have had the training and experience in public health topic and/or methods.

A student may only take one IND course during their program of study. The maximum number of credits for an IND is 6. There are two different approaches for students in establishing an IND:

1. Research Skill Development

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

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

2. Public Health Practice

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

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

### **Project Evaluation**

All independent study projects must include mechanism for evaluation of the student's work. Specifically, a long (15-20 pages) or several short (8-10 pages) research papers.

Students must also give their independent study a title, for instance, "National Health Plans and Insurance in Japan, Canada, and Great Britain," in order that the subject matter for the PM 494 to appear on the student's official transcript.

## **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.

#### **K. TUITION AND FEES**

1. Tuition in the School of Medicine and Dentistry for the 2011 – 2012 academic year is \$1,284 per credit hour.
  - i. Most courses in the Department of Public Health Sciences are three credits, carrying a total cost of \$3,852 for 1 course
  - 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 2011-2012 is \$2,280/year
  - ii. Students with other health insurance may choose to waive the University's policy, but they must still pay the \$504 mandatory health insurance fee if they are full-time
  - 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
    1. The procedure is to call University Health Services (275-2637) and let them know you will be a part-time student for the current semester and will need health insurance coverage
    2. 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

To access the calendar or course offerings electronically please refer to the following links:

[THE GRADUATE SCHOOL 2011-2012 ACADEMIC CALENDAR](#)

[COURSE OFFERINGS](#)

**Faculty**

**Adams, Jacob, MD, MPH**

**Associate Professor**

**Office: SRB 3.305**

**Phone: 585-275-5951**

Community Service

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

Research Activities

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

**Alio, Amina, MA, PhD**

**Assistant Professor**

**Office: SRB 3.218**

**Phone: 585-275-0482**

Research Activities

- The impact of behavioral, psychosocial and environmental factors on pregnancy outcomes, particularly among African Americans.
- International research in women's reproductive health, HIV prevention, intimate partner violence and pregnancy outcomes in sub-Saharan Africa.

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

**Assistant Professor**

**Office: SRB 3.306**

**Phone: 585-275-3356**

Community Service

- Lecturer for the Division of Cardiology at URMC-affiliated hospitals in Upstate NY
- Lecturer/consultant for Heartbeats for Life a support group based on the work of Dr. Dean Ornish
- Former Co-Director, URMC Medical School course "Community Health Improvement Clerkship"
- Attending physician volunteer, URWell University of Rochester student-led clinic for uninsured community members

Research Activities

- The effects of omega-3 fatty acids on risk of cardiovascular disease
- The effects of omega-3 fatty acids, and their metabolites, on platelet function
- The emerging role of lipidomics on reducing cardiovascular disease risk
- The effects of potent lipid mediator products of fatty acids on cardiovascular disease
- The effects of the epidemiologic transition on cardiovascular disease
- The organization of cardiovascular disease prevention services

**Chin, Nancy, PhD, MPH**

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

**Office: SRB 3.134**

**Phone: 585-275-9780**

Community Service

- Co-Director, Project Drolma, Community Health Development, Rima Village, Qinghai, China 2004-present
- Member, Health Committee, Haiti Outreach-Pwoje Espwa (H.O.P.E.), Bourgne, Hati 2005-present
- Member, Rotary International 2005-present
- Member, Community Advisory Committee, Step by Step, Programming for Incarcerated Women
- Member, Health Policy Advisory Board, Head Start, Rochester, NY 2009-present
- Reviewer and Commentator, Journal of Families, Systems and Health 2005-present
- Reviewer, Academic Emergency Medicine 2008-present
- Reviewer, Journal of the National Medical Association 2009-present Research Activities

- Social class gradient health
- Women's position in society and its impact on their health and the health of their children
- Improving maternal and child health outcomes in Tibet
- Deaf community initiatives

**Dolan, James, MD**

**Associate Professor**

**Office: SRB 3.179**

**Phone: 585-276-5161**

Community Service

- Co-Chair, Society for Medical Decision Making Shared Decision Making Interest Group
- Abstract reviewer, Annual Meeting, Society for Medical Decision Making

Research Activities

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

**Dozier, Ann, RN, PhD**

**Associate Professor**

**Office: SRB 3.216**

**Phone: 585-276-3998**

Community Service

- Perinatal Network of Monroe County/Healthy Start Rochester, Consultant
- NYS AIDS Institute, Lead, Center of Expertise for Program Evaluation
- NIH – NICHD – Proposal Reviewer (GO proposals;
- APHA – MCH Section: Chair, Annual Program; Chair, Epi and Data Committee; Section Councilor
- US Breastfeeding Committee Member; APHA delegate
- National MCH Epidemiology Awards Committee, Member

Research Activities

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

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

**Associate Professor**

**Office: SRB 3.314**

**Phone: 585- 275-9554**

Community Service

- Member, Advisory Board Greater Rochester Healthy Childcare 2010
- Member, Monroe County Adult Physical Activity and Nutrition Task Force

Research Activities

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

**Fisher, Susan, MS, PhD**

**Professor and Chair**

**Office: SRB 3.107**

**Phone: 585-273-2849**

Community Service

- Member, Faculty Group, Center for Community Health
- Member, Strategic Planning Committee, New York State Cancer Control Program
- External Reviewer, Cancer Screening Programs, National Cancer Institute

Research Activities

- Viral etiologies of lymphoma
- Risk factors and molecular markers of head and neck cancer
- Inflammation in cancer
- Community cohort studies
- Multi-center clinical trial methodologies

**Martina, Camille, PhD**

**Research Assistant Professor**

**Office: SRB 3.224**

**Phone: 585-273-3874**

Community Service

- National Prevention Research Center Evaluation Committee (PRC-CDC)
- National CTSA Education and Career Development Evaluation Working Group committee member (NIH)
- Academic Faculty Advisory Board, University of Rochester Medical Center, Office of Faculty Development and Medical Education
- Global Studies Steering Committee Member/UCIS University of Rochester
- Sustainability Steering Committee/UCIS, University of Rochester
- Environmental Health Sciences Center Community Advisory Board
- Global and Green Medicine, Advisor , (medical student SIG) University of Rochester School of Medicine
- Wheatland-Chili Schools Education Policy Board member.
- Scottsville (rural village) Main Street Revitalization Committee member.

Research Activities

- Program Evaluation
- Mentoring and protégé mentoring and career development in biomedical institutions
- Prenatal exposures of phthalate, phenols and triclosan in pregnant women
- Environmental health education
- Inter-professional medical education
- Academic success of urban underserved students

**McIntosh, Scott, MA, PhD**

**Associate Professor**

**Office: SRB 3.228**

**Phone: 585-273-3874**

Community Service

- Chair, Advisory Board, Celebration of Life Community, Inc.
- Secretary, Board of Directors, American Cancer Society (Finger Lakes Region)
- Member, American Cancer Society (Eastern Division) Tobacco Strike Force
- Member, North American Quitline Consortium Minimal Data Set Workgroup
- Member, Preventive Medicine Residency Training Program Advisory Committee
- Member, Monroe County Smoking and Health Action Committee (SHAC)
- Member, Tobacco Action Coalition of the Finger Lakes (TACFL)
- Member, Livingston County Tobacco Control Coalition

Research Activities

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

- Telemedicine

**Mittal, Mona, PhD, LMFT**

**Assistant Professor**

**Office: SRB 3.217**

**Phone: 585-275-0481**

Research Activities

- Sexual and Mental Health of Women
- HIV risk reduction
- Trauma
- Global Health

**Noyes, Ekaterina (Katia), MS, MPH, PhD,**

**Associate Professor and Division Chief of Health Policy & Outcomes Research**

**Office: SRB 3.165**

**Phone: 585-275-8467**

Community Service

- Member, International Society for Medical Decision Making, Co-Chair, Short Course Committee
- Member, International Society for Pharmacoeconomics and Outcomes Research,
- Member, Academy Health, Faculty Mentor for UR Student Chapter
- UR CTSI, Director, Comparative Effectiveness Research Key Function
- Department Representative, MD/PhD Admissions Committee, URMC
- Director, Health Systems Theme, URMC

Research Activities

- Cost-effectiveness and outcomes research
- Quality of life assessment
- Quality of care and risk-adjustment in healthcare
- Chronic neurologic and psychiatric illness and disability

**Ossip, Deborah, MS, PhD**

**Associate Professor**

**Director, Smoking Research Program**

**Office: SRB 3.230**

**Phone: 585-275-0528**

Community Service

- Member, Tobacco Consortium, Center for Child Health, American Academy of Pediatrics
- Member, Ad Hoc Study Sections, NIH and State Tobacco Programs
- Member, Worksite Wellness Subgroup, Center for Community Health
- Member, Cancer Control Unit, James P. Wilmot Cancer Center
- Member, Monroe County Smoking and Health Action Coalition

Research Activities

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

**Pearson, Thomas MD, MPH, PhD**

**Senior Associate Dean for Clinical Research and Professor**

**Office: SRB 3.206**

**Phone: 585-275-0698**

Community Service:

- Member, Graduate Field, Division of Nutritional Sciences, Cornell University
- Member, Expert Panel on Integrated CVD Risk Reduction in Adults Guidelines; Chair, Guidelines Implementation Working Group, National Heart, Lung, and Blood Institute, NIH
- Chairman, Board of Directors, National Forum for Heart Disease and Stroke Prevention
- Chair, Data Safety and Monitoring Board, CLEVER Study, National Heart, Lung and blood Institute
- Member, Women's Health Initiative Working Group
- Board of Scientific Advisors, Jackson Heart Study, NHLBI
- Member, External Advisory Committee, Sibling Study, Johns Hopkins University
- Member, External Advisory Committee, Stroke Prevention Center, Morehouse School of Medicine
- Consultant/Visiting Faculty, Clinical Research Training Program, Morehouse School of Medicine
- Member, American Heart Association/American College of Cardiology Primary Prevention Performance Measures Writing Group
- Member, Residency Advisory Committee, Preventive Medicine Residency Program, New York State Department of Health
- Member, 2010 U.S. Dietary Guidelines Advisory Committee, U.S. Department of Agriculture, Department of Health and Human Services
- Chair, CTSA Strategic Goal #2 Training and Career Development Committee, CTSA National Consortium

Research Activities:

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

**Rich, David, ScD**

**Assistant Professor**

**Office: SRB 3.304**

**Phone: 585-276-4119**

Community Service

- Member, International Society for Environmental Epidemiology

Research Activities

- Environmental Epidemiology
- Cardiorespiratory and Reproductive Health Effects of Air Pollution
- Health Effects of Phthalates and Bisphenol A

**Seplaki, Christopher, MS, PhD**

**Assistant Professor**

**Office: SRB 3.238**

**Phone: 585-273-1549**

Community Service

- Member, Population Association of America (PAA)
- Member, Gerontological Society of America (GSA)
- URM Library Renovation Consultants Group
- URM CTSI Pilot Proposal Reviewer

Research Activities

- Aging, Disability and the Environment

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

**Assistant Professor**

**Office: SRB 3.221**

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

Community Service

- Monroe County Board of Cooperative Education Services (BOCES) Teen Club
- National Technical Institute for the Deaf (NTID)/Rochester Institute of Technology (RIT) Deaf Health Talks
- National Technical Institute for the Deaf (NTID)/Rochester Institute of Technology (RIT) Future Deaf Health Professionals Club

Research Activities:

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

**Starr, Matt, MPH**

**Senior Instructor**

**Office: SRB 3.222**

**Video Phone: 585-286-2721**

Community Service

- Member, Monroe County/City of Rochester Council on People with Disabilities
- Member, National Advisory Board, Preparedness and Emergency Response Research Center, Health Research for Action, School of Public Health, University of California, Berkeley
- Americans with Disabilities Act Ombudsperson, University of Rochester School of Medicine and Dentistry

Research Activities

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

**Suter, Barbara, MPH**

**Faculty Associate**

**Office: SRB 3.205V**

**Phone: 585-276-3349**

Community Service

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

Research Activities

- Maternal and child health public health issues
- Data integrity
- Breastfeeding rates among low income women

**Tacci, James, MD, J.D., MPH**

**Assistant Professor**

**Office: SRB 3.132**

**Phone: 585-275-8678**

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

**Associate Professor**

**Office: SRB 3.163**

**Phone: 585-275-8713**

Community Service

- Editorial Board Member, American Journal of Public Health, 2011-2014
- Editorial Board Member, the Gerontologist, 2005-2009
- NIH Study Section Review, 2007, 2009, 2010, 2011
- Gerontological Society of America, Student Awards Committee, Social Research, Policy and Practice Section, 2010-2012
- United Way of Greater Rochester, Aging Blueprint for Change. Peer Reviewer, August 2009
- Chair, Maeda International Research Award Committee. American Public Health Association, Gerontological Health Section. | 2007 - Present
- Member, Zimmer New Investigator Awards Committee. American Public Health Association, Gerontological Health Section. | 2004 - Present
- American Public Health Association - abstract reviewer | 2004 - Present
- Elected Section Council, Gerontological Health, American Public Health Association. | 2004 - 2009
- Manuscript reviewer for: Journal of the American Geriatrics Society; The Gerontologist; Journal of Gerontology: Medical Science; Journal of the American Medical Association; Medical Care. | 2001 - Present
- Abstract reviewer - American Geriatrics Society Annual Meetings | 2001 - 2006
- Abstract reviewer - Gerontological Society of America Annual Meetings | 2001 - 2006
- National PACE Association Data Task Force Member
- National PACE Association, Research Committee Member
- Palliative Care QI/research group

Research Activities

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

**Veazie, Peter, MS, PhD**

**Associate Professor**

**Office: SRB 3.164**

**Phone: 585-273-5464**

Community Service

- Manuscript reviewer for the American Journal of Managed Care, Health Services Research, Health Affairs, Health Policy, International Journal for Quality in Health Care, Social Science and Medicine, Psychology and Aging, Journal of Gerontology: Psychological Sciences, Archives of Internal Medicine, Preventing Chronic Disease, and Journal of Medical Informatics Research

Research Activities

- Physician decision making
- Patient decision making and the use of decision aids
- Risk perception, help seeking, and adherence behavior

**Van Wijngaarden, Edwin, PhD**

**Associate Professor**

**Office: SRB 3.313**

**Phone: 585-275-1985**

Community Service

- Associate Editor, Neurotoxicology
- Member, International Society for Environmental Epidemiology (ISEE)

- Member, American College of Epidemiology (ACE)
- Member, American Public Health Association (APHA)
- Member, Society for Epidemiologic Research (SER)
- Member, Publications Committee, ACE
- Member, Mercury Review Panel, Scientific Advisory Board, U.S. Environmental Protection Agency
- Member, Committee on Access to Pesticide Registry and Pesticide Application Information, Health Research Science Board, Department of Health, State of New York
- Editorial Board "Dose-Response", "International Archives of Occupational and Environmental Health"

Research Activities

- Occupational and Environmental Epidemiology
- Child Development
- Cognitive Aging

**Zhang, Ning, MS, PhD**

**Assistant Professor**

**Office: SRB 3.180**

**Phone: 585-275-0165**

Community Service

- Member of American Society and Health Economics / International Health Economics Association and Western Economics Association.

Research Activities

- Two primary research areas: the effects of health behaviors on health, and intended and unintended effects of public policies on individual behaviors. In particular, she has done research on obesity, smoking, alcohol drinking, as well as exploring health benefits of health policies and education policies.

## **Professor Emeritus**

**Barker, William, MD**

**Professor Emeritus**

**Office: SRB 3.126**

**Phone: 585-275-3357**

Community Service

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

#### Research Activities

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

#### **Kunitz, Stephen, MD, PhD**

**Professor Emeritus**

**Office: SRB 3.125**

**Phone: 585-275-1545**

#### Research Activities

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

#### **Zimmer, James G., MD**

**Professor Emeritus**

**Office: SRB 3.126**

**Phone: 585-275-2831**

#### Community Service

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

#### Research Activities

- Aging and Long Term Care

## **Adjunct Faculty**

Barrios, Juan, MD, MSc.

Brenna, J. Thomas, PhD

Mukamel, Dana, MS, PhD

Toole, Thomas, MBA

Wilson, Elinor, PhD

## **Additional Faculty with Departmental Appointment**

Adler, David, MD, MPH  
Assistant Professor, Emergency Medicine

Andrus, Noelle, PhD  
Assistant Professor, School of Nursing

Barnett, Steven, MD

Associate Professor, Family Medicine

Bazarian, Jeffery, MD, MPH  
Associate Professor, Emergency Medicine

Bennett, Nancy, MD, MS,  
Professor, Medicine Administration

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

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## *Instructional Goals and Objectives*

<b>Instructional Goal 1: To provide students with up-to-date scientific knowledge fundamental to improving public health</b>			
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)
<b>Instructional Goal 2: To develop practical skills fundamental to improving public health</b>			
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)
<b>Instructional Goal 3: To provide opportunities for application of skills and knowledge to address contemporary public health problems</b>			
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
<b>Instructional Goal 4: To recruit and retain a diverse faculty and student body</b>			
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*

<b>Research Goal 1: To stimulate student projects related to faculty research activities and/or DCPM/University-supported community initiatives relevant to public health</b>			
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
<b>Research Goal 2: To maintain a productive faculty research program relevant to public health</b>			
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*

<b>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</b>			
Objective	Process	Outcome	Action Plan
1. To identify national and international service activities of DCPM faculty members (i.e.: 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 (i.e.: 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
<b>Service Goal 2: To involve the public health workforce in DCPM education programs through workforce development and increased community participation in the educational programs</b>			
Objective	Process	Outcome	Action Plan
1. To identify needs of the public health workforce	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 (i.e.: 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