Master of Public Health Program

CALENDAR OF EVENTS 2009-2010

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>JANUARY</th>
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<tbody>
<tr>
<td>26</td>
<td>MPH Orientation</td>
</tr>
<tr>
<td>27-28</td>
<td>Population Health Sciences</td>
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<tr>
<td></td>
<td>50th Anniversary Symposium</td>
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<td></td>
<td>September</td>
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<td>02</td>
<td>Instruction Begins</td>
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<tr>
<td>07</td>
<td>Labor Day</td>
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<tr>
<td>16</td>
<td>Vet Med/MPH Symposium</td>
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<tr>
<td></td>
<td>October</td>
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<td></td>
<td>November</td>
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<tr>
<td>7-11</td>
<td>APHA in Philadelphia, PA</td>
</tr>
<tr>
<td>11</td>
<td>MPH Fall Symposium</td>
</tr>
<tr>
<td>26-29</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>30</td>
<td>Classes Resume</td>
</tr>
<tr>
<td></td>
<td>December</td>
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<tr>
<td>15</td>
<td>Last Class Day</td>
</tr>
<tr>
<td>16</td>
<td>Study Day</td>
</tr>
<tr>
<td>17</td>
<td>Exams Begin</td>
</tr>
<tr>
<td>20</td>
<td>Commencement</td>
</tr>
<tr>
<td>23</td>
<td>Exams End</td>
</tr>
<tr>
<td>29</td>
<td>Grades Due</td>
</tr>
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<table>
<thead>
<tr>
<th>FEBRUARY</th>
<th>MARCH</th>
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<tr>
<td>01</td>
<td>Application Deadline (Fall 2010)</td>
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<tr>
<td></td>
<td>January</td>
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<tr>
<td>18</td>
<td>Martin Luther King, Jr. Day</td>
</tr>
<tr>
<td>19</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td></td>
<td>February</td>
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<tr>
<td>27-4</td>
<td>Spring Recess</td>
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<td>23</td>
<td>Classes Resume</td>
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<td>April</td>
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<td>Classes Resume</td>
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<td>Exams Begin</td>
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<td>Commencement</td>
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<td>15</td>
<td>Exams End</td>
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<tr>
<td>21</td>
<td>Grades Due</td>
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</tbody>
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VISION AND MISSION STATEMENTS

The vision of the University of Wisconsin Master of Public Health Program is:

*Healthy people living in healthy communities*

The mission is:

*To develop a sufficient, competent, and diverse public health workforce through excellence in interdisciplinary education, research, and community service*

This mission statement was derived from the Wisconsin Partnership Initiative, the initial funder of the MPH program, whose mission is to “advance population health in Wisconsin by promoting community-academic partnerships and by supporting research and education, thereby influencing public policy;” and the mission of the University of Wisconsin, School of Medicine and Public Health (SMPH), the school in which the MPH Program is administratively located, which is “meeting the health needs of Wisconsin and beyond through excellence in education, research, patient care and service.”

From these two mission statements, the MPH Program Steering Committee, the committee which provides oversight to the program, developed the MPH Program’s mission. The MPH Steering Committee had input into the mission statement from program faculty and staff as well as other MPH committees.

MPH GOALS

The MPH Program has identified three goals through which the program intends to fulfill its mission:

1. Provide high quality, interdisciplinary public health education.
2. Engage students in public health research on campus and in communities.
3. Promote collaborative partnerships with communities and organizations to engage in community-based scholarship.

Goal 1: Provide high quality, interdisciplinary public health education.

a.) Design, implement and evaluate a competency-based core curriculum that addresses the MPH Core Competencies (ASPH, 2006).
   Indicator: Number of graduates demonstrating proficiency in six core MPH courses by maintaining a “B” or better

b.) Assure that graduates of the MPH Program have mastered principles and practice based public health skills, knowledge, and attitudes.
   Indicator: Number of MPH students reporting mastery of three or more interdisciplinary, cross-cutting competencies (ASPH, 2006) as reported in capstone project paper

c.) Recruit, retain, and support diversity (race, ethnicity, experience, discipline, environment, and interest) among faculty, students, and program staff.
   Indicators: Percent of admitted students and graduates who represent multiple races, ethnicities, ages, genders, backgrounds, environments;
   Percent of faculty and staff who represent multiple races, ethnicities, ages, genders, backgrounds, environments

d.) Secure institutional and extramural support to deliver a high quality curriculum.
Master of Public Health Program

Indicators: Adequate institutional funding to support instruction and service; Adequate external grants and gifts to use towards MPH related research

e.) Provide education, including the following components:
   i. On-campus 2-year terminal degree program
   ii. On-campus program for dual degree students (1-year accelerated MPH program)
   iii. On-campus degree program for part-time students
       Indicators: Successful implementation of each facet of the MPH Program; Number of qualified applicants; Number of admissions; Number of graduates; Number of students who do not complete each part of the program

f.) Identify and retain qualified faculty and staff.
   Indicators: Number of MPH primary (core) faculty; Number of MPH secondary faculty; Number of MPH core courses available for MPH students; Number of elective courses available for MPH students

g.) Develop a distance-based MPH Program for non-traditional students in the workforce.
   Indicator: Results of distance education needs assessment; Implementation plan for distance education program; Execution of plan

Goal 2: Engage students in public health research on campus and in communities.

a.) Prepare health professionals with skills to engage in community-based clinical health services and population based research.
   Indicator: Percent of students participating in community-based research

b.) Provide students with opportunities to present their community-based or other public health research publicly.
   Indicator: Percent of students who present results of research through posters, presentations, and/or publications

c.) Provide students with opportunities to publish results of community-based or other public health research in peer-reviewed journals.
   Indicator: Percent of students who submit to a journal; Percent of students who publish

Goal 3: Promote collaborative partnerships with communities and organizations to engage in community-based scholarship.

a.) Students and faculty engage in community-based scholarship that advances the field of public health, enhances student learning, fulfills faculty research interests, and addresses community capacity and needs.
   Indicator: Percent of students who complete field experiences in community-based organizations

b.) Faculty participate in state and national efforts to improve public health practice.
   Indicator: Percent of primary faculty and staff participating on statewide public health service-related committees; Percent of primary faculty or staff participating on national public health service-related committees

c.) Disseminate findings and contribute to public health, health education, and related literature through service-related publications (e.g., issue briefs, surveillance reports, newsletters, letter to the editor).
   Indicator: Percent of students who contribute to a service-related publication; Percent of primary faculty and staff who contribute to a service-related publication
PUBLIC HEALTH PRINCIPLES AND COMPETENCIES

The MPH program will provide courses and experiences that fulfill competencies established by the Association of Schools of Public Health. These competencies address in detail the five core discipline areas (Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy Management, and Social and Behavioral Health Sciences) as well as integrating interdisciplinary cross-cutting competency domains (Communication and Informatics, Diversity and Culture, Leadership, Professionalism, Program Planning, Public Health Biology, and Systems Thinking). Details on these competencies can be found at: http://www.asph.org.

PROGRAM ACCREDITATION

The University of Wisconsin-Madison School of Medicine and Public Health is accredited by American Association of Medical Colleges. University of Wisconsin’s Master of Public Health program is accredited by the Council on Education for Public Health (CEPH), a professional accrediting agency recognized by the U.S. Department of Education. This accreditation became effective July 2009.

ORGANIZATIONAL STRUCTURE & PROGRAM GOVERNANCE

The MPH Program staff consists of a Program Director, Associate Director, Student Services Coordinator, Milwaukee Public Health Training and Education Coordinator and a student hourly worker, as needed. The program is governed by the Steering Committee, chaired by the Program Director. In addition, the Admissions Committee, the Curriculum Committee, Promotions Committee, and the Community Advisory Committee provide guidance to the development and management of the program.

MPH PROGRAM COMMITTEES

STEERING COMMITTEE

Purpose
The Steering Committee is responsible for the governance in the MPH Program relating to admissions, curriculum and other program issues. This committee will provide planning, evaluation and decision-making regarding all MPH Program policies, procedures and changes.

Membership
The Steering Committee will be constituted so that it ensures the program’s diversity in terms of multi-disciplinary perspectives and professions. Members will be nominated by Schools/Departments and will be approved and reviewed by the Steering Committee. This committee will include (at a minimum) campus-wide representatives from the School of Medicine and Public Health’s departments of Population Health Sciences, Biostatistics, and Family Medicine, School of Nursing, School of Pharmacy, School of Veterinary Medicine, La Follette School of Public Affairs, Nelson Institute for Environmental Studies, and the Wisconsin Department of Health and Family Services. Members will serve three year terms. A student from the MPH program will be a voting
Master of Public Health Program

Meetings
The Steering Committee will meet once a month, with additional meetings called if the need arises. Meetings will last 1 ½ to 2 hours.

ADMISSIONS COMMITTEE

Purpose
The Admissions Committee is charged with admitting a well qualified cohort of students who meet the stated admissions criteria of the program and bring diverse interests and strengths to the program. The committee will make decisions regarding admitted applicant requests to defer admission. The committee will also make decisions regarding the petitions of students who were dismissed from the program and request readmission.

Membership
Members of the Admissions Committee are selected from the Steering Committee membership or others selected by the Steering Committee to serve two year terms with a turnover of one half of the membership each year. The chair of the committee is selected by the Steering Committee and will serve a one year term.

Meetings
The committee will meet twice in March and at other times during the year as necessary.

CURRICULUM COMMITTEE

Purpose
The Curriculum Committee will be advisory to the Steering Committee; however, the Steering Committee can delegate authority to the Curriculum Committee. The Curriculum Committee is responsible for making recommendations about the creation of and changes to the core courses of the MPH program, reviewing courses for transfer credit, implementing changes to degree requirements, and developing procedures and providing oversight for the field experience. The Committee also develops and maintains a list of recommended electives in selected areas within the MPH curriculum.

Membership
Membership (a minimum of six members) is drawn from MPH core course directors, representatives from approved dual degree programs, and other faculty and staff members involved in teaching and mentoring of MPH students will serve on the committee for an indefinite term. A student from the MPH program will serve a one year term. Members are appointed by the Steering Committee and serve for an indefinite term. Membership of the committee will be reviewed periodically by the Steering Committee.

Meetings
The committee will meet no less than six times per year.

Structure
The committee will operate by Robert’s Rules of Order. The chair of the Curriculum Committee is selected by the Steering Committee and will serve a two year term. A Vice
Master of Public Health Program

Chair will be appointed by the Chair and will facilitate meetings in case of the Chair’s absence. The Vice Chair will serve a two year term.

COMMUNITY ADVISORY COMMITTEE

Purpose
This committee will provide advice and guidance to the program directors with a focus on the relationship with and the coordination of efforts between the MPH program and the public health community. Members will assist in the recruitment of students and potential field experience sites.

Membership
The committee is broadly representative of state and local government public health and private-sector public health partners as well as representation from offices, programs, departments and institutes on campus with an interest in public health related issues. Current MPH students, program alumni and those who have served with distinction as field experience preceptors will also have representation on the committee. Members are appointed by the Steering Committee for 3 year terms with a turnover rate of 1/3 of the membership each year (student members will be appointed for 1 year terms). The committee will be chaired by a member of the committee not associated with the University. The chair will be selected by the members of the committee and will serve a 1 year term.

Meetings
Meetings are held twice a year with each meeting lasting 2 hours. Members who are unable to come to the meetings will be able to participate via teleconferencing.

PROMOTIONS COMMITTEE

Committee Charge
The Promotions Committee is responsible for monitoring student progress in the professional curriculum. This is accomplished by 1) monitoring and evaluating current academic progression guidelines adopted by the faculty and report results to faculty with recommendations for modification as appropriate; 2) meeting, as necessary, to recommend remedial action or termination of students who fail to maintain satisfactory progress; and 3) acting on petitions from students regarding academic status and individual adjustments to curricular requirements.

Committee Membership
Members of the Promotions Committee are selected from the Steering Committee membership or may be comprised of other faculty selected by the Steering Committee. Members will serve a three year term with membership reviewed annually by the Steering Committee. The Assistant Dean for Health Professions Programs and the Student Services Coordinator for the MPH program will serve as non-voting members.

Meetings
Meetings will take place as necessary.
Curriculum
This is a 42 credit program. Students may enroll full-time, or part-time. The program can be completed in two years if enrolled as a full-time student. The program may also be completed as part of an approved dual degree program.

The MPH degree program will follow the guidelines developed for accreditation of public health graduate programs by the Council on Education for Public Health. The 5 core curriculum areas of knowledge basic to public health will include:

- **Biostatistics.** Collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.
- **Epidemiology.** Distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health.
- **Environmental Health Sciences.** Environmental factors including biological, physical, and chemical factors which affect the health of a community;
- **Health Policy and Management.** Planning, organization, administration, management, evaluation and policy analysis of health programs; and
- **Social and Behavioral Sciences.** Concepts and methods of social and behavioral sciences relevant to the identification and the solution of public health problems.

DEGREE REQUIREMENTS (42 Credits)

Core Courses (26 cr.)

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<th>Course</th>
<th>Code</th>
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<tr>
<td></td>
<td>POP HLTH 780</td>
<td>Public Health: Principles and Practice (3 cr.)</td>
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<td>POP HLTH 781</td>
<td>Introduction to Public Health Seminar (1 cr.)</td>
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<td>POP HLTH 797</td>
<td>Introduction to Epidemiology (3 cr.)</td>
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<td>BMI 511</td>
<td>Introduction to Biostatistical Methods for Public Health (3 cr.)</td>
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<td>POP HLTH 785</td>
<td>Health Policy and Management (3 cr.)</td>
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<td>POP HLTH 740</td>
<td>Health Impact Assessment of Global Environmental Change (3 cr.)</td>
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<td>POP HLTH 650*</td>
<td>Social and Behavioral Sciences for Public Health (3 cr.)</td>
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<td>POP HLTH 787</td>
<td>Field Work Seminar (1 cr.)</td>
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<td>POP HLTH 788</td>
<td>Field Experience (6 cr.)</td>
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*temporary number

Elective Courses (16 cr.)

Elective courses are intended to deepen a student’s knowledge in one or more areas of public health: epidemiology, health policy and administration, methods, biostatistics, global health, communication, environmental health, cultural competence and community health. The MPH program has developed a list of recommended electives that can be used as a resource for students in determining their course selections. Students who wish to take an elective course which does not appear on the Approved Electives List may request approval from an MPH staff member. Approval must be documented on the student’s Program Plan.

Biological Basis for Population Health

Students who do not come from a biological sciences or clinical background are required to take, POP HLTH 794, Biological Basis for Population Health (2 cr.). This course will count as elective credit toward the MPH degree.
Field Experience
A required component of the Master of Public Health Program curriculum is the 400 hour, 6 credit Field Experience. The project allows students to engage with public health professionals to explore real-world problems on the community level and apply their coursework in a practical setting. The field work must be completed after a majority of the MPH coursework has been completed. The Field Experience allows students to apply and incorporate skills and knowledge learned during the MPH program to a research or practice setting.

Capstone Project
The Capstone Project represents the culmination of a major practice or research activity (i.e., the Field Experience) and consists of a formal written manuscript that will become part of the Public Health archives, a formal public presentation, and an oral defense. The nature of the capstone project should be consistent with the career goals of the student, and it should be viewed as a culminating display of ability, demonstrating that the MPH graduate is prepared to become a professional in the field of public health. The excellence in writing and oral presentation requirements reflects competencies that are essential to success in the field of public health. The “manuscript format” for the capstone project is intended to familiarize students with the rigors of preparing manuscripts for professional journals.

CORE COURSE DESCRIPTIONS

BMI 511 Introduction to Biostatistical Methods for Public Health (3 credits)
Prerequisites: MPH student or consent of instructor
Offered: Fall
This course will provide a breadth in biostatistical methods for public health practitioners. Topics will include research design, data collection methods and database management, statistical computing and programming, descriptive statistics in tables and graphics, and biostatistical methods for summary measures, probability and distributions, sampling distributions, statistical inference, hypothesis testing and statistical comparison, nonparametrics, correlation, regression analysis and survey sampling.

PHS 650 Social and Behavioral Sciences for Public Health (3 credits)
Prerequisites: MPH student or consent of instructor
Offered: Spring
In this course, students will analyze public health issues from a social and behavioral sciences perspective, and critically examine the strengths and weaknesses of particular theories for developing effective population and community-based intervention programs. Course content is separated into three modules: (a) Examination of the prevailing social and behavioral theories, (b) Application of social and behavioral theory to develop effective programs that address public health problems, (c) Bridging the gap from theory and research to practice and policy.

PHS 740 Health Impact Assessment of Global Environmental Change (3 credits)
Prerequisites: Graduate student; Population Health 797 or 471; or cons inst.
Offered: Spring
Covers contemporary methods of impact assessment in a framework to address global environmental health threats (e.g., global climate change, deforestation and biodiversity loss, and urban sprawl).
PHS 780 Public Health: Principles and Practice (3 credits)
Prerequisites: MPH student or consent of instructor
Offered: Fall
This course provides an opportunity to learn about evidence-based public health and the difference between individual- and population-based strategies for improving health. The format will include lectures, discussions, and problem-based learning. Students will examine a contemporary public health issue using a case study approach, and understand the importance of interdisciplinary approaches to public health improvement.

PHS 781 Introduction to Public Health Seminar (1 credit)
Prerequisites: MPH student
Offered: Fall
The purpose of this seminar is to introduce MPH students to various aspects in the field of public health. Students, Faculty, Staff, and Public Health specialists will contribute to the seminar through presentations, workshops, and discussion sessions. These seminars will serve to familiarize MPH students to the various opportunities the program provides and to facilitate frequent conversation and dialogue between faculty, staff, and students. In addition, various public health speakers will be invited to discuss their areas of expertise and to describe potential field placement sites.

PHS 785 Health Management and Policy (3 credits)
Prerequisites: MPH student or consent of instructor
Offered: Spring
This course is currently under development by the Master of Public Health Program. Course topics to be discussed include healthcare system structure, management and organizations, health policy, and healthcare reform and international policies.

PHS 787 Field Experience Seminar (1 credit)
Prerequisites: MPH student
Offered: Varies
This seminar is designed to guide students through the Field Experience project and will consist of discussion and progress reporting of projects, development of learning agreement and objectives, and initial research for the capstone project.

PHS 788 Field Experience (6 credits)
Prerequisites: Consent of instructor
Offered: Fall, Spring and Summer
The Field Experience is a required component for all students in the Master of Public Health Program. This requirement provides students with practical experience; allowing the student to apply and incorporate skills and knowledge learned during their graduate study in a public health setting. MPH Students participate in a field experience following the completion of majority of coursework.

PHS 794 Biological Basis for Population Health (2 credits)
Prerequisites: Grad st or cons inst.
This course covers the physiology, biology and biochemistry of selected disease processes deemed to be important to students of population health sciences by virtue of their clinical significance including incidence, mortality and morbidity.
Master of Public Health Program

PHS 797 Introduction to Epidemiology (3 credits)
Prerequisites: Grad, MPH or consent of instructor
Offered: Fall
Lectures and discussions on design, implementation and interpretation of epidemiologic studies; emphasis on methodologic problems in the measurement of disease frequency, natural history and risk factors.

FIELD EXPERIENCE

Overview
The Field Experience is a required component for all students in the Master of Public Health program. This requirement provides students with practical experience in a public health setting that allows them to apply and incorporate skills and knowledge that they have acquired during their didactics. Students participate in a population-focused field experience following the completion of the majority of their coursework.

MPH Students are required to register for a total of 6 credits and complete at least 400 hours of field work to meet the requirements of the program. The field experience can be completed on a full-time basis during the course of a semester or summer or on a part-time basis over several semesters using variable credits.

Field Experience Objectives
Overall Objective: Students will apply population-focused skills in a community or public health setting.
Learning Objectives: Through the field experience, students will be able to:
- Integrate public health theory, knowledge and skills in a community or public health practice setting;
- Experience the “realities” of public health practice - organizational structure, local and organizational politics, program administration, community relationships, program coordination;
- Complete a defined project in an area of public health practice including core public health functions such as needs assessment, program planning, program evaluation, policy development, educational campaign, applied research project;
- Gain/expand/develop skills and knowledge in an area of interest not covered in depth elsewhere in the student’s educational plan;
- Demonstrate leadership, teamwork, communication skills and creativity in the development of public health practice activity.

CAPSTONE PROJECT

The capstone project must be completed by each student prior to graduation. It is the final requirement for the MPH degree. This capstone project is based on a non-thesis, culminating MPH experience. Students will demonstrate their ability to communicate orally and in writing, the lessons learned during their experience working in a community or public health setting, on a research project, or quality assurance project. The Capstone Project is a culmination of a major practice or research activity that consists of:

- A formal paper (e.g., 20-30 page report, or manuscript for submission to a journal) that will become part of the Public Health archives
Master of Public Health Program

- A formal public presentation (e.g., 10 minute presentation at the Public Health Symposia or other event) open to students and faculty
- An oral defense (consisting of questions by the student’s capstone committee)

The nature of the capstone project should be consistent with the career goals of the student, and should be viewed as a culminating display of ability, demonstrating that the MPH graduate is prepared to become a professional in the field of public health. The excellence in writing and oral presentation requirements reflects the competencies that are essential to success in the field of public health. The “manuscript format” for the capstone project is intended to familiarize students with the rigors of preparing manuscripts for professional journals.

MPH students either must have completed, waived, or are concurrently completing the Public Health Field Experience in order to present their capstone project.

Since the capstone project is not a course for credit, but rather a requirement of the program, the student will not be able to graduate until this aspect of the requirements is completed. Each component of the capstone project is crucial to completing the requirements of the MPH Program. The chair of the student’s capstone committee is responsible for notifying the MPH office as to whether or not the student has met the capstone project criteria successfully.

Students are free to collaborate during the preparation of their work and can seek peer input/critique, but each individual must independently prepare a product with a unique focus.

Prior to beginning their capstone project, students must document the originality of their paper and research and receive approval by the MPH Program Office and the capstone committee.
Master of Public Health Program

APPROVED ELECTIVES

BIOSTATISTICS

STAT 421 Applied Categorical Data Analysis
Credits: 3
Offered: Spring
Prerequisites: Stat 301 or cons inst.
Crosslists:
Methods of analyzing multidimensional contingency tables, emphasis on practical applications. The use of computing packages for analysis of such data. Model selection, testing goodness of fit, estimation of parameters, measures of association and methods for detecting sources of significance.

STAT 551 Introduction to Biostatistics
Credits: 3
Offered: Fall
Prerequisites: Math 221 or equiv or cons inst.
Crosslists: BMI
Course designed for the biomedical researcher. Topics include: descriptive statistics, hypothesis testing, estimation, confidence intervals, t-tests, chi-squared tests, analysis of variance, linear regression, correlation, nonparametric tests, survival analysis and odds ratio. Biomedical applications used for each topic. This course covers the materials in the first 10 weeks of BMI511 in more detail and depth.

STAT 542 Fundamentals of Clinical Trials
Credits: 3
Offered: Spring
Prerequisites: Stat 541 or equiv or cons inst.
Crosslists: BMI
Intended for biomedical researchers interested in the design and analysis of clinical trials. Topics include definition of hypotheses, measures of effectiveness, sample size, randomization, data collection and monitoring, and issues in statistical analysis. Statistics graduate students should take Stat 641. This course is intended for clinical investigators interested in the design conduct and analysis of intervention studies.

STAT 641 Statistical Methods for Clinical Trials
Credits: 3
Offered: Fall
Prerequisites: Math/Stat 310 or equiv or cons inst.
Crosslists:
Statistical issues in the design of clinical trials, basic survival analysis, data collection and sequential monitoring. Intended for statistics graduate students; those with medical backgrounds should take Stat 541. This course is intended for graduate students interested in the design, conduct and analysis of intervention studies and as such covers the methods in depth.

STAT 642 Statistical Methods for Epidemiology
Credits: 3
Offered: Spring
Prerequisites: Stat 310 or equiv or cons inst.
Crosslists:
Methods for analysis of case-control, cross sectional, and cohort studies. Covers epidemiologic study design, measures of association, rates, classical contingency table methods, and logistic and Poisson regression. This course covers the statistical methods for design and analysis of analytic epidemiologic studies in depth.
Master of Public Health Program

STAT 701 Applied Time Series Analysis, Forecasting and Control I
Credits: 3
Offered: Not indicated
Prerequisites: Stat 310 or equiv.
Crosslists:
Theory and application of discrete time series models illustrated with forecasting problems. Principles of iterative model building. Representation of dynamic relations by difference equations. Autoregressive integrated Moving Average models. Identification, fitting, diagnostic checking of models. Seasonal model application to forecasting in business, economics, ecology, and engineering used at each stage, which the student analyzes using computer programs which have been specially written and extensively tested.

COMMUNICATION

JOURN 415 Science and Environmental Journalism
Credits: 4
Offered: Fall or Spring
Prerequisites: Journ 335; cons inst for non-majors.
Crosslists:
Instruction and practice in strategies for communicating science to the public. Emphases include (1) how to explain difficult concepts and processes; (2) skills for telling interesting and artful stories; and (3) strategies for making reasonable judgments about scientific evidence.

JOURN 617 Health Communication in the Information Age
Credits: 3
Offered: Fall or Spring
Prerequisites: Journ 565 or equiv.
Crosslists: L SC COM, COM ARTS, FAM COM
This course will examine the role of communication in health, how the revolution in information technology has affected health communication, and the assumptions about health information and communication that drive current efforts to use technologies.

JOURN 860 Science and Environment Communication
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists:
Course uses available scholarship and commentary to track the evolution of mass media coverage of science and the environment. Emphasis on how journalists utilize evidence, the influence of scientific and journalistic norms on stories, and the effects of mass media on science and environment messages to the public.

Seminar in Intercultural Communication in Health Care
Credits:
Offered:
Crosslists:
This lecture series provides a foundation in the principles of culture, identity, and communication. Content will focus on identifying and developing communication skills for more effective interactions across all settings and cultures. The series format includes a lecture open to everyone, followed by a discussion section designed especially for students who wish to explore communication techniques in more detail.
Master of Public Health Program

POP HLTH 650 Summer Institute Special Topics Courses
Credits: 1
Offered: Summer
Crosslists:

COMMUNITY HEALTH

COM ARTS 402 The Psychology of Communication
Credits: 3 Offered: Fall or Spring
Prerequisites: So st.
Crosslists:
The role and function of information processing in human communication behavior.

HDFS 516 Family Stress and Coping
Credits: 3
Offered: Spring
Prerequisites: 2 crses from any of the following disciplines: soc, psych, women's health
Crosslists:
Theories of stress and coping from sociological, psychological, and biosocial perspectives. Family functioning and child development issues in relation to normative and nonnormative stresses (e.g., divorce, bereavement, work, chronic illness).

HDFS 872 Bridging the Gap Between Research and Action
Credits: 2 Offered: Not Indicated
Prerequisites: Grad st & at least one crse each in rsch methods & grad level stats.
Crosslists:
Addresses the critical skills and methods needed to gather and apply research-based knowledge and theory to human development and family studies. Strategies for conducting research relevant to social policy, programs, and the general public will be discussed as well as techniques for communicating research.

KNES 521 Physical Activity and Health
Credits: 3
Offered: Fall
Prerequisites: Kines 314 or cons inst.
Crosslists:
Research evidence regarding how physical activity and fitness are related to health (e.g., during pregnancy and aging) and disease, especially cardiovascular diseases, obesity, diabetes, osteoporosis, and cancer. Application and communication of knowledge in practical situations.

MED HIST 559 Cultural Perspectives on Aging, Grief, Death & Dying
Credits: 3
Offered:
Prerequisites:
Crosslists:
Understandings of aging, grief, death and dying, are culturally and historically shaped. The course will explore cultural and ethical dimensions of: aging and regard for elders; end-of-life perspectives; cross-cultural experiences and meanings of death, grief and loss; and potential relevance for understanding health disparities.
Master of Public Health Program

NURSING 702 Health Promotion and Disease Prevention in Diverse Communities
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists:
Multidisciplinary approach for health promotion/disease prevention in diverse communities emphasizing the use of epidemiological psychosocial, and environmental data for aggregate/community assessment to determine shared risks, exposures, behaviors and interventions.

NURSING 733 Dynamics of Childbearing
Credits: 3
Prerequisites: Nurs 540 or equiv; Grad st; Nurs 700 or equiv or con reg; con reg in Nurs 613 or 719 or access to a clinical population; or cons inst
Crosslists:
Theory, research, and clinical data which direct the nursing management of women during birth and postbirth period.

NURSING 735 Health Promotion and Disease Prevention for Women Across the Lifespan
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st and a course in research design or cons inst.
Crosslists: WOMEN ST
Identification of health concerns for women, recognizing differences among age, socioeconomic, and ethnic groups; synthesis of bio-physiological, psychosocial, and cultural influences of such health concerns; analysis and proposal of interventions to promote overall health and to prevent problems among women.

NURSING 746 Interdisciplinary, Coordinated Care of the Child with Chronic Illness
Credits: 2-3
Offered: Not Indicated
Prerequisites: Grad st and/or cons inst
Crosslists: PEDIAT, PHM PRAC, SOC WORK
Workshops, case conferences/simulations, and problem-solving exercises are presented by members of an interdisciplinary pediatric team and guest speakers. Course integrates knowledge from medicine, nursing, pharmacy, social work, nutrition, respiratory care, home care, and education with an emphasis on critical transition points in the care of children with chronic disease.

NURSING 761 Health Program Planning, Evaluation, and Quality Improvement
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st or cons inst.
Crosslists:
Provides content in theory, concepts, and methods of program planning and evaluation in the context of health care and community health organizations. Provides basic concept related to designing and implementing health services quality improvement projects.

NURSING 880 Prevention Science
Credits: 3
Offered: Not Indicated
Prerequisites: 2nd yr Grad st or cons inst.
Crosslists: SOC WORK, ED PSYCH, HDFS
This course provides a theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined.
Master of Public Health Program

NUTRI SCI 540 Community Nutrition Programs and Policy Issues
Credits: 1
Offered: Not Indicated
Prerequisites: Nutri Sci 431 or cons inst.
Crosslists:
Community Nutrition Programs and Policy Issues. Students will increase their understanding of community-based nutrition needs, intervention programs and policy issues in the U.S. Written assignments will demonstrate students' positions on related issues.

NUTRI SCI 625 Advanced Nutrition: Obesity and Diabetes
Credits: 1
Offered: Spring, alternate years
Prerequisites: Grad st; Nutr Sci 619 or con reg & Physiol 335 or equiv or cons inst.
Crosslists:
Physiology, biochemistry and genetics of human obesity and diabetes. Critical review of current research on their etiology and treatment.

PHM PRAC 714 Social Organization of Pharmacy
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st or cons inst.
Crosslists:
Examination of theories, methodologies, and research related to social organization of the profession and practice of pharmacy, the pharmaceutical industry, pharmaceutical regulation, and national/international pharmacy sectors.

POP HLTH 559 Patient Safety and Error Reduction in Health Care
Credits: 2
Offered: Not Indicated
Prerequisites:
Crosslists: I SYS E, MED PHYS
This course discusses the nature and magnitude of hazards to patients in various health-care settings, and presents the student with techniques to analyze the risks and to address the problems, in order to reduce errors and create a safe patient-care environment. Particular tools discussed include probabilistic risk assessment methods, failure mode and effects analysis, human factors analysis and error classification systems, and quality management. Discussions of patient safety standards, recommendations from agencies, and continual quality improvement, along with many examples of applications in various settings, anchor the studies in the clinical world.

PSYCH 509 Abnormal Psychology
Credits: 3
Offered: Fall or Spring or Summer
Prerequisites: Psych 201 or 202 or 281
Crosslists:
A survey of the psychology of abnormal behavior; nature and social/biological origins of neurotic, psychotic, and other behavioral abnormalities. More general coverage of behavior pathology than Psych 511 or 512.

SOC 531 Sociology of Medicine
Credits: 3
Offered: Fall or Spring
Prerequisites: Jr st and intro course in soc or cons inst.
Crosslists:
Cultural, social and social psychological factors in disease processes, distribution of disease, social definitions of illness, and organization of the health professions and health facilities.
Master of Public Health Program

SOC WORK 821 Aging and Mental Health-Illness
Credits: 2
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists:
Prepares front line social workers for practice with elderly people who have mental health problems. Effective assessment, diagnosis, treatment planning, referral strategies and problems detrimental to mental health for elderly persons and their families will be examined.

SOC WORK 875 Recent Developments: Health, Aging and Disability Policy and Services
Credits: 2
Offered: Not Indicated
Prerequisites:
Crosslists:
Not in Graduate Catalog

Soc Work 923 Family Violence
Credits: 2
Offered: Fall
Prerequisites: Grad Student
Crosslists:
An overview of the risk factors and trauma effects of the major forms of family violence. Models of prevention and intervention will be described. Attitudes about family violence will be explored. Basic skills for detecting abuse and making referrals will be taught.

CULTURAL COMPETENCE

Med Hist 504 Society and Healthcare in American History
Credits: 3
Offered:
Prerequisites:
Crosslists:
This course is designed to acquaint students with the history of health care in America. Although the focus will be on the past, efforts will be made to relate the past to the present.

NURSING 702 Health Promotion/Disease Prevention in Diverse Communities
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists:
Multidisciplinary approach for health promotion/disease prevention in diverse communities emphasizing the use of epidemiological psychosocial, and environmental data for aggregate/community assessment to determine shared risks, exposures, behaviors and interventions.

Seeking Educational Equity and Diversity (SEED) Seminar
Credits: 2
Offered: Not Indicated
Prerequisites:
Crosslists:
Student SEED is a social justice seminar that sets to examine through both the "textbooks of our lives" and scholarly readings, issues of privilege and oppression as they play out in the arenas of ethnicity/race, socioeconomics/geography/class, gender, sexual orientation, abilities, religion, etc. in the U.S.. In Student SEED, participants are asked to bring their whole holistic selves into class - to "keep it real," if you will - in order to fu Ill explore how "self" and the "stuff" we carry plays out in context and how context plays out in ourselves.
Master of Public Health Program

WS 553: Special Topics in Women and Health- LGBTI Health
Credits: 3
Pre-requisites: Women’s Studies 103 or cons inst.
Offered: Spring
Crosslists:
Examines a wide range of health issues that affect lesbian, gay, bisexual, transgender, and intersex people. Biomedical issues- such as effects of hormone treatments for those undergoing transition, the surgeries experienced by some intersex and transsex people, and transmission and prevention of sexually related infections- will be covered in depth.

ENVIRONMENTAL HEALTH

ENVIR ST 368 Environmental Law, Toxic Substances and Conservation
Credits: 2
Offered: Spring, odd years
Prerequisites: So st.
Crosslists: M&ENVTOX, PL PATH
Development of and need for "environmental law"; an introduction to the legal system; public and private rights in the environment; regulation of pesticides and toxic substances; environmental legislation and rulemaking; environmental impact statements; professionals as expert witnesses. No prior knowledge of law assumed. For scientists and others dealing with environmental issues in academia, industry and government.

GEOG 339 Environmental Conservation
Credits: 3
Offered: Every semester
Prerequisites: So st.
Crosslists: ENVIR ST
Ecological and cultural background of conservation, problems of resource and environmental quality management, and pressing issues of population, food, energy, and pollution.

PHS 471 Introduction to Environmental Health
Credits: 3
Prerequisites: A course in biology; junior standing
Offered: Spring
Impact of environmental problems on human health; biological hazards to human health from air and water pollution; radiation; pesticides; noise; problems related to food, occupation and environment of the work place; accidents. Physical and chemical factors involved.

M M & I 554 Emerging Infectious Diseases and Bioterrorism
Credits: 2
Offered: Fall
Prerequisites: MM&l 301 or cons inst.
Crosslists:
Identification of analysis and solution of emerging infectious disease problems and the problems of bioterrorism.

M&ENVTOX 625 Toxicology I
Credits: 3
Offered: Fall
Prerequisites: Biochem 501 & Physiol 335 or cons inst. Path 401 & Phmcol 401 or equiv recommended.
Crosslists: MEDICINE, ONCOLOGY, PATH, PHMCOL-M, POP HLTH, AHABS, PHM SCI
Basic principles of toxicology and biochemical mechanisms of toxicity in mammalian species and man. Correlation between morphological and functional changes caused by toxicants in different organs of the body.
Master of Public Health Program

M&ENVTOX 626 Toxicology II
Credits: 3
Offered: Spring
Prerequisites: Env Tox 625 or cons inst.
Crosslists: MEDICINE, ONCOLOGY, PATH, PHMCOL-M, POP HLTH, AHABS, PHM SCI
A course surveying the basic methods and fundamental biochemical mechanisms of toxicity. Toxicity in mammalian organ systems, techniques for evaluating toxicity, as well as mechanisms of species specificity, and environmental interactions (with toxicant examples) are presented.

MED HIST 509 The Development of Public Health in America
Credits: 3
Offered: Fall or Spring
Prerequisites: Jr st & cons inst.
Crosslists: HIST SCI
Health problems in the U.S. from the colonial period to the twentieth century; efforts made toward their solutions.

POP HLTH 502 Air Pollution and Human Health
Credits: 3
Offered: Fall
Prerequisites: Jr st, a course in biology
Crosslists: ENVIR ST
Toxicologic, controlled and epidemiologic studies on major air pollutants. Overview of study methods, lung physiology and pathology; air pollution sources, types, meteorology, sampling methods, controls and regulations.

EPIDEMIOLOGY

POP HLTH 621 Introduction to Nutritional Epidemiology
Credits: 1
Offered: Fall
Prerequisites: Stat 301 or equiv & Nutr Sci 332 or cons inst.
Crosslists: NUTR SCI
Techniques used to evaluate relationships of diet to health and disease in human populations; integration of knowledge gained with results of animal and clinical studies toward understanding dietary risk or protective factors for disease. Includes advanced diet assessment and basic epidemiologic approaches.

POP HLTH 798 Epidemiologic Methodology
Credits: 3
Offered: Not Indicated
Prerequisites: Grad stdt in population health & Pop hlth 797; or cons inst.
Crosslists:
Design and implementation of epidemiologic research, including sample selection, recruitment, data collection and management. Strategies to address methodologic limitations are emphasized.

Pop Hlth 802 Advanced Epidemiology: Etiology and Prevention.
Credits: 3
Offered:
Prerequisites: Grad st, Pop Hlth 797 or 798; or cons inst.
Crosslists:
The course addresses the epidemiological basis for understanding the etiology and prevention of major diseases. Students integrate information about disease patterns, epidemiological methods, and published studies to identify research questions and design a project.
Master of Public Health Program

POP HLTH 904 Special Topics Epidemiology: Cardiovascular Diseases
Credits: 2
Offered: Fall or Spring
Prerequisites:
Crosslists:
This course is directed to graduate and undergraduate students interested in the epidemiology of cardiovascular diseases. The main emphasis of PHS 904 is the discussion of the population distribution, health impact, risk factors, treatment, and prevention of cardiovascular diseases.

POP HLTH 904 Special Topics in Epidemiology: Cancer Epidemiology
Credits: 2
Offered: Fall or Spring
Prerequisites: Pop Hlth 797, 798; & H Oncol 721 or cons inst.
Crosslists:
This course will cover current knowledge on cancer occurrence and control in human populations. Design and analysis approaches appropriate for cancer epidemiology will also be discussed.

POP HLTH 904 Special Topics in Epidemiology: Infectious Diseases
Credits: 2
Offered: Fall or Spring
Prerequisites: Pop Hlth 797 or cons inst.
Crosslists:
Epidemiology is the study of how health and disease are distributed in populations and of factors that influence or determine this distribution. Infectious disease epidemiology monitors the occurrence of infectious diseases and develops strategies for preventing and controlling disease. In addition to knowing basic epidemiologic methods, infectious disease epidemiologists need to be familiar with the features of important infectious diseases as well as laboratory techniques for the identification and quantification of infectious agents. This course is designed to provide an introduction to infectious disease epidemiology. It will focus on the etiology, distribution, determinants, prevention and control of infectious diseases of major public health importance.

WL ECO 961: Ecology of Wildlife Diseases
Credits: 1
This special topics class will focus on concepts related to the ecology, evolution, and management of wildlife diseases. Through literature review and discussion, we will emphasize key concepts rather than specific diseases/hosts. Specific topics and case studies will reflect the interest of the participants. Student will take turns leading the discussions. This will involve choosing literature for the class to read and preparing a short presentation which introduces the topic. Students will be graded on their participation in class discussions (66%), and their leading of discussions (33%).

ZOOLOGY 350 Parasitology
Credits: 3
Offered: Spring
Prerequisites: Intro course in biology, So st.
Crosslists: MM&I, AHABS
General biology, ecology and phylogeny of animal parasites, including those of humans; host-parasite interactions; general epidemiological principles of parasitic infections.
GLOBAL HEALTH

POP HLTH 640 Foundations for Global Health Practice
Credits: 1
This course will be designed to prepare students for global health field experiences. The course is organized into 8 modules that must be completed during either the first or second 8 weeks of the semester. We anticipate that the course will be offered each semester. Topics include: 1) an overview of international health; 2) health and culture; 3) health indicators; 4) health in developing countries; 5) health manpower; 6) international health agencies; 7) ethics and social justice; and 8) travel policies and safety issues for global health field experiences. The assignments help prepare the students for a global health field experience. The course assignments help students to prepare for their global health field experiences by requiring that they focus on countries and health topics that relate to the specific site that they will visit. This course will be developed and offered in Fall 2005 and will be a pre-requisite for the Global Health Field Experience.
Course Instructor: Responsibility for the course will rotate each semester. The following individuals have agreed to teach the course: Linda Baumann, Chris Olsen, Cindy Haq and Lori DiPrete Brown, Connie Kraus, and Jonathan Patz.

POP HLTH 650 Foundations of Healing/ Global Healing Traditions
Credits: 1
Prerequisites: Upper level undergraduate, graduate and health professional students or cons inst. This 1-credit course will introduce students to the key concepts of the process of healing, with an emphasis in its practical application. The course will focus in understanding the value of the educational (learn it), personal (live it) and professional (apply it) implications of healing that starts with ourselves and then translates into the communities in which we live and work. Faculty from medicine and other departments will teach the course. The course will meet in the evenings for five 2.5 hour classes for a total of 15 contact hours, including web-based presentations through Learn@UW and using Adobe Breeze PowerPoint presentations with audio.
Course instructor: David Rakel, Mario Salguero, Adam Rindfleisch, and Katherine Bonus.

ANTRHO 901 Anthropology and International Health
Credits: 2
Offered: Not Indicated
Crosslists:
Anthropology, Women's Studies, International Studies and students of similar disciplines will find this seminar of interest as it explores the anthropology of international health. Consideration of case studies in applied medical anthropology will allow you to identify and interrogate the methods used by practitioners attempting to put specific global health problems in social, political and economic context, with the ultimate goal of deepening our understanding of these problems and strengthening the design of public health interventions. On the macro level, we will also attend to anthropological critiques of the institutions and discourses of international public health and development. Readings will be broadly interdisciplinary, drawing from the literature of medical anthropology, health economics, public health and social epidemiology among others.
Course Instructor: Claire Wendland, MD

POP HLTH 553 International Health and Global Society
Credits: 3
Offered: Fall
Prerequisites: Jr or Sr st or.
Crosslists: HIST SCI, MED HIST
Major problems in international health from 1750 to the present. Focus on disease epidemiology and ecology; poliical emonomy of health; migration; quarantime; face, ethnicity, and health dare; international health research; cross-cultural healing; mental and maternal health; growth of international health organizations.
Master of Public Health Program

POP HLTH 718 International Health Systems
Credits: 2
Offered: Not Indicated
Prerequisites: Grad st or cons inst.
Crosslists:
Addresses and analyzes differences in health status and methods of organizing and providing health services in countries with varying levels of development and types of socio-political systems. Develops an understanding of the various avenues of international cooperation in health.
Course Instructor: Judith Ladinsky, PhD. Co-faculty from the Global Health Program Steering Committee: Linda Baumann, School of Nursing, Chris Olsen, School of Veterinary Medicine, Connie Kraus, School of Pharmacy, Jonathan Patz, School of Medicine, and Cindy Haq, School of Medicine.

POP HLTH 904 Special Topics in Epidemiology: Global Health
Credits: 2
Offered: Fall or Spring
Prerequisites:
Crosslists:
The purposes of this course are to explore the relationship between globalization and health and provide students with an understanding of: a) major indicators and determinants of health and health disparities across populations, from less to more developed countries; b) the role of epidemiology in developing proven and potential interventions to improve global health and reduce health disparities; and c) methodological and ethical considerations in international health research. The course is also designed to expose students to health research and clinical work of faculty working in range of disciplines relevant to global health, and to help students identify ways in which they might contribute in the future to improvements in international health.
Course Instructor: Maureen Durkin, PhD, DrPH

HEALTH POLICY AND ADMINISTRATION

LAW 940 Public Health Law
Credits: 3
Offered: Not Indicated
Prerequisites: Cons instr.
Crosslists:
Public health law has traditionally encompassed topics such as quarantine, vaccination programs, and population surveillance. This course will cover those traditional topics, as well as emerging areas of public health policy associated with the intersection between public health and bioterrorism threats; public health and immigration policy; juvenile and domestic violence as public health problems; drug policy; and environmental health. Overall, this new course will emphasize the core legal competencies associated with public health ethics and policy.

LAW 916: FDA Law
Credits: 3
Offered: Not Indicated
Prerequisites:
Crosslists:
This course will emphasize research, development, approval, marketing and surveillance of new drugs, devices and biologics. Topics include the history of food and drug regulation; regulations governing new drug development; scientific, legal and ethical issues in the design of clinical trials; interplay with patent law in the development of business strategies; post-approval marketing and product liability issues; and proposals for legislative reform. The course will not cover nutritional supplements or food safety except by way of contrast with the drug/device/biologics regulatory system, although some attention will be paid to nutriceuticals. Students will write a research paper in lieu of a final examination.
Master of Public Health Program

LAW 940 Consumer Issues in Health Systems & Health Care Delivery
Credits: 3
Offered: Not Indicated
Prerequisites: Cons instr.
Crosslists:

NURSING 703 Health Care and Public Policy in the US
Credits: 2
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists:
An overview of the development and implementation of health policy in the US includes legislative process, influences on these processes and nursing role. Analysis of health policies, impact of policies on health care systems and health of populations.

POP HLTH 548 The Economics of Health Care
Credits: 3-4
Offered: Fall or Spring
Prerequisites: Econ 301, or Pub Affr 880 or cons inst.
Crosslists: ECON, PUB AFFR

POP HLTH 848 Health Economics
Credits: 1-3
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists: ECON H
Health economics issues including demand, supply and pricing, market structure, medical malpractice, technological change, value of life, role of insurance, and other aspects of uncertainty.

PUB AFFR 873 Introduction to Policy Analysis
Credits: 3
Offered: Not Indicated
Prerequisites: PUB AFFR 880 & 874, or their equivs.
Crosslists:
This course develops skills in policy analysis in two ways. First, it sets out the conceptual foundations for understanding the role of policy analysis in democratic politics. Second, it provides training and experience in policy analysis craft.

PUB AFFR 878 Public Management
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists: POLI SCI, URB R PL
Role of administration in American government; problems of organization, bureaucracy and control; public policy as the output of the administrative process.

PUB AFFR 880 Microeconomic Policy Analysis
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st & 2 econ crses, including microeconomics.
Crosslists:
The tools and techniques used in the economic approach to policy analysis. Emphasis is on applying these methodological tools to evaluating existing public policies and policy alternatives, as well as providing a deeper understanding of how the economy operates.
Master of Public Health Program

PUB AFFR 881 Cost-Benefit Analysis
Credits: 3
Offered: Not Indicated
Prerequisites: Pub Affr 880 or Pub Affr 818 or equiv.
Crosslists:
Provides concepts, techniques, and conventions for assessing economic efficiency, or components of economic efficiency, when efficiency is only one of the social goals relevant to policy choice. This course provides the conceptual foundations and craft skills to prepare you to be sophisticated consumers and producers of CBA.

PUB AFFR 885 Advanced Public Management
Credits: 3
Offered: Not Indicated
Prerequisites: Pub Affr 880 or cons inst
Crosslists:
Provides techniques that enhance your ability to think analytically about problems of public management, to make good arguments concerning how public management issues might be addressed and to learn about the craft of management by working with practitioners.

PUB AFFR 974 Topics in Public Affairs
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists: POLI SCI, URB R PI
Current issues in the formulation, implementation, and analysis of public policy

SOC 532 Health Care Issues for Individuals, Families and Society
Credits: 3
Offered: Spring
Prerequisites: Jr st.
Crosslists: CNSR SCI
This course covers issues related to health and health care delivery in our society. Topics include social, cultural and ethical influences on consumer definitions of health and use of medical care, and on the health care system's responses.

METHODS

I SY E 610 Design of Program Evaluation Systems
Credits: 3
Offered: Spring
Prerequisites: Sr or Grad st in ind engr or cons inst.
Crosslists:

I SY E 617 Health Systems Engineering
Credits: 3
Offered: Fall or Spring
Prerequisites: Sr or Grad st in ind engr or cons inst.
Crosslists: LIS
Provides grounding in core concepts health information systems and major applications include Clinical Information Systems, Language and Standards, Decision support, Image Technology and Digital libraries. Evaluation of IE tools and perspectives designed to improve the quality, efficiency and effectiveness of health information. Formerly I SY E 691
Master of Public Health Program

NURSING 799 Independent Study
Credits: 1-6
Offered: Not Indicated
Prerequisites: Grad st & cons inst.
Crosslists:

POP HLTH 794 Biological Basis of Population Health
Credits: 2
Offered: Not Indicated
Prerequisites: Grad st or cons inst.
Crosslists:
This course covers the physiology, biology and biochemistry of selected disease processes deemed to be important to students of population health sciences by virtue of their clinical significance including incidence, mortality and morbidity.

Pop Health 795 Principles of Population Health Sciences
Credits: 3
Offered: Fall
Prerequisites: Grad st in Pop Health or cons inst.
Crosslists:
The purpose of the course is to provide students with a foundation for understanding: 10 how population health is defined and measured; 2) the biological, cultural, social, economic, and healthcare determinants of population health; 3) research development and design for studying population health; and 4) prevention and intervention strategies for improving population health.

POP HLTH 796 Introduction to Health Services Research
Credits: 3
Offered: Not Indicated
Prerequisites: Grad stdt in population health & Pop Hlth 795; or cons inst.
Crosslists:
Introduces students to a variety of perspectives, substantive areas and methodological approaches to health services research that provide the foundation for understanding the structure, process and outcomes of the U.S. health care system.

POP HLTH 800 Quantitative Methods in Population Health I
Credits: 3
Offered: Not Indicated
Prerequisites: Grad stdt in population health and Stat 541 or equiv; or cons inst.
Crosslists:
Topics include: Rates and risks, classical analysis techniques for epidemiologic studies, ordinary and logistic regression.

POP HLTH 803 Monitoring Population Health
Credits: 3
Offered: Not Indicated
Prerequisites: Grad stdt in population health & POP HLTH 795, 797, 798, & 800; or cons inst.
Crosslists:
Students learn applied techniques for community health assessment -- a core function of public health. Actual population health data (including census, natality, mortality, hospital discharge, behavioral risk factor) are retrieved from the Web for analysis and interpretation.
Master of Public Health Program

**POP HLTH 875 Assessment of Medical Technologies**
Credits: 2-3  
Offered: Not Indicated  
Prerequisites: Grad stdt in population health & Pop Hlth 797 & 800; or cons inst.  
Crosslists: I SY E  
Basic ideas and tools of cost effectiveness analysis as applied in evaluating medical technologies. Addresses special problems and methods in assessing diagnostic technologies, including ROC analysis, and in measuring health for technology assessment. Uses "classical" and current journal literature.

**POP HLTH 876 Measuring Health Outcomes**
Credits: 3  
Offered: Not Indicated  
Prerequisites: Grad stdt in population health & Pop Hlth 795, 797 & 800; or cons inst.  
Crosslists:  
Provides a comprehensive understanding of health outcome measures, including generic health status measures, disease-specific measures, and consumer reports of the quality of care.

**POP HLTH 877 Economic Analysis for Population Health**
Credits: 3  
Offered: Not Indicated  
Prerequisites: Grad st in population health & Pop Hlth 795, 796, 797, 798 & 800; or cons inst.  
Crosslists:  
The course offers advanced students of population health the opportunity to acquire and familiarize themselves with the central analytical tools of economic analysis as they are applied to problems in population health.

**POP HLTH 990 Research**
Credits: 1-8  
Offered: Fall or Spring  
Prerequisites: cons inst.  
Crosslists:  

**PUBLIC HEALTH ETHICS**

**LAW 940 Law and Contemporary Problems**
Credits: 2-3  
Offered: Not Indicated  
Prerequisites: Cons instr.  
Crosslists:  
Relationship of law to current public issues. Topics reflect interests of instructor and students.

**MED HIST 513 Environment and Health in Global Perspective**
Credits: 3  
Offered: Not indicated  
Prerequisites: Jr st.  
Crosslists: MED HIST, ENVIR SCI  
Explores the historical relationships between environmental change and human health from the 17th through the 20th century. Topics include colonialism and disease, medical geography, urban pollution and reform, workplace hazards, environmental risk, and the anti-toxics and environmental justice movements.
Master of Public Health Program

MED HIST 523 Race and American Medicine and Public Health
Credits: 3
Offered: Irregular
Prerequisites: Jr or Sr st.
Crosslists: MED HIST, AFROAMER
The course will provide historical perspectives on current dilemmas facing black patients and health care professionals.

MED HIST 545 Ethical and Regulatory Issues in Human Subjects Research
Credits: 1
Offered: Fall
Prerequisites:
Crosslists:
This course will explore and examine the ethical issues central to clinical research, regulations governing clinical investigation, and the role of good clinical practice for clinical trials.

MED HIST 558 Ethical Issues Raised by Biomedical Technology
Credits: 3
Offered: Spring
Prerequisites: Jr st or cons inst.
Crosslists: PHILOS
Ethical issues apparently created by new biomedical technologies, such as genetic screening, prenatal diagnosis, prolongation of life, treatment of severe birth defects, in vitro fertilization, behavior modification, psychosurgery, and transplantation.

MED HIST 559 Topics in Ethics and History of Medicine
Credits: 3
Offered: Irregular
Prerequisites: cons inst; enrollment may be limited depending on topic and approach.
Crosslists:
A survey of ethical and social issues in medical ethics and history of medicine. Cooperating faculty may be drawn from philosophy, law, medical ethics, history, political science, public health, economics, education, and communication, as well as medicine and the biological sciences.

MED HIST 668 International Studies Advanced Undergraduate Seminar- Global AIDS: Interdisciplinary Perspectives
Credits: 3
Offered: Irregular
Prerequisites: Jr st.
Crosslists: HIST SCI
Explores the ways in which HIV/AIDS opens a window on some of the critical social, political, and economic developments of the past three decades. Looking at the world through the lens of HIV/AIDS offers insight into gender and sexuality, globalization, economic development, world trade, drug addiction, religious revivalism, and the place of science and medicine in intimate lives.

MED HIST 905 Bioethics and the Law
Credits: 2-4
Offered: Not Indicated
Prerequisites: cons inst.
Crosslists: LAW
Introduction to the legal, ethical and public policy dimensions of modern medicine and biomedical research. Informed consent, human experimentation, death and dying, organ transplantation, allocation of scarce resources. May cover reproductive and genetic issues in some years.
Master of Public Health Program

MED HIST 919 Graduate Studies in Medical History
Credits: 3
Offered: Not Indicated
Prerequisites: Grad st and cons inst.
Crosslists: HIST SCI
Three seminars analyzing the scientific and social aspects of the development of modern medicine in Europe and America; one seminar exclusively on public health

NURSING 802 Ethics and the Responsible Conduct of Research
Credits: 1
Offered: Not Indicated
Prerequisites: Grad st.
Crosslists:
Ethical issues in the design, conduct and reporting of research are examined in the context of the nature of the scientific endeavor, the structure of the research community, and professional and federal guidelines for supporting scientific integrity and controlling misconduct.

POP HEALTH 650 Advanced Seminar in Health and Mental Health Economics
Credits:
Offered: Every other year
Prerequisites: Grad st
Crosslists: Econ
Explores health economics through methods to treatment, prescription drugs, benefits and costs, and analysis of specific issues.
Master of Public Health Program

ADVISING

Students in the MPH program receive advising in two ways:

1. **MPH Program Staff** – Academic issues (course requirements, electives, degree progress, graduation, transfer courses, dual degree process, etc) and personal issues (leave of absence, withdrawal, etc)
2. **Capstone Advisor** – Field experience, capstone project, career goals, campus resources, etc.

Upon entering the MPH program students self select their Capstone Advisor based on their interests, field experience and capstone project. Students may begin thinking about possible field projects in their area of interest and start meeting with public health program faculty to explore these areas as early as their first semester in the program. This process may continue throughout the first 1 or 2 semesters of the program depending on the student’s time frame for completing their Field Experience and Capstone Project. Once the student identifies a faculty member who will serve in this capacity, this individual will be the student’s Capstone Advisor.

Students are strongly encouraged to meet with their Capstone Advisor a minimum of once each semester.

**Capstone Advisor**
Upon matriculation to the MPH program, students will select, from among the list of Public Health Program Faculty one individual to serve as their Capstone Advisor. The advisor may serve as the chair of the student’s capstone committee. The responsibilities of the advisor include serving as the primary contact for the student’s capstone project, helping students hone their interests, identify career paths and provide support for career development. In addition, advisors provide a link to the campus community, resources and extracurricular activities which serve to enhance your educational experience (such as seminars, conferences, speakers, etc).

**Capstone Committee**
Each Master of Public Health (MPH) student must identify three individuals who will serve on their Capstone Committee. The committee and its members are responsible for guiding the student’s capstone project. Members of the capstone committee should include a Capstone Advisor and Preceptor, as well as a third member who may come from the list of Public Health Program Faculty or be selected based on their expertise in the subject matter.

**Preceptor**
Preceptors are members of the student’s capstone committee and oversee the student’s field experience work on site. They are an employee of the agency/organization the student is working with. Preceptors provide guidance and feedback regarding the student’s performance during their field experience. As necessary they consult with the Associate Director of the MPH program regarding problems and questions that may arise during the course of the field experience. At the end of the field experience the Preceptor will complete an evaluation of the student’s work. Preceptors are selected by the students (with advice from their Capstone Advisor) and approved by the Associate Director of the MPH program.
Master of Public Health Program

Public Health Program Faculty
Public Health Program Faculty are appointed by the Steering Committee based on their involvement in the educational and professional development of MPH students and their continual contributions to the MPH program. Public Health Program Faculty are appointed with the understanding that they may be asked to serve on students’ Capstone Committees. Public Health Program Faculty come from across the health science and UW campus, representing the interdisciplinary nature of our program and contributing substantively to the MPH program through teaching, mentoring, and service. Public Health Program Faculty are appointed for 3 years, and reviewed annually by the Steering Community.

Proposed Public Health Program Faculty will include:
1. Core Course Directors
2. MPH Committee Members
3. Other individuals who make significant contributions to teaching, mentoring and service in the MPH program (may be faculty, staff or community members)

MPH Student Services Coordinator: Students should always reference the department’s program website, the MPH Student Handbook and the Field and Capstone Project Handbook for answers on various program-related questions. However, when students still need clarification on any of these policies or procedures they should contact the MPH Student Services Coordinator. The Student Services Coordinator assists students with course selection, transfers and waivers and monitors academic progress and degree completion. In addition, the Student Services Coordinator oversees the recruitment and admissions efforts of the MPH program.

MPH Associate Director: The MPH Associate Director helps students facilitate their field experience projects and provides guidance to students on their field work and capstone projects. She also assists in monitoring curriculum standards of MPH courses and leads the program’s public health outreach efforts. Students should always reference the department’s program website, the MPH Student Handbook and the Field and Capstone Project Handbook for answers on various program-related questions. However, when students still need clarification on any of these policies or procedures they should contact the MPH Student Services Coordinator.

DUAL DEGREES
The MPH Program has six dual degree programs.
- MS/MPH (Nursing)
- MD/MPH (Medicine)
- DVM/MPH (Veterinary Medicine)
- MPA/MPH (Public Affairs)
- PharmD/MPH (Pharmacy)
- DPT/MPH (Physical Therapy)

MS/MPH (Nursing): The MS/MPH dual degree program prepares nurses for professional roles as educators, administrators, and advanced practice nurses in the field of public health. This degree is designed for nurses who seek graduate education in public health practice competencies in an interdisciplinary environment along with advanced practice nursing education knowledge and skills. Graduates of this program are prepared for continued doctoral study in nursing, public health, or related academic fields. At a minimum, the nursing dual degree program (nurse educator role) requires the completion of 61 total credit hours and can be completed in six semesters of full-time
Master of Public Health Program

course work. A maximum of 18 credits may overlap between programs. Students completing other advanced practice nursing roles (e.g., nurse practitioner) may require additional credits/time for completion. Students entering the MS/MPH dual degree take courses which meet the requirements for each degree throughout the duration of their program.

MD/MPH (Medicine): The MD/MPH dual degree provides additional skills and knowledge in the increasingly vital field of Public Health for physicians in training. The dual degree increases career options for physicians to work in public health venues, such as community, state, national and international public health organizations and performing clinical research, as well as giving MPH-only students a medical perspective. Medical students seeking to expand their public health perspective by viewing patients in the context of their environment and how that environment impacts problems and illness benefit from this program. Students typically complete the first three years of the medical school curriculum before entering the MPH program for an accelerated one year curriculum. Students then return to medical school for the completion of their MD requirements and any needed public health electives. A minimum of five years of study is necessary for the completion of the MD/MPH and allows for an overlap of 11 credits between the two programs.

DVM/MPH (Veterinary Medicine): The DVM/MPH dual degree program creates a multidisciplinary educational environment that broadly prepares veterinarians to meet the 21st century challenges in public health. The DVM/MPH dual degree will also provide a foundation from which these public health professionals can pursue advanced public health training, such as the EIS Program or doctoral level (PhD or DrPH) public/population health research training. Similar to the MD/MPH dual degree, veterinary medicine students generally complete the first two years of their veterinary medicine curriculum before entering the MPH program. Students complete the core requirements of the MPH program, electives and their field experience over the course of three semesters, before returning to their original track of study. The dual degree program allows students to complete both the DVM and MPH degrees in a 5 year period of time and allows for an overlap of 8 credits between the two programs.

MPA/MPH (Public Affairs): The MPA/MPH dual degree prepares health policy professionals for their roles as policy analysts and public managers in the increasingly important area of health care. Students in this dual degree gain skills in public health policy and management necessary to address complex health issues in the field. Students in the MPA/MPH dual degree generally complete the majority of requirements for public affairs before entering the core MPH curriculum. Students can complete this 55 credit program in two years (including the summer sessions) by applying 12 credits of public affairs courses toward the MPH degree requirements.

PharmD/MPH (Pharmacy): Students in the dual PharmD/MPH degree gain comprehensive expertise and experience in pharmacy-related public health areas that are essential to the continued definition and development of perspectives, programs and services in this arena. This program prepares future pharmacists to take an active role in promoting public health in their communities. The PharmD/MPH dual degree is a five-year program that requires completion of all PharmD requirements and all MPH requirements. A total of 12 credits overlap between programs.

DPT/MPH (Physical Therapy): The DPT/MPH degree program is designed for physical therapists who seek graduate education in public health practice competencies in an interdisciplinary environment. The DPT/MPH joint degree can be completed in four
Master of Public Health Program

years, with the first three years spent completing the requirements for the DPT degree while taking coursework that has the potential to count towards the MPH degree should the student decide to apply and be admitted. Upon completion of the DPT requirements an additional year is necessary to finish the remaining courses for the MPH degree. A maximum of 15 credits may overlap between programs.

Process for Approving Dual Degrees
In order to pursue a dual degree, a program must be approved and formulated by the Master of Public Health Program and another UW-Madison Graduate or Professional Program. In order to seek dual degree approval, the graduate/professional program desiring to pursue a dual degree with the MPH program needs to formally communicate their intention to the MPH Director, who will then communicate those interests to the MPH Steering Committee. The committee will then either approve or deny the graduate/professional school intention. Upon approval, the graduate/professional program must develop a proposal for their suggested dual degree including a purpose statement, admissions requirements, course/credit requirements, and a sample curricular program. Additionally letters of support for the dual degree program must be written by both the MPH director and the Dean of the School in which the graduate/professional program is housed. A final document describing the program’s faculty and their affiliations with the MPH program must also be submitted. For more detailed information on the approval process, please consult the MPH office.
MASTER OF PUBLIC HEALTH PROGRAM

Sample Plans

2 Year Full-Time Program
(42 - 45 credits)

FALL I (9-10 credits)
PHS 780¹ Public Health: Principles & Practice (3)
BMI 511 Intro to Biostatistical Methods for Public Health (3)
PHS 797 Intro to Epidemiology (3)
PHS 781¹ Intro to Public Health (1)
PHS 794¹ Biological Basis of Pop Hlth (2)

SPRING I (10 credits)
PHS 650 Social & Behavioral Science for Public Health (3)
PHS 740 Health Impact Assessment of Global Environmental Change (3)
PHS 785 Health Management & Policy (3)
PHS 787 Field Work Seminar (1)

SUMMER I (6 credits)
PHS 788 Field Experience (6)

FALL II (8-10 credits)
ELECT MPH Electives

SPRING II (8 credits)
ELECT MPH Electives
PRG REQ Capstone Project

1 Year Accelerated Program
(42 credits)

SUMMER I (11 credits)
PHS 787 Field Work Seminar (1)
TRANSFER Submit courses for transfer credit (no more than 12 credits)

FALL I (7 credits)
PHS 780¹ Public Health: Principles & Practice (3)
BMI 511 Intro to Biostats for Pub Hlth (3)
PHS 797 Intro to Epidemiology (3)
PHS 781¹ Intro to Public Health (1)
PHS 794¹ Biological Basis of Pop Hlth (2)

SPRING I (10 credits)
PHS 650 Social & Behavioral Science for Public Health (3)
PHS 740 Health Impact Assessment of Global Environmental Change (3)
PHS 785 Health Management & Policy (3)
PHS 787 Field Work Seminar (1)

VARIABLE SEMESTER
ELECT MPH Electives (16)
PFG 788 Field Experience (6)
PRG REQ Capstone Project

3 to 5 Year Part-Time Program
(42 - 45 credits)

FALL COURSES
PHS 780¹ Public Health: Principles & Practice (3)
BMI 511 Intro to Biostatistical Methods for Public Health (3)
PHS 797 Intro to Epidemiology (3)
PHS 781¹ Intro to Public Health (1)
PHS 794¹ Biological Basis of Pop Hlth (2)

SPRING COURSES
PHS 650 Social & Behavioral Science for Public Health (3)
PHS 740 Health Impact Assessment of Global Environmental Change (3)
PHS 785 Health Management & Policy (3)
PHS 787 Field Work Seminar (1)

VARIABLE SEMESTER
PHS 788 Field Experience (6)
ELECT MPH Electives (16)
PRG REQ Capstone Project

¹ The One Year Accelerated Program is restricted to dual degree candidates or those with a substantial number of transfer credits.
² POP HLTH 780 & POP HLTH 650, Public Health: Principles & Practice and Intro to Public Health should be taken during the first semester of enrollment.
³ POP HLTH 794, Biological Basis of Population Health is a required course for students who do NOT have a biological sciences background. This course should be taken during the first semester and must be completed prior to graduation. This course will count for elective credit.
⁴ PHS 788, Field Experience must be taken after the completion of the majority of core courses. The Field Experience may be taken during the fall, spring, or summer and can be spread out over multiple semesters.
⁵ Elective courses vary semester by semester. Courses should be chosen from the list of MPH approved electives.
⁶ The Capstone Project is a MPH program degree requirement. The Capstone Project is a 10 minute presentation & 20-30 page paper about the student’s field experience project.

Updated 8/4/09
PROGRAM PLAN

The purpose of the MPH Program Plan is for the student and MPH staff member to create a comprehensive plan for completing the MPH program requirements. The plan must be completed within the first month of matriculating as a student in the MPH program and updated each semester.

Program Plan Approval Process
At orientation, new students will receive an overview of the MPH curriculum and will be given a blank copy of the program plan form. Early in the first semester, students should plan to meet with the Student Services Coordinator to develop a plan for completing all degree requirements. A finalized program plan should be submitted to the MPH Program Office by the end of the first semester. A plan is not considered officially approved until it has been reviewed and signed by an MPH Program staff member.

A completed program plan consists of:
- Student name, ID#, contact information
- Term entered and anticipated term of graduation
- Capstone Advisor name
- Term/Year that the student expects to complete each course
- Course title (incl. Department and Course#) of the courses that will be used to fulfill elective requirements
- Any transferred, waived or substituted courses* should be noted on the program plan with a copy of the formal approval letter from the Curriculum Committee

* A maximum of 12 credits total may be transferred and counted toward the MPH degree requirements. A transfer course is defined as a course taken at UW Madison prior to matriculation into the MPH program or another higher education institution. Course transfer requests must be approved by the Curriculum Committee. Courses submitted for transfer must have received a grade of B or higher.

Updating the Program Plan
Students must submit an updated copy of their program plan for approval to the MPH Program Office if any of the following occur after they have submitted their original program plan.
- Expected graduation term changes
- Elective courses change (either taking courses other than what was originally indicated or electives were not originally specified but have now been selected.)
- Capstone Committee changes
- Course substitutions or transfer of credits are approved changing the program plan on file

Approval of Elective Courses
Approval of an elective course is indicated by the MPH staff members signature (or initials if the program plan is being updated) on the bottom of the Program Plan form. Students should use the Approved Electives List as a guide for selecting elective courses. Additional elective courses may be approved on an individual basis by an MPH staff member.

If courses that are not on the Approved Electives List are used to meet degree requirements, a brief rationale for including the course in the program plan, along with
Master of Public Health Program

a course description/syllabus should be provided to an MPH staff member and reflected on page 2 of the Program Plan.

If the course was not taken at UW-Madison, it must also be approved by the MPH Curriculum Committee and a Course Transfer, Waiver and Substitution Form must be completed.

Courses for Degree Credit
It is strongly recommended that all courses taken for the purpose of meeting degree requirements for the MPH program be taken for a letter grade (A-F). In some cases approved electives, such as seminar courses or independent study and research courses, may be offered for a grade of Satisfactory/Unsatisfactory or Credit/No Credit. Students make take no more than 6 credits of coursework for degree credit which are graded in this manner (S/U or CR/N).

(Satisfactory/Unsatisfactory) Grades
The use of letter grades (A through F) is encouraged and recommended whenever information on performance permits. Courses designated as research require grading on the S/U basis. In certain seminars and advanced topics courses, where lack of examinations and other performance criteria make the A-F scale inappropriate, use of the S/U option is permissible.

If a course has been structured to offer the S/U grading option, a grade of S in that course would mean a grade of B or better. S/U courses are not computed into the grade-point average. They are, however, counted for degree credit, and in considering the minimum or maximum credit load per term. Do not confuse the S/U grading option with the pass/fail option.

Credit/No Credit Grades
Courses that have been designated in the Schedule of Classes as credit/no credit are entered on your transcript as either CR, if you earned the credits for which the course was offered, or N, if you did not earn any credit, even though you were enrolled for the course. Approval to offer a course on a credit/no credit basis requires action by the appropriate Divisional Executive Committee and college dean, and the course must be designated as such in the current Timetable. Any course that is taken at the graduate level (300 or above) for credit/no credit will count as course credit toward the degree.

Independent Reading
All individualized study courses (i.e., independent reading) require the instructor’s consent and department online authorization prior to enrollment. Students may count no more than 3 credits of Independent Study coursework toward their degree requirements.

All courses taken for degree credit, regardless of the manner by which they are graded, must meet the requirements of the MPH program.
# Master of Public Health Program

## 2009 - 2010 Program Plan

The purpose of this form is for the student and an MPH staff member to develop a comprehensive plan for completing the MPH requirements. This document needs to be completed and filed with the MPH Program Office. Updates to the program plan should be made periodically (during registration or for elective approval, etc.).

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Campus ID#</th>
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<tbody>
<tr>
<td>Term Entered:</td>
<td>Term of Intended Graduation:</td>
</tr>
<tr>
<td>Dual Degree Program (if applicable):</td>
<td>Capstone Advisor:</td>
</tr>
</tbody>
</table>

**Course Work:** List all courses used to fulfill the MPH Degree requirements. A minimum of 42 credits is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Credits</th>
<th>Status (office use only)</th>
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<tbody>
<tr>
<td>PHS 781 Intro to Public Health Seminar</td>
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<td>PHS 780 Public Health: Principles and Practices</td>
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<td>BMI 511 Intro to Biostats Methods for Public Health</td>
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<td>PHS 797 Intro to Epidemiology</td>
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<td>PHS 787 Field Experience Seminar</td>
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<td>PHS 740 Health impact Global Environ Change</td>
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<td>PHS 650 Social and Behavioral Sci for Public Health</td>
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<tr>
<td>PHS 785 Health Management and Policy</td>
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<td>3</td>
<td></td>
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<td>Elective or PHS 794 Biological Basis of Pop Health</td>
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<tr>
<td>PHS 788 Field Experience *</td>
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</table>

*A Field Experience course credits may be split over multiple semesters.*

**Note:** Entering students who do not come from a biological sciences background are required to take PHS 794, Biological Basis of Population Health prior to graduation from the MPH program. Ideally students falling into this category will take PHS 794 during their first semester in the program. This course will fulfill MPH elective credit.

**Capstone Project:** The Capstone Project is a MPH program degree requirement. The Capstone Project is a 10 minute presentation & 20-30 page paper about the student’s field experience project.

| Capstone Project Title: | | |
|--------------------------|--------------------------|
| Capstone Committee Chair: | Preceptor: |
| Program Faculty: | |
| □ Oral Presentation: | □ Paper: |

Revised 8/4/09
MASTER OF PUBLIC HEALTH
2009 - 2010 PROGRAM PLAN

Elective Courses: Students who would like to take courses for elective credit that are not listed on the MPH Recommended Electives List need to indicate how this course(s) fits into their MPH degree plan. Elective courses must be approved by an MPH staff member.

Elective Course Number & Title: ____________________________________________

How does this course fit into your MPH degree plan?

MPH Staff Signature: ___________________________ Date: ______________________

Elective Course Number & Title: ____________________________________________

How does this course fit into your MPH degree plan?

MPH Staff Signature: ___________________________ Date: ______________________

Elective Course Number & Title: ____________________________________________

How does this course fit into your MPH degree plan?

MPH Staff Signature: ___________________________ Date: ______________________

Program Plan Approval

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>MPH Staff Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated</td>
<td></td>
<td>Student</td>
<td>Staff</td>
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<td>Updated</td>
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<tr>
<td>Updated</td>
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<td>Student</td>
<td>Staff</td>
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</tbody>
</table>

Please complete form and return to MPH Program Office.
MAIL 740A WARF Office Bldg, 610 Walnut Street, Madison, WI 53726  FAX 608-263-2820  EMAIL mph@mailplus.wisc.edu

Revised 8/4/09
Master of Public Health Program

POP HLTH 699 Independent Study
Students may choose to take Independent Study Reading or Research credits to fulfill elective credits for the MPH program. Students should plan to complete an Independent Study Approval Form and have it signed by their Instructor. The form should include a description about the scope of the student’s independent study, the projects the student will be assessed on, and how the independent study applies to student’s MPH program.

MASTER OF PUBLIC HEALTH

Independent Study Approval Form

The purpose of this form is to provide the student, faculty, and preceptor, depending on the scope of the project, an opportunity to mutually develop a plan for the student’s Independent Study experience. The agreement identifies the specific assignments the student will complete, any tangible products that will be developed, interactions with other employees and their functions, and contact with other organizations to which the agency relates. This agreement also serves as an authorization and approval by the faculty for the student to proceed to register for the independent study course (PHS 699).

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
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<tbody>
<tr>
<td>Student’s Role &amp; Responsibility:</td>
</tr>
<tr>
<td>• Identify a faculty who will oversee your Independent Study.</td>
</tr>
<tr>
<td>• Actively consult with your faculty instructor to determine objectives, activities, and products associated with the Independent Study. Consultation on these objectives with a preceptor may be necessary depending on the scope of your project.</td>
</tr>
</tbody>
</table>

| Name: | Campus ID: |
| Address | City: | State: | Zip: |
| Phone: | Email: |

<table>
<thead>
<tr>
<th>FACULTY INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Role &amp; Responsibility:</td>
</tr>
<tr>
<td>• Provide advice and consultation to the student.</td>
</tr>
<tr>
<td>• Assist the student in defining objectives, activities, and products associated with the student’s Independent Study.</td>
</tr>
<tr>
<td>• Evaluate and grade the student’s Independent Study with in conjunction with the student’s preceptor.</td>
</tr>
<tr>
<td>• Communicate frequently with the student and preceptor regarding Independent Study progress.</td>
</tr>
<tr>
<td>• Serve as the course director for the student’s Independent Study project.</td>
</tr>
</tbody>
</table>

| Name: | Title: |
| Campus Unit/Department: |
| Campus Address: | City: | State: | Zip: |
| Phone: | Email: |

<table>
<thead>
<tr>
<th>PRECEPTOR (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor’s Role &amp; Responsibility:</td>
</tr>
<tr>
<td>• Consult with and supervise the student as they plan and execute their Independent Study project.</td>
</tr>
<tr>
<td>• Communicate frequently with the student and faculty regarding the student’s Independent Study progress.</td>
</tr>
<tr>
<td>• Assist in the evaluation and grading of the student’s Independent Study in conjunction with the student’s faculty instructor. (Faculty are responsible for submitting official grade).</td>
</tr>
</tbody>
</table>

| Name: | Title: |
| Organization: |
| Organization Address: | City: | State: | Zip: |
| Phone: | Email: |
# Master of Public Health Program

## Master of Public Health

### Independent Study Approval Form

Provide a brief summary of your independent study project, how you will be evaluated, and how this course will apply toward your Master of Public Health degree (attach separate page if necessary):

### Learning Objectives

On a separate page, develop 2-4 learning objectives to guide your independent study. Learning objectives are statements of what you hope to learn as a result of your independent study activities. Learning objectives should be prepared using the following format in landscape form. This will allow students, as well as their faculty instructor and preceptor, to see how the activities relate to what the student wants to learn or become skilled in. The time frame for submitting the products will be used by your faculty instructor to track completion of your assignments. Once a final version of the learning objectives has been agreed upon, attach them to this form and obtain the required signatures of approval.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Products</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Objective #: This is to be written as a learning objective using skills and knowledge demonstration verbs such as: investigate, examine, analyze, utilize, construct, develop, etc.</td>
<td>Briefly describe/outline the activity that will be completed in order to achieve the learning objective. There needs to be a clear association between the objective and the activities that you and your preceptor have planned or identified.</td>
<td>Describe the products, output, or other type of evidence that was achieved through the learning objective. The products will be used as the basis of your grade. For example products can be reports written for the field experience, self-assessments, or other material developed that demonstrates achievement of the objective.</td>
<td>Provide a date when the products will be submitted. It is recommended that the dates are spaced throughout the field experience. Dates can be changed, but the negotiations of date changes should be done prior to the original date the product is due.</td>
</tr>
</tbody>
</table>
**Independent Study Approval Form**

**INSTITUTIONAL REVIEW BOARD**
Please note, student activities involving human subjects’ research must have approval from the Institutional Review Board (IRB) before beginning data collection or analysis. Human Subjects research activities include surveys, interviews, analysis of preexisting human subjects data and/or human tissue obtained for non-research purposes. See the UW IRB website: [http://info.gradsch.wisc.edu/research/compliance/humansubjects/2.UWIRBs.htm](http://info.gradsch.wisc.edu/research/compliance/humansubjects/2.UWIRBs.htm) for more information.

You must check one of the following and attach a copy of the documentation that was submitted to the IRB, if appropriate:

- [ ] IRB approval pending
- [ ] IRB approval number: ____________
- [ ] IRB approval not required

**TERMINATION OF AGREEMENT**
This agreement may be terminated for any of the following reasons:
1. Any illness or other unexpected events that necessitate the student’s absence for a period of time that is detrimental to the agency or student.
2. Any action by the agency that is detrimental to the student or the University of Wisconsin.
3. Any action by the student or the University of Wisconsin that is detrimental to the agency.

**APPROVAL SIGNATURES**

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Student must submit the completed form to:

**MPH Program Office**
740 WARF Building
610 N. Walnut Street
Madison, WI 53726
FAX: 608-263-2820
PHONE: 608-263-4889
Transfer and Substitution of Courses
If relevant, the following should be noted on the Program Plan and a request should be submitted to the MPH Program Office who will consult the Curriculum Committee for a final decision.

Transfer of Elective Courses
The MPH Curriculum Committee must approve the use of transfer credits toward MPH degree requirements. Students will complete a Course Transfer, Waiver & Substitution Form and submit it to the MPH Program Office.

Substitution of Core Courses
Students who wish to substitute a UW-Madison course in place of a required core course must petition the MPH Program Office. Students will complete a Request for Transfer, Substitution or Waiver of Courses Form and submit it to the MPH Program Office for review. The Program will convene with the Curriculum Committee and will consider petitions where the student has compelling reasons for wanting to take a course in place of a core course. Reasons such as scheduling conflicts and course content are not considered compelling.

Transfer Credit and Course Substitution Approval Process
- Transfer courses being considered for core course credit will be reviewed by the core course instructor. Students must submit a syllabus along with a Course Transfer, Waiver & Substitution Form to the MPH Program Office. The program will then distribute the materials to the core course instructor. The core course instructor will write a letter to the Curriculum Committee (addressed to the MPH Program Office 740 WARF) with their recommendation.
- Transfer courses being considered for elective credit will be reviewed by the MPH Curriculum Committee. Students must submit a Course Transfer, Waiver & Substitution Form with the course syllabus to the MPH Program Office.
- Requests for course substitutions will be considered by the MPH Curriculum Committee. Students must submit a Course Transfer, Waiver & Substitution Form with the course syllabus to the MPH Program Office.

Curriculum Committee Criteria for Transfer Credit, Course Substitution, and Waiver
- Courses must have been taken within the past 5 years in order to be considered for transfer, substitution or waiver into the MPH program
- Courses must have received a B or higher
- Total courses transferred into the MPH program may not exceed 12 credits
# Master of Public Health Program

**Course Transfer, Substitution & Waiver Form**

Name ____________________________ Campus ID ____________________________

Phone ____________________________ Email ____________________________

List the course you have completed that you would like to use to fulfill your MPH degree requirements. Only courses receiving a B or higher will be considered. Multiple requests may be submitted. Work, volunteer, and life experience may not be used as a justification for this request. **Course descriptions and syllabi must be included for each request.**

**REQUEST FOR COURSE:**

- **Transfer**
  - Request to use ____________________________
  - College/University ____________________________
  - Grade Received ____________________________
  - Course Number/Title ____________________________

  - This course will be used to meet a (circle one) **CORE COURSE or ELECTIVE** requirement in the Master of Public Health degree.

- **Substitution**
  - Request to use ____________________________
  - College/University ____________________________
  - Grade Received ____________________________
  - Course Number/Title ____________________________

  - as a substitution for MPH required course ____________________________
  - MPH Course Number/Title ____________________________

- **Waiver**
  - Request to waive MPH required course ____________________________
  - MPH Course Number/Title ____________________________

Briefly describe the reasons for your request? *Additional pages may be attached if necessary.*

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- **Approved**
- **Not Approved**

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<tr>
<th>Curriculum Committee Representative</th>
<th>Date</th>
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Complete form and return to Heather Cote. MAIL: 740A WARF Building, 610 N. Walnut Street, Madison, WI  -  FAX 608.262.2830  -  EMAIL hmccole@wisc.edu

Revised 8/7/07

- 44 -
Master of Public Health Program

SCHOOL OF MEDICINE AND PUBLIC HEALTH
AND MPH PROGRAM POLICIES

Academic Planning
Staff members are available to assist students with selection of elective courses, provide
guidance with course transfers/substitutions, and interpret academic policies and
procedures. Students are encouraged to make initial contact with the Student Services
Coordinator regarding these issues.

Academic Standards
A full-time student will complete the program in two years. Students are expected to
complete all degree requirements within a maximum of 5 years of matriculation into the
Master of Public Health Program. Students are subject to the degree requirements in
place at the time of their matriculation into the MPH Program. Students not
continuously enrolled must request a leave of absence. If a student does not complete a
course toward degree requirements for a period of 12 months or more, they may be
required to complete the requirements in place at the time of their return.

The Master of Public Health Program requires that you maintain a cumulative grade-
point average (GPA) of 3.00 (on a 4.00 scale) for courses used to meet MPH degree
requirements to receive a Master of Public Health degree. Courses taken for audit,
credit/no credit, or pass/fail do not affect the GPA.

A semester GPA below 3.0 will result in the student being placed on academic probation.
If a semester GPA of 3.0 is not attained during the subsequent semester of full time
enrollment (or 12 credits of enrollment if enrolled part-time) the student will be
dismissed from the program. A cumulative GPA of 3.0 is required to graduate.

In addition, students must receive a B or higher in all MPH core courses, or approved
substitutes, which are specifically designed to meet the public health competencies.
Courses in which students must receive a B or higher are:

- POP HLTH 780 Public Health: Principles and Practice (3 cr.)
- POP HLTH 785 Health Policy and Management (3 cr.)
- POP HLTH 797 Introduction to Epidemiology (3 cr.)
- BM I 511 Introduction to Biostatistical Methods for Public Health (3 cr.)
- POP HLTH 740 Health Impact Assessment of Global Environ. Change (3 cr.)
- POP HLTH 650 Social and Behavioral Sciences for Public Health (3 cr.)
- POP HLTH 788 Field Experience (6 cr.)

In the case of a required course in which the student earns a grade below a B, the course
must be repeated. Required courses may only be repeated once. Failure to receive a B
or higher in the repeated course will result in dismissal from the program. Students
must do all the work in the repeated course, including laboratory; attend regularly;
participate in class discussions; take examinations; and write papers. Students will earn
a final grade in the course. Both grades will be used in calculating the student's
graduate grade-point average; however, the course will count only once toward meeting
degree credit requirements for the program.

Students who have been dismissed from the MPH program for academic reasons may
petition the Admissions Committee in writing for re-admission after a minimum of one
semester of separation from the program. The Admissions Committee may require a
student to meet certain conditions before re-admittance to the program.
Of the 42 total credits required, students must complete a minimum of 30 credits toward the MPH degree while in residence at the University of Wisconsin-Madison.

Incomplete (I) grades must be resolved within one semester or by the time specified by the course instructor if special circumstances warrant an extension. Students may not graduate with incomplete grades on their transcript.

COMMUNICATION

The MPH Program relies on electronic mail as the primary method of communication with students. Once students have enrolled in classes they will be assigned a Net ID and a wisc.edu email address. This address will be used by the MPH Program in accordance with University policy. All students are added to program and departmental list serves as appropriate.

Also, the Program will maintain a “Weekly Update” sent via email with information for students, advisors, and committee members regarding program news and announcements. Students, faculty, and staff are welcome to submit updates for inclusion in this newsletter.

GRADUATION PROCEDURES

Be sure to plan ahead for the completion of all your degree requirements, graduation paperwork, and capstone completion. Students must notify the MPH program office of graduation no later than 2 weeks after the start of the term in which they will complete all degree requirements. Students who will not formally graduate, but who plan on participating in the commencement ceremonies must notify the MPH program office by email within two weeks of the start of the spring semester.

Students may apply for graduation through the MPH Program Office at 740A WARF by submitting a completed program plan, indicating the term in which they plan to graduate. At the time of graduation all degree requirements must be completed, including coursework, field experience, and culminating experience/capstone project. A completed program plan and capstone project completion form must be filed with the student services coordinator before a warrant will be issued. All “I” incomplete grades must be resolved and satisfactory grades received (see MPH Student Handbook regarding academic guidelines).

LEAVE OF ABSENCE POLICY

Students, in good standing, are permitted to take a leave of absence from the program by submitting a letter of intent to the MPH Program Office. The Steering Committee will then review the letter, determine approval, and notify the student. All students who take a leave of absence will be subject to any new MPH program requirements that have been developed during the time of the leave. Leaves of absence are granted for up to one year. The student will need to re-submit the general application and residency form for the term he or she wishes to re-matriculate into the program. No other portions of the application will be required to be resubmitted.
UNIVERSITY POLICIES

Affirmative Action and Equal Opportunity
True learning requires free and open debate, civil discourse and tolerance of many different individuals and ideas. We are preparing students to live and work in a world that speaks with many voices and from many cultures. Tolerance is not only essential to learning, it is an essential to be learned. The University of Wisconsin-Madison is built upon these values and will act vigorously to defend them. We will maintain an environment conducive to teaching and learning that is free from intimidation for all.

In its resolve to create this positive environment, the UW- Madison will ensure compliance with federal and state laws protecting against discrimination. In addition, the UW- Madison has adopted policies that both emphasize these existing protections and supplement them with protections against discrimination that are not available under either federal or state law.

Federal and state laws provide separate prohibitions against discrimination that is based on race, color, creed, religion, sex, national origin or ancestry, age, or disability. State law additionally prohibits discrimination that is based on sexual orientation, arrest or conviction record, marital status, pregnancy, parental status, military status, or veteran status. The application of specific state prohibitions on discrimination may be influenced by an individual's status as an employee or student.

Department of Defense personnel policies governing enlistment and commissioning of armed forces personnel and awarding of Reserve Officer Training Corps scholarships to UW- Madison students do discriminate on the basis of sexual orientation. The University of Wisconsin Board of Regents and UW- Madison faculty, staff and student governance groups have registered their strong opposition to this discrimination and urge the Department of Defense to change its policy.

University policies create additional protections that prohibit harassment on the basis of cultural background and ethnicity. Inquiries concerning this policy may be directed to the appropriate campus admitting or employing unit or to the Equity and Diversity Resource Center, 179A Bascom Hall, 500 Lincoln Drive, Madison, WI 53706, 608/263-2378 or (TDD) 608/263-2473.

STUDENT CONDUCT AND DISCIPLINARY RULES

Professional Behavior Requirements
All students of the UW School of Medicine and Public Health are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while at school, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires.

Appeals and Grievances
Students who believe they have been treated unfairly have a right to a prompt hearing of the grievance. Many grievances are resolved informally and students may receive satisfaction while speaking with the person at whom the grievance is directed. If the problem is not resolved at the individual level, and the grievance is directed at someone outside the health professions program in which the student is enrolled, the student
Master of Public Health Program

should take the matter to the appropriate department chair. If the matter is still unresolved, the student may obtain advice about filing further appeals from the Dean’s Office for the department. Depending on the nature of the grievance, students may wish to consult the Equity and Diversity Resource Center, Room 179A, Bascom Hall at (608) 263-2378 or www.wisc.edu/edrc/ for assistance.

Procedures for Students Who Have a Grievance
Discuss the grievance with the person at whom the grievance is directed. If the matter is not resolved to your satisfaction, make an appointment with the program director to discuss the issue. The program director will present your grievance to the program faculty for discussion and possible resolution. You will be informed in writing of the faculty decision regarding your grievance. If you are not satisfied with the faculty decision, you may appeal to the Appeals Committee. You may schedule a pre-appeal conference with the Assistant Dean for Student Services, Room 1140 Medical Sciences Center at (608) 263-6800 for information about filing an appeal or to obtain printed information. All Appeals Committee decisions are reviewed by the Dean of the School of Medicine and Public Health and are the final level of appeal within the School.

Sexual Harassment Statement and Policy Information
The University of Wisconsin-Madison is committed to preventing sexual harassment and will take prompt and appropriate corrective action whenever it learns that sexual harassment has occurred. We encourage you to bring concerns to any resource to help prevent and eliminate sexual harassment at our university. You may report an incident to your supervisor, manager, department chair, director, or dean for appropriate action and resolution. In addition, the campus has a network of people trained to assist with concerns about sexual harassment. You should feel free to contact any one of them.

Sexual Harassment Contact Persons
Sexual harassment contact persons have been appointed by deans/directors to assist in responding to sexual harassment concerns. They are available to anyone wishing to inquire about harassment, discuss an incident, or receive information about options for resolving complaints. They are equipped to address initial concerns and refer appropriately.

Medical School Ombudsperson
Rosa Garner (265-9666)
2262 Health Sciences Learning Center

Population Health Sciences
Karen Cruickshanks (262-4032)
1038 WARF Office Building

Equity & Diversity Resource Center (EDRC)
179A Bascom Hall
263-2378

Wisconsin Telecommunications Relay Service: 7-1-1
Western Tower Building
8383 Greenway Blvd, Suite 90
Middleton, WI 53562
1-947-6644 Relay Service-Voice
1-800-395-9877 Customer Service-Voice
The Equity & Diversity Resource Center (EDRC) is available to receive complaints of sexual harassment and other forms of discrimination or prohibited harassment. While many persons prefer to have their concerns addressed at the departmental level, the university also provides an option for complaint reporting, investigation and/or resolution through the EDRC. The EDRC will conduct prompt, thorough and impartial investigations when formal complaints are filed. If informal resolution is an appropriate alternative, the EDRC will work with individuals to facilitate a resolution that assures that sexual harassment is corrected and recurrence prevented.

Consensual Relationship Guidelines
It is in the interest of the University of Wisconsin-Madison to provide clear direction and educational opportunities to the university community about the professional risks associated with consensual romantic and/or sexual relationships between members of the university community where a conflict of interest and/or a power differential between the parties exists. Individuals entering such relationships must recognize that:

- Conflicts of Interest may arise when such relationships occur between and among faculty, staff, students and prospective employees. University policies and ethical principles already preclude individuals from evaluating the work or academic performance of others with whom they have intimate familial relationships, or from making hiring, salary or similar financial decisions concerning such persons. The same principles apply to consensual romantic and/or sexual relationships and require, at a minimum, that appropriate arrangements be made for objective decision-making.
- Power Differentials between the parties in a consensual romantic and/or sexual relationship may cause serious consequences even when conflicts of interest are resolved. Individuals entering into such relationships must recognize that:
  - the reasons for entering, maintaining, or terminating such a relationship may be a function of the power differential;
  - where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. Furthermore, under certain situations consensual relationships may be outside the scope of employment for university employees and, if so, an individual would not be covered by the state's liability protection in subsequent litigation; and
- it is almost always the case that the individual with the power or status advantage in the relationship will bear the burden of accountability.

Reporting Policy
Where a conflict of interest exists, or may exist, in the context of a consensual romantic and/or sexual relationship, the individual with the power or status advantage shall notify his or her immediate supervisor. The supervisor shall have the responsibility for making arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to the university or to either party in the relationship.
RELEASE OF STUDENT RECORDS

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974, as amended, requires that you be advised of your rights concerning your education records and of certain categories of public information which the University has designated “directory information.” It is UW-Madison policy to comply fully and fairly with the Act. Basic University policy concerning compliance with the Act is contained in a document adopted April 1999 and titled UW-Madison Policy on Student Records. You may obtain a copy of the policy from:

Customer Services, Registrar's Office
123 A.W. Peterson Building, 750 University Avenue
Madison, WI 53706-1490
http://registrar.edu/ferpa

MILITARY SERVICE POLICY

Upon presentation of their active duty papers, students have several options:

- Withdrawal: At any point in the semester, a student called to active duty may withdraw from school by filing a withdrawal form in their dean's office. The student will receive a full refund of tuition. The form should identify the current date as the "date of withdrawal," and give "called to active duty" as the withdrawal reason. This must be written on the form because the web form does not offer this reason as an option. The Registrar's Office will process the withdrawal and arrange for the full refund. An online form is available at http://registrar.wisc.edu.

- Selective Drops: A student may drop one or more courses and elect to complete remaining course work according to option 3 or 4 below. A full refund of dropped courses will be honored.

- Incompletes: Students who have successfully completed the majority of work for a course can be awarded a grade of I at the discretion of their instructors. If the student will be gone for an extended period of time during the semester, this may be an option to consider discussing with the professor teaching the class.

- Final Grades: This option becomes available if the following requirements are met: 1) the instructor determines that a sufficient amount of the course has been completed, and 2) sufficient information about a student's performance in the course has been obtained. Students must consult with their instructor to determine whether these two requirements have been met in order for a final grade to be awarded.

The intention of this policy is to permit students to select whichever option fits their particular circumstances.

INTERNATIONAL STUDENTS

Students who are not citizens or permanent residents of the United States must comply with certain rules and requirements in order to remain in status and eligible to be in the United States and attend classes. Students who are not citizens or permanent residents should contact International Student Services (ISS) for information about requirements they must meet prior to coming to the United States as well as during their time here as students. The ISS web site contains some useful information and can be found at:
Master of Public Health Program

http://www.intstudents.wisc.edu

University of Wisconsin- Madison, International Student Services
716 Langdon St, Madison, WI 53706
Tel: (608) 262- 2044
Fax: (608) 262- 2838
E-mail: intstudents@redgym.wisc.edu

FINANCIAL AID, LOANS AND SCHOLARSHIPS

Please contact the University of Wisconsin- Madison Financial Aid Office for information regarding loans and scholarships available to MPH students.

Financial Aid Office
432 N. Murray Street
Madison, WI 53706
608- 262- 3060
finaid@finaid.wisc.edu

STUDENT SERVICES & ADMISSIONS FOR HEALTH PROFESSIONS PROGRAMS

Below is a description of services and assistance the Office of Student Services and Admissions offers to the Master of Public Health program and students. Contact information is also listed below. Please keep in mind that all deadlines posted in the Schedule of Classes must be observed. All forms for services mentioned below can be accessed at http://registrar.wisc.edu.

Admission
Responsible for the coordination of the Public Health Program application process and works with the program to complete applicant’s records, enter application data into system, admit accepted students to University, and coordinate with the program to finalize records.

Registration
Offers assistance regarding web enrollment procedures and questions, facilitating course change procedures including credit change, section change, pass/fail requests, add/drop requests, and withdrawals from the university. Registration also grants students permission to carry an overload of credits during a regular semester or summer session.

Records
Maintains official University records for students enrolled in the Master of Public Health Program and responsible for granting enrollment and graduation certification.

Additional Services
Student Services ensures student rights by offering the ability to submit appeals and grievances to the university as well as granting access to all records, printing on-campus transcripts from any school or college at the University of Wisconsin- Madison, and providing notary services. Additionally, the office will notify course professors of documented illness, injury, or personal problems causing absence and assist in
Master of Public Health Program

facilitating requests for changes in final examination schedule if three final exams occur within twenty-four hours. Lastly, the office also upholds disciplinary procedures for academic misconduct.

CONTACT INFORMATION

HEALTH PROFESSIONS PROGRAM OFFICE
University of Wisconsin-Madison
1140 Medical Sciences Center
1300 University Avenue
Madison, WI 53705
(608) 263-6800

Beverly Bawden, Assistant Dean bbawden@wisc.edu
JoAnn Steinich, Student Status Examiner jlsteinich@wisc.edu
Geraldine Lambert-Lanier, University Svcs Associate gklambertlan@wisc.edu

MASTER OF PUBLIC HEALTH PROGRAM
Master of Public Health Program
740A WAF Building
610 Walnut Street
Madison, WI 53726
(608) 263-4889

Barbara Duerst, Acting Director bduerst@wisc.edu
Heather Cote, Student Services Coordinator hmcote@wisc.edu
Barbra Beck, Milwaukee Training & Ed Coordinator babeck@milwaukee.gov
Maria Buccholz, Student Assistant mph@mailplus.wisc.edu
Guide to Careers in Public Health
A 33 Chapter resource describing how to make the most of potential opportunities across a broad range of career choices including health policy and management, epidemiology, oral health, family health, environmental health, public health preparedness, international and global health.

Wisconsin Public Health Association
A website updated with the most current news regarding Wisconsin Public Health and opportunities to provide public health education to its WPHA members and the people of Wisconsin.
http://www.wpha.org/

American Public Health Association
Offers national news regarding American public health; links to state public health Associations, learning and professional development, public health legislation, advocacy & policy, and a link to join the American Public Health Association.
http://www.apha.org/

American Public Health Association Job Center
For job seekers, APHA has a search Engine to find a specific job in the field of public health using multiple search criteria. Also provides a link to post your resume to be viewed by potential employers.
http://apha.jobcontrolcenter.com/search.cfm

Association of Schools of Public Health Job Center
Search engine with multiple search criteria that allows you to view and save a list of available jobs. Also provides an online career services office.
http://www.publichealthjobs.net/

United States Department of Health and Human Services Job Postings
Locate jobs by HHS agency, keyword, job type, and location. Provides detailed descriptions of each HHS agency as well as pay rates, health benefits, holiday, sick and annual leave benefits
http://www.hhs.gov/careers/index.html

Academy for Health Services Research and Health Policy Career Center
Source for career advancement in the fields of health services research and health policy; Provides comprehensive and growing online resource that offers access to professional training and job opportunities, fellowships, continuing education credits, and a place to advertise position openings.
http://www.academyhealth.org/career/index.htm

National Institute of Child Health and Human Development Jobs
Lists general information and job vacancies at NICHD. Describes how to apply and lists benefits. Also has a detailed description of fellowship opportunities and vacancies
http://www.nichd.nih.gov/employment/employment.htm
Master of Public Health Program

Pan American Health Organization Career Opportunities
Founded in 1902, it is the world's oldest international public health agency working to improve the health and well being of people in the Americas. Provides a description of job vacancies and internship opportunities, as well as information about the organization, links to health data, and knowledge resources.
http://www.paho.org/english/am/hrm/re/hrm-geninfo.htm

Public Health Jobs Worldwide
A subscription weekly electronic newspaper that lists current job openings with public health programs based around the world.

Epidemiologist Job Postings
Find health care recruiters and job postings; view sample resumes; post your resume or confidential career profile, edit/ deactivate your career information online.
http://www.epidemiologistjobs.com/

Global Health Council
Spotlight on policy concerning international public health; provides links to special topic areas such as women’s health, child health, HIV/AIDS, infectious diseases, emerging news.
http://www.globalhealth.org/

Emory University - Rollins School of Public Health Employment Connection
http://cfusion.sph.emory.edu/PHEC/phec.cfm
FREQUENTLY ASKED QUESTIONS

What is public health?
Public health covers a broad spectrum of activities. Public health workers serve the community, the nation or the entire world dealing with issues such as the HIV/AIDS pandemic, the threat of bioterrorism, epidemics ranging from heart disease to cancer to obesity, the health of our increasingly elderly populations, the safety of our water and our food, and high-risk behaviors like smoking and substance abuse that endanger our health.

As populations increase, the strain on public health resources increases, and the complexity of exposure to manmade and environmental agents rises, the demand for qualified Public Health professionals will grow.

How can a graduate degree in public health enhance my career opportunities?
Many public health jobs require a graduate degree in public health. A graduate degree gives public health professionals a competitive edge over other professionals and enables professionals to:

- Gain knowledge of the factors which influence local, national and global legislative and social polices
- Apply broad-based, state-of-the-art quantitative and qualitative skills needed for problem solving
- Develop multidisciplinary and collaborative strategies for solving health-related problems
- Enhance communication skills by working with diverse populations be positioned for a leadership role in health promotion and disease prevention

What are the career opportunities in public health and what salary ranges can I expect after graduation?
While there are dozens of specialties in public health, most career opportunities are found in the following fields. The salary ranges, as follows, are the actual salaries earned (adjusted for inflation using the national CPI - Bureau of Labor Statistics) within one year of graduation as reported by the most recent nationwide survey of graduates conducted by ASPH:

- Health Services Administration $37,050 - $161,400
- Biostatistics $33,000 - $63,000
- Epidemiology $38,175 - $136,237
- Health Education/Behavioral Science $33,000 - $86,625
- Environmental Health $44,550 - $143,700
- International Health $31,500 - $86,625
- Nutrition $31,500 - $70,875
- Public Health Practice/Program Management $41,175 - $102,000
- Biomedical Laboratory $31,500 - $78,750

Where do public health professionals work?
Public health professionals work in both the public and private sectors. Many public health graduates will find work in the public sector in local, state, or federal health departments. The jobs available at health departments range from Food Safety Inspectors to Health Educators; from Policy Analysts to Epidemiologists. Other public health professionals will find work in university systems as researchers.
Master of Public Health Program

Those interested in working for a non-profit organization can find jobs in health advocacy, policy, or research for organizations such as the American Cancer Society, the Red Cross, or a local non-profit that focuses on specific health issues. Still other public health professionals will find work in the private sector - working in randomized control trials for pharmaceutical companies or for health insurance companies.

What kind of job title can I expect after graduating with a degree in public health?
Job titles, position descriptions, and salary ranges of recent public health graduates will vary greatly based on their course of study and interests. Some sample career titles taken from www.publichealthjobs.net in September 2005 are listed below:
- Public Health Management Analyst
- Director of Programs and Services
- Health Communications Specialist
- Research Scientist
- Environmental Health Intelligence Analyst
- Manager, Breastfeeding Initiatives

HISTORY AND ACCREDITATION

How long has the University of Wisconsin had an MPH program?
The UW-Madison MPH program has been in the process of being developed for several years. The program was formally approved by the Board of Regents in December 2004. The first class entered in the Fall of 2005.

What is accreditation?
In general, specialized accreditation attests to the quality of an educational program that prepares for entry into a recognized profession. These are different levels of accreditation. Accreditation can be at the University level as well as the Program level.

Is the University of Wisconsin – Madison, MPH program accredited?
Yes. The MPH program completed the accreditation process with the Council for Education in Public Health (CEPH), and became an accredited public health program in July 2009. CEPH is a professional accrediting agency recognized by the U.S. Department of Education to accredit schools of public health and graduate public health programs outside schools of public health.

CURRENT STUDENTS

I want to take a course that is not on the list of approved electives? Can I?
If you are interested in taking a course that is not on the list of approved electives that you would like to count toward the MPH requirements, you must submit a request to the MPH Program Office providing a brief justification statement and course syllabus.

Can I complete the MPH program on a part-time basis?
Yes, the program can be completed on a part-time basis. Many students in the program have chosen to take anywhere from 1-3 courses per semester. Students must complete the program within five years of matriculation.
I would like to complete X degree and an MPH simultaneously, can I do this?
Students may not be enrolled in more than one program while they are an MPH student, unless it is part of an approved dual degree. A dual degree is not a joint degree or a double degree. A dual degree is two degrees, where a degree is granted from each of the programs. It is possible to start one program, take a leave of absence and complete another program or complete two degrees sequentially where credit can be transferred. A member of the MPH program staff can help you with specific questions as there are often unique circumstances depending on which program the MPH is being combined with.

How many credits can I transfer in to the MPH program?
Students may count a maximum of 12 approved credits taken while not enrolled in the MPH program. This includes courses taken at UW-Madison while enrolled in another program. A grade of B or higher must be earned in the course being considered for transfer credit. Additionally, the course be at the graduate level and have been taken within the past 5 years.

The MPH program requires that students take X course. I already have a lot of experience with the concepts taught in that course. Can I get credit without taking the course?
The MPH program does not give credit for life experience. If you have previously taken a course with similar content it can be evaluated for transfer credit.

I've taken some classes or have a degree already that seems related to public health, can any of those credits count toward the MPH degree?
Students may transfer in a maximum of 12 credits taken prior to matriculation into the MPH program. Courses taken at another institution can be evaluated for credit, however credit can not be evaluated for credit until the student is admitted to the MPH program. Students should consult an MPH staff member for additional information.

FIELD EXPERIENCE

What is the field experience?
The field experience 400 hour, 6 credit practicum spent addressing a public health issue. This requirement provides students with practical experience; allowing the student to apply and incorporate skills and knowledge learned during their graduate study in a public health setting. MPH students participate in a field experience following the completion of majority of coursework. Once the field experience has been completed, students will independently produce two tangible products: a paper and a presentation describing the work they engaged in and what they learned from the field experience. This is the student’s Capstone Project.

How do I find a preceptor?
Students in the MPH program are given a list of preceptors and field placements that have been developed from combination of past field placement sites as well as outreach efforts of the program. Students may also seek out potential preceptors and field placement sites through their own network of contacts. All preceptors and field placement sites must be approved by the MPH Curriculum Committee.

Do I have to have all of my coursework completed before I do my field experience?
The field experience is intended to help you integrate what you have learned in the program into a work setting. The majority of coursework required for the MPH program
Master of Public Health Program

must be completed before enrolling in the field experience. Students seeking to begin their field experience earlier in their program should consult the Student Services Coordinator or Associate Director.

What is a preceptor?
Preceptors oversee the student’s field experience work on site. They are an employee of the agency/organization the student is working with. Preceptors provide guidance and feedback regarding the student’s performance during their field experience. As necessary they consult with the Associate Director of the MPH program regarding problems and questions that may arise during the course of the field experience. At the end of the field experience the Preceptor will complete an evaluation of the student’s work. Preceptors are selected by the students (with advice from their capstone advisor and approved by the Associate Director of the MPH program.