

**UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC HEALTH**

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

MASTER'S STUDENT HANDBOOK



Academic Year 2016-17

For more information about the Department of Behavioral and Community Health Sciences, including an on-line copy of this handbook, go to www.bchs.pitt.edu.

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I. DEPARTMENTAL OVERVIEW

A. MISSION AND GOALS OF THE DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

The mission of the Department of Behavioral and Community Health Sciences (BCHS) is to promote a science-based understanding of social and behavioral factors that influence the health of populations and to develop, implement and evaluate programs and policies designed to improve the public's health. Students in BCHS learn how to examine public health problems using social and behavioral sciences theory and information; develop and plan programs to address public health problems; implement, manage and evaluate programs; conduct community-based research and practice to build a knowledge base and gain understanding; communicate information to communities, the public and policymakers; and advocate for program development, policy change and improvements in the quality of life populations and communities. The Department is firmly committed to competency-based education linked directly to the Institute of Medicine 2003 report on Educating Public Health Professionals for the 21st century and to the relevant competencies as developed by the Association of Schools and Programs of Public Health (ASPPH).

The educational programs of the Department are designed to prepare practitioners and researchers to apply social/behavioral theory, concepts and methods to the development, implementation and evaluation of public health interventions that prevent illness and to promote health. The educational programs within the Department build on a common body of public health knowledge (Graduate School of Public Health core curriculum), and social/behavioral science concepts, theories and applied research methods (Department core curriculum) and offer students an opportunity to focus on specific public health issues. The academic programs in the Department are based on a strong theoretical and knowledge base in the social and behavioral sciences, with a particular emphasis on social ecology as an organizing construct. Social ecology highlights the connection across the levels of human enterprise, including the genetic, biophysical, intrapersonal, interpersonal, family and social connections, groups, organizations, communities and policies.

The members of the Department have contributed in significant ways to the development of public health in the United States and internationally. Many of the graduates of this Department have assumed leadership roles in regional, state, national and international agencies and organizations that play a major role in the prevention of illness and promotion of health. Research conducted by our faculty and students has resulted in major changes in the provision of public health programs and policy.

B. DEPARTMENTAL ORGANIZATION

The Department maintains three educational programs: Master of Public Health in Behavioral and Community Health Sciences (MPH), Doctor of Public Health (DrPH) and Doctor of Philosophy (PhD). Additionally, the Department has joint programs with the School of Social Work, Graduate School of Public and International Affairs (GSPIA) and the Department of Anthropology in the University's Kenneth P. Dietrich School of Arts and Sciences. The degrees earned are respectively, the MPH/PhD or MPH/MSW in Social Work, MPH/MID. MPH/MPIA or MPH/MPA in GSPIA, and the MPH/PhD in Anthropology. Students can also avail themselves of University or Pitt Public Health certificate programs. These include certificates in Latin American Studies, Eastern Asian Studies, and Women's Studies; and Public Health Gerontology, Global Health, Health Equity, Evaluation of Public Health Promotion and Health Education Programs, Community-based Participatory Research and Practice, and Lesbian, Gay, Bisexual & Transgender Individuals' Health and Wellness.

The Department cooperates closely with the following Centers:

- 1) Center for Health Equity, Tiffany Gary-Webb, Director, Certificate in Health Equity
- 2) Center for Aging and Population Health, Anne B. Newman, Director
- 3) Center for Healthy Environments and Communities, Bruce Pitt, PhD, Interim Director
- 4) Evaluation Institute, Dr. Edmund Ricci, Director
- 5) Center for Public Health Practice, Mr. Gerald Barron, Acting Director
- 6) Center for LGBT Health Research, Dr. Ron Stall, Director

General administration of the Department is carried out by the chairperson (Steven M. Albert), the Associate Chair for Science and Research (Ronald Stall), the Associate Chair for Administration (Jessica Burke) and the Department Administrator (Sue Cotter) in conjunction with the Executive Committee. Additional standing faculty committees are the Doctoral Committee, the MPH Admissions and Student Performance Committee, the MPH Curriculum Committee, Authorship Committee, and Grant Review Committee. Extensive research is carried out by individuals and groups of faculty as well as through partnerships with other departments, schools, and universities and communities.

BCSH faculty and staff help support the Department's mission through University and Department committee work and through faculty and staff meetings. Students also are asked to participate on Department, School, and University committees, as appropriate.

C. Faculty and Students

The Department has 16 primary faculty members. Additionally, 20 faculty members with primary appointments in other University departments hold secondary appointments in Behavioral and Community Health Sciences; 16 persons have adjunct appointments. Contact information for these faculty can be found in Appendix I and on our website at www.bchs.pitt.edu.

The Department has an approximate enrollment of 109 students in its programs. About 80 students are currently enrolled in the MPH program, including new, continuing and joint degree students, and 29 are enrolled in the DrPH and PhD programs.

D. RESEARCH AND FACULTY INTERESTS

Currently, our faculty, through their research, are improving the public health knowledge base in such areas as assessing the needs of communities and populations for the purpose of guiding policy and program development; initiating a range of culturally appropriate community based chronic disease prevention and management initiatives; assessing health and welfare needs of the elderly and assisting local provider organizations in streamlining their services; and contributing to current understanding of LGBT health issues. Numerous agencies and foundations such as the National Institutes of Health (NIH), Centers for Disease Control and Prevention (CDC), Department of Health and Human Services (DHHS), Agency for Health Care Policy and Research, Substance Abuse and Mental Health Service Administration (SAMHSA), Allegheny County Health Department, Pennsylvania Department of Health and Pennsylvania Area Health Education Center, as well as several foundations provide major support for the research conducted by BCHS faculty.

Additionally, the Department has a state-of-the-art computer-assisted telephone interviewing system housed within its Institute for Evaluation Science in Community Health, which is affiliated with the University Center for Social and Urban Research (UCSUR).

1. FACULTY WITH PRIMARY APPOINTMENTS

Steven M. Albert, MSc, PhD

Dr. Albert is Professor in and Chair of the Department of Behavioral and Community Health Sciences and is director of the Aging Certificate. Dr. Albert completed post-doctoral training at Rutgers and Columbia. He received a Fulbright award to conduct fieldwork in Papua New Guinea and an NSF fellowship to apply anthropological methods to gerontologic research. He is a Fellow of the American Anthropological Association and Gerontological Society of America. Dr. Albert's research examines the impact of neurological deficits on health outcomes and patient reports of quality of

life. He has carried his research forward in the areas of Alzheimer's disease, neuromuscular disease, HIV and healthy aging.

Todd Bear, MPH, PhD

Dr. Todd Bear is an Assistant Professor whose primary research interests are the study of childhood adversity, including child maltreatment and exposure to violence, and their effects on health over the lifespan. His dissertation work was based on data collected as part of the 2009-2010 Allegheny County Health Survey and describes and evaluates the mental and physical health impacts of childhood adversity over the lifespan in a population-based sample of adults. He utilized a life course perspective to study the behavioral and psychosocial pathways by which childhood adversity affects adolescent and adult health. Secondary research interests include the study of racial and socio-economic health equity as it relates to access and health service utilization. He directs the Office of Health Survey Research in the Institute for Evaluation Science and oversees administration of numerous health surveys yearly at the local, regional, and national level. He currently teaches Health Survey Methods (BCHS 3002), Measurement in Social and Behavioral Sciences (BCHS 3030), and provides support and guidance via practicum and independent study to students conducting survey based research.

Jessica Burke, MHS, PhD

Dr. Burke is an Associate Professor in the Department of Behavioral and Community Health Sciences and Director of the Community-Based Participatory Research and Practice Certificate. She completed her MHS and PhD at the Johns Hopkins Bloomberg School of Public Health where she holds an adjunct faculty appointment in the Department of Population & Family Health Sciences. Dr. Burke is currently funded by the National Center on Minority Health & Health Disparities as a Health Disparities Scholar and has received training fellowships from HRSA's Maternal and Child Health Bureau and the National Institute of Mental Health at NIH. Dr. Burke's research interests focus on the reciprocal relationship among health, behavior and environment. Dr. Burke uses theory-driven, participant and community oriented approaches to exploring the cultural and contextual factors that influence the health status of women and children. Her current research uses ethnographic and social epidemiologic techniques to explore multiple levels of influences on maternal and child health outcomes such as intimate partner violence, youth violence, low birth weight and pre-term delivery. Dr. Burke is also interested in the design, implementation and evaluation of comprehensive interventions that address important women's health issues such as HIV/AIDS.

Patricia I. Documét, MD, MPH, DrPH

Dr. Documét is an Assistant Professor in the Department of Behavioral and Community Health Sciences, Director of the Health Equity certificate and Director of the Center for Health Equity. She was trained as a pediatrician in Peru, where she worked at a maternal-child hospital. She earned her Master's of Public Health in 1995, a Certificate in Latin American Studies in 1996, and a Doctor of Public Health in 2001. She has worked that combine quantitative and qualitative research methods, such as

her dissertation, a CDC funded project that dealt with Latinos' health care access in southwestern Pennsylvania, as well as in a project to study breast cancer screening cross culturally, among Latino, African American, Appalachian and Amish women. Her interests include health disparities, health and health care access for minorities and underserved populations, the influence of culture on health behaviors, cancer, breastfeeding, maternal and child health, women's issues, and program evaluation. Additionally, she is actively involved in initiatives to improve access to health care and services in the Latino community of southwestern Pennsylvania.

Thistle Elias, DrPH

Dr. Thistle Elias is a Visiting Assistant Professor in the Department of Behavioral and Community Health Sciences. Her research interests are in the areas of community-engaged evaluation and research, social determinants of health, and health equity for populations by income, gender, ethnicity and dis/ability. She has worked on a variety of projects including evaluation of a two state child neglect prevention program with the American Academy of Pediatrics, local Early Head Start continuous quality improvement, a three year exploration of aging in public housing, a PA Department of Health five year initiative to improve women's health, and a range of smaller individual organizational and programs. She conducts evaluative research with the Evaluation Institute for Public Health at GSPH and directs the Certificate for Health Program Evaluation in addition to advising students through their evaluation practicum. She sits on the Committee for the Certificate in Health Equity and is a faculty affiliate of the Center for Health Equity. She has co-directed Bridging the Gaps-Pittsburgh for over a decade, a multi-disciplinary, community health internship program in collaboration with the School of Medicine that aims to train health professional students while providing critical support to organizations that work with vulnerable populations. She provides health literacy and cultural sensitivity trainings to several local health care organizations and health professional continuing education programs and has been reviewer for the Journal of General Internal Medicine, Progress in Community Health Partnerships: Research, Education, and Action, and the Journal of Health Disparities Research and Practice.

Elizabeth Felter, DrPH

Dr. Felter is a Visiting Assistant Professor whose research interests have focused mainly in the area of worksite health promotion. She has worked on a number of research projects including StairWELL to Better Health, the Garden Market Project, and assessments of worksite wellness committee function at PPG Industries. She teaches BCHS 2504, Overview of Health Communications; BCHS 2572, Risk Communication; and BCHS 3504, Doctoral Seminar in Health Communications. She also enjoys advising students and serving on a variety of students' thesis and essay committees. Dr. Felter co-direct the BCHS practicum program with Dr. Martha Ann Terry and serves on the BCHS Core Curriculum Committee. She also served on the Health Across the Lifespan-Allegheny County Advisory Group and helped develop the Health Across the Lifespan –Allegheny County 2012 conference, which was co-sponsored by Pitt Public Health, the Allegheny County Health Department, and the Pennsylvania State Department of Health. In addition, she provides trainings to a variety of public health and health care agencies and organizations in the areas of health communications and health literacy. In the past, she

has served as the Communication Specialist for the Healthier Worksite Initiative at the Centers for Disease Control and Prevention.

Mark Friedman, PhD

Dr. Mark Friedman is an Assistant Professor. His primary research interest is the development of health problems and resiliency among gay and bisexual adolescents and health disparities among gay and bisexual men. His research projects to date have focused on defining and measuring adolescent sexual orientation; the relationship between gender-role nonconformity, bullying, and suicidality among gay youth; and childhood and adolescent antecedents of adult health problems among gay males. He was recently awarded a K01 Mentored Research Scientist Development Award to longitudinally study gay male adolescents using the Internet (Ron Stall, Mentor) and is currently implementing a meta-analysis focusing on sexual, physical and verbal abuse of gay, lesbian and bisexual youth.

Richard Garland, MSW

Mr. Garland is a Visiting Instructor in BCHS. His research centers on working with troubled youth, especially those involved in gangs and gun violence. He works with police departments and community-based organizations throughout the state of Pennsylvania providing gun violence education and training. He is the Director of the BCHS Center for Health Equity's Violence Prevention Project where he oversees training, data collection and outreach efforts aimed at reducing crime and violence. The Center conducts a hospital-based intervention project through which gunshot wound victims receiving treatment in four major trauma units are counseled in an effort to reduce emergency department recidivism. The project provides case management services to attempt to alter the lifestyle of the victims with the goal of preventing further involvement with crime and violence.

Tiffany Gary-Webb, PhD

Dr. Gary-Webb has experience in epidemiological research, clinical trial design and conduct, and medical claims data analysis, mostly in the disease area of diabetes. She has also gained experience in applied epidemiology as a post-doctoral fellow at the Centers for Disease Control and Prevention (CDC). Dr. Gary-Webb has a particular dedication toward improving the health of ethnic minorities and focuses her professional work around issues of minority health and social/environmental determinants of chronic disease. For the past 10 years, she has conducted research using a combined clinic and community approach to improve diabetes preventive health care and reduce complications among urban African Americans with type 2 diabetes. She has developed a national reputation in this area as evidenced by her published, peer-reviewed work (70+) and presentations at national conferences. Most recently, her work has focused on understanding how social and environmental factors contribute to the etiology of racial/ethnic disparities in diabetes and obesity.

Mary Hawk, DrPH

Dr. Hawk is a Visiting Assistant Professor whose primary research foci include

evaluation and implementation of structural interventions to reduce the impact of HIV/AIDS and improve clinical outcomes for those living with the disease, as well as program evaluation to assess outcomes and improve service delivery in public health systems. Her current work includes implementation and evaluation research on a CDC-funded vaccine uptake grant, as well as on a statewide process for implementing the Chronic Care Initiative in primary care centers. Other projects include implementation research to replicate a locally developed harm reduction housing program, and evaluation research to assess the effectiveness of a community-developed intervention to increase HIV testing among African American women. She teaches one of the core classes BCHS 2523, Program Planning, Implementation, and Evaluation. Dr. Hawk is a faculty affiliate of the Center for Health Equity in BCHS, and a founding board member of a local AIDS service organization, The Open Door, Inc. In addition, she reviews manuscripts for several journals including AIDS Care and AIDS and Behavior.

Supriya Kumar, PhD, MPH

Dr. Supriya Kumar is a Visiting Research Assistant Professor. As a core faculty member of the Public Health Dynamics Laboratory, she engages in highly multi-disciplinary research in collaboration with epidemiologists, computational scientists, and health policy researchers. The overarching theme in her research is health disparities. She studied racial disparities in vaccine uptake and the voluntary decision to stay home from work if ill during the 2009 H1N1 pandemic. She uses the social ecological model and models of the social determinants of health extensively to inform her studies. She has reviewed the national pandemic plan in India from a health disparities perspective. Recently, she used computational modeling to assess the impact of a universal paid sick days policy on socioeconomic disparities in influenza incidence among working adults.

Christina Mair, PhD

Dr. Christina Mair is an Assistant Professor with interests in understanding social mechanisms of substance use and related problems in order to better develop and implement environmental prevention programs. Her current research focuses on the social ecology of substance use, model-based approaches to study drinking behaviors and psychiatric co-morbidity, and population-based analyses of alcohol-related problems such as violence. She is the Principal Investigator of an NIAAA R21 grant focused on the extent to which high-risk sexual behaviors vary in relation to (1) selection of drinking contexts (background non-drinking risks), (2) use of alcohol in contexts, and (3) level of use in contexts (alcohol-related risks). A social epidemiologist by training, she applies her knowledge of statistical analyses of individual problem behaviors in social and neighborhood environments to the measurement of local environments and development of models of the dynamic environments in which determinants of substance use are expressed. She has investigated neighborhood and community environments and their links to depression, hopelessness, violence, and intimate partner violence using traditional

biostatistical methods and more advanced methods for multilevel and Bayesian space-time analysis. She has also conducted analyses on the contexts in which individuals drink and alcohol-related problems, bar densities and violence, associations between alcohol outlet densities and intimate partner violence and violent assaults, and adverse childhood experiences and partner violence.

Edmund M. Ricci, PhD

Dr. Ricci is Professor of Sociology in Public Health and Director of the Institute for Evaluation Science in Community Health and Director of the Evaluation Certificate. His primary technical areas are evaluation research and survey research methods. Most recently, his work has focused on the areas of minority health disparities, long-term care services and institutions, emergency and disaster medicine, and substance abuse intervention programs. Dr. Ricci has designed, directed and participated in more than 250 evaluation studies, assessing a wide range of behavioral health interventions and operational issues in health and human service programs and organizations. He has been a “visiting” faculty member at the Institute of Hygiene and Tropical Medicine, Lisbon, Portugal, the University of West Indies, Mona, Jamaica and the World Health Organization Center for Health Development in Kobe, Japan. He is a member of the Board of Examiners, Sir Venkateswara University, Andhra Pradesh, India, the Behavioral Sciences Council, Association of Schools of Public Health and the Scientific Advisory Committee for the International Resuscitation Research Center. He has served as a member of the National Academy of Sciences/National Research Council, Committee on Emergency Medical Services. He is a member of the editorial boards of the Journal of Health and Social Policy and PreHospital and Disaster Medicine and recently served as Chair, Health Care Research Training Study Section, Agency for Health Care Research And Quality (AHRQ, HHS).

Ronald D. Stall, MPH, PhD

Dr. Stall is a Professor in the Department of Behavioral and Community Health Sciences and Director of the Center for LGBT Health Research. He established several critical areas for HIV prevention by studying the issue of maintenance of safe sex behaviors over time, the influence of alcohol on sexual risk behavior and most recently, the inter-relationships of drug use, depression and partner violence on HIV risk behaviors. While at the CDC Dr. Stall served as Chief of the Prevention Research Branch of the Division of HIV/AIDS Prevention and the National Center for HIV, STD and TB Prevention. He has been principal investigator of research projects on topics such as care for intravenous drug user with AIDS, AIDS risk reduction for substance abusing gay men, a large scale population-based study of gay men's health and HIV treatment adherence among alcohol abusers, among a series of international AIDS research projects. He is currently PI of a large-scale study of the long-term health effects of methamphetamine use among gay men as well as co-PI of a study of HIV serosorting among gay men.

Martha Ann Terry, PhD

Dr. Terry is an Assistant Professor in the Department of Behavioral and Community

Health Sciences, with secondary appointments in the Department of Anthropology and the School of Nursing, and affiliated faculty in the Graduate School of Public and International Affairs and the Center for Latin American Studies, University of Pittsburgh. She is the director of the BCHS MPH program. Her research interests include reproductive decision making, women's health, community-based interventions and education, HIV/AIDS, sociocultural perspectives on sexuality, evaluation, and qualitative methodologies. Dr. Terry has developed facilitator/recorder training for focus groups and periodically provides workshops for interested agencies, including Adagio Health. She is a member of the editorial board for AIDS Education and Prevention. She teaches Community Development and Focus Groups, Social and Behavioral Sciences in Public Health, Introduction to Community Health, Introduction to Population Problems, Seminar in Global Family Planning, Seminar in Maternal and Child Health and Public Health Approaches to Public Health.

Jeanette M. Trauth, PhD

Dr. Trauth is an Associate Professor and Chair of the Doctoral Committee in the Department of Behavioral and Community Health Sciences. Her main area of research is the application of health behavior theory to various health promotion and disease prevention behaviors. In particular, she is interested in conducting research that helps to understand individual and structural barriers to the adoption of various health behaviors, such as cancer screening, participation in medical research and type 2 diabetes self-management, and identifying strategies to eliminate health disparities in these areas. She is currently applying different theoretical approaches, such as the Transtheoretical Model and models of Patient-Provider Communication, in a number of current and proposed studies. She recently had a paper published in Health Education & Behavior, which was the first application of the Transtheoretical Model of health behavior change to an understanding of colorectal cancer screening behavior. In addition, she is currently leading a study of patient-provider communication regarding cancer screening, examining racial differences in communication among a cohort of men at two local sites. This study is one of the first longitudinal studies of patient-provider communication.

2. PROFESSORS EMERITI

John Marx, MA, PhD

Dr. Marx is a Professor in the Department of Sociology, with a secondary appointment in the Department of Behavioral and Community Health Sciences. He received his PhD in Sociology from the University of Chicago. Dr. Marx's research focus has been in the areas of behavioral sciences, sociology of health and illness, and sociology of health services. He has authored numerous journal articles, book chapters and academic presentations dealing with a variety of sociological issues, especially in the health and public health arena. His recent research has been in the study of the impact and implications of privatization in public health, including investigation of proponents, resisters and decision-makers concerning privatization. Recent articles, co-authored with C. Keane and E. Ricci, have reported on research specific to privatization, including perceived outcomes of privatization in local health departments.

Currently, he is directing the doctoral program in the Department of Sociology.

E. SERVICE

Service activities are integral to the educational and research programs of the Department. To meet the departmental obligations to public service, faculty and staff serve as members of organizational boards and/or expert committees of governmental, private or voluntary organizations, provide consultations to community agencies, serve as members of professional organizational boards and/or committees, and participate as speakers and panelists at conferences or as visiting lecturers in other schools. Faculty also indirectly provide community service through advising and monitoring students who are engaged in field work or community-based research.

II. MASTER OF PUBLIC HEALTH PROGRAM

A. MISSION STATEMENT

The MPH program trains students for applied research and practice careers in a variety of public, voluntary and private community health organizations. Students are prepared to draw on social and behavioral theories and concepts to assess the health status and needs of populations, formulate public health interventions that are informed by social/behavioral theory, and to use social/behavioral science research methods to evaluate these programs as well as develop recommendations for policy. Students will learn and practice assessment and research skills in the context of social and behavioral change at the individual, organizational, and community levels (see Figure 2 for core functions).

Some students in the Department come from health professional fields. Other students have or are earning a degree in a health related profession, or they have been employed in the field of public health, and they want additional training in public health with a focus on research and/or practice in the social and behavioral health sciences. The MPH program also attracts international students who are health professionals in their own countries. Students also apply directly from undergraduate programs in such diverse areas as psychology, biology, journalism, anthropology, communications and English.

B. OBJECTIVES

Students in the MPH Program will learn to:

1. Identify the determinants of health and illness of populations through the analysis and use of relevant data;
2. Document and communicate community-based needs and resources and particular needs of special and vulnerable populations;
3. Develop collaborative efforts for public health interventions at multiple levels (individual, organizational, and community) by effectively applying behavioral and social science concepts and theories in research for program planning;
4. Identify components of policy development and legislative processes for effective development of public health interventions;
5. Implement interventions using needs assessment data and the

application of communication, organization and management principles;

6. Apply social/behavioral theory, concepts and methods to conduct complex evaluations of public health programs;
7. Communicate research and evaluation findings using written and oral communication technology for effective ongoing policy and program development.

**FIGURE 1: FRAMEWORK FOR SOCIAL/BEHAVIORAL SCIENCES IN PUBLIC HEALTH FOR THE MASTER OF PUBLIC HEALTH PROGRAM
DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES, GRADUATE SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF PITTSBURGH**

Core Functions of Public Health*			
	Assessment of Health/Illness and Need for Public Health Programs	Assurance and Implementation of Quality of Public Health Programs	Community Health Policy Formation
Public Health Professional Competencies Drawn from Social/Behavioral Sciences	<p><u>Community Health Assessment</u></p> <p>Ability to assess community /population health status and needs, including:</p> <ul style="list-style-type: none"> - identification of social/behavioral factors affecting health status of population - incorporation of input from community groups - assessment of health status of specific community sub-groups - mapping of health resources and community assets - ability to use survey methods, statistical analysis, ethnographic methods, demographic methods - knowledge of primary and secondary data sources of health status and health behavior. 	<p><u>Program design and Implementation</u></p> <ul style="list-style-type: none"> - Ability to design and implement behavior change program on a community/ population level. - Ability to fit intervention within cultural context. - Population-based communication techniques/social marketing. - Ability to develop collaborative efforts. <p><u>Program Monitoring and Evaluation</u></p> <ul style="list-style-type: none"> - Monitor and evaluate structure, process, outcome, cost - Ability to set up monitoring and assessment systems. - Ability to apply modern information technology to public health programs. 	<p>Understand legal and political process and procedures related to public health program structure and operation.</p> <p>Ability to translate scientific findings into policy recommendations.</p> <p>Ability to communicate scientific findings to lay public and politicians.</p> <p>Ability to document and communicate needs and resources to lay public and politicians.</p> <p>Ability to develop coalitions.</p>
Social/Behavioral Knowledge Areas Applied to Public Health	<ul style="list-style-type: none"> - role of social/behavioral factors in health and illness - health related behavior of specific community sub-groups. - context of population served (economic, cultural and political). - research methods for planning and assessment - community dynamics and principles of community development. 	<ul style="list-style-type: none"> - models of health behavior. - group change theory and strategy. - lay/professional communication and interaction. - legal and political processes in public health. - structure of social/organizational networks and processes. - program organization and management behavior. - social/behavioral research design and methods for evaluation and monitoring (survey, ethnographic, etc.) 	<ul style="list-style-type: none"> - relationships among social structure, culture and health policy. - economic and political factors in health behavior. -cultural and economic barriers to utilization of health programs. - health policy process.

*Adapted from 1988 Institute of Medicine Report, “The Future of Public Health” and Centers for Disease Control and Prevention

C. ADMISSIONS AND STUDENT PERFORMANCE COMMITTEE

1. Composition of the Committee

The Admissions and Student Performance Committee (ASPC) is a standing committee in BCHS. The ASPC is comprised of five faculty members, one of whom serves as Committee Chair, each appointed for three-year terms by the Department Chair. Members may be reappointed.

2. Functions

The ASPC evaluates all MPH applications for admission to BCHS and makes recommendations for admission to the Assistant Dean of Student Affairs. Applications are submitted on-line through a centralized application system, SOPHAS. When an applicant's file is complete, it is reviewed by the Master's Program Director and when appropriate, distributed to one other member of the committee, who reviews the material and makes an independent recommendation (e.g., accept, reject). This recommendation is reviewed by the Director, and in cases of a difference of opinion, a third member is asked to review the application, and if necessary, a meeting of the full committee may be held to resolve the situation and reach a decision.

The ASPC also has an oversight role regarding student performance. The Program Director regularly reviews academic performance for all students in the BCHS program. In those cases where it is apparent that a student is experiencing difficulty, the student's faculty advisor is typically contacted and an attempt is made to resolve the problem. In cases where the problem has not been resolved and it is necessary to formally address the issue, the Program Director will contact members of the ASPC, who then make a recommendation to the Department Chair for formal action by the Department.

The ASPC plays a role in assigning faculty advisors to students, with the final decision made by the Program Director. The process of assigning advising responsibility will be reviewed annually by ASPC and recommendations regarding this process will be made as needed to the Department Chair. It is assumed that a student's academic advisor will also serve as the practicum faculty advisor and as the essay or thesis advisor, unless there are mitigating circumstances.

An additional responsibility of this committee is to respond to issues raised in the annual student survey, such as those related to advising, teaching and curriculum.

D. ORIENTATION

The process of orientation to the Department and to the School occurs over time. For students admitted in the fall, orientation might begin when they meet with their academic advisor during the summer to register for the first time. But usually, students' first orientation experience will be the school-wide orientation held on the Thursday and Friday before classes begin in the fall. At this orientation students are introduced to many of the administrators of the School and also have an opportunity to meet faculty, staff and continuing students in department-specific break-out sessions. When appropriate, a comparable event will be held in the spring semester.

In mid-September and in mid-January, the department holds events to welcome new students and to introduce them to faculty, staff and continuing students. These are opportunities for all members of the Department to socialize and get to know each other. Students are strongly urged to attend these affairs.

Each semester the Department schedules two informative workshops:

- 1) Practicum workshop: eight weeks into the fall semester and four weeks into the spring semester; students will hear about the program practicum requirements and about practicum opportunities; this workshop is facilitated by the Department's practicum coordinators (currently Drs. Felter and Terry).
- 2) Paper/thesis workshop: four weeks into the fall semester and four weeks into the spring semester; students will learn about the requirements for the master's essay/thesis; this workshop is facilitated by the Director of the MPH Program.

A critical experience in helping students develop as a professional is serving on departmental and school committees. If you have an interest in some aspect of the Department or School, such as curriculum development, ask how you can get involved. Another way to learn more about how the Department and School work is to participate in the faculty search process. This involves attending faculty candidate presentations and meeting with faculty candidates. Though this process occurs only occasionally, we urge you to take advantage of the opportunity when it occurs.

You can also learn a lot about the school by attending seminars, workshops, special lectures, defenses and Pitt Public Health Council meetings. Announcements for these and other interesting and informative events are posted on bulletin boards on every floor and by elevators, highlighted on LED screens around the school and mentioned the electronic Weekly Update.

E. PREREQUISITES

BCHS and Pitt Public Health requirements for admission are listed below.

1. Applicants should have an undergraduate quality or grade point average of at least 3.0.
2. All applicants must submit the scores from the general test of the Graduate Record Examination (GRE), including the writing assessment section. In some cases, the MCAT or DAT can be submitted as a substitute for the GRE scores. Applicants who already have a master's can request a waiver of the GRE score submission. The Department looks for a minimum of 153 (verbal), 148 (quantitative) and 4.5 on the writing section. The GRE exam must have been taken in the last five years.
3. Applicants for whom English is not their first language must submit scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The University of Pittsburgh requires a minimum TOEFL score of 550 on the written test or 80 on the Internet test. Applicants with a TOEFL score lower than 550 or 80 are not eligible for admission. TOEFL must be taken within two years of application. IELTS scores can be submitted in lieu of the TOEFL. The minimum required score on the IELTS is Band 6.5 and applicants must take the academic writing and reading modules. IELTS must be taken within two years of application. ***BCHS requires scores of 100 on the TOEFL and 575 on the IELTS for consideration.***
4. Applicants must describe in their statement of purpose their journey to public health, their understanding of how the program of study will benefit them in achieving their career goals in the field of public health and how pursuit of the MPH at the University of Pittsburgh is integral to their long-term plans.

Admission to the Master of Public Health program is for either the Fall or Spring Term. The centralized SOPHAS application process has been adopted by Pitt Public Health, and those wanting preferential review for the Fall Term should submit all materials by the first week of January; those seeking spring acceptance should submit all materials by October 31. Applications received after this will be reviewed on a "rolling" basis and admission offered to eligible students as space allows.

F. PROGRAM OF STUDY

All master's students complete a set of school core courses, a set of departmental required courses, and a few electives. Typical schedules for full-time students can be found in Appendix II. The program is designed to be completed in four semesters of full-time study (fall, spring, fall and spring). Full-time study is considered to be at least nine and as many as 15 credits. Part-time students are also welcome; however, their course of study is more difficult to lay out because of core course scheduling and their own work schedules. Part-time students should expect to take some daytime courses.

1. Pitt Public Health Core Courses

All students must fulfill the Pitt Public Health core requirements. Students can waive school core courses if these or equivalent courses were taken as part of their study before coming to Pitt Public Health. However, note that granting of the waiver is up to the discretion of the core course instructor, and that waivers **do not** mean that credit is awarded for the coursework completed. Applications for waiver of school requirements may be obtained from the Recruitment and Academic Affairs Administrator or from the Office of Student Affairs. Appendix III contains checklists of required courses so that you can track your progress toward completing the program.

Principles of Statistical Reasoning

BIOS 2011 (3 credits) spring (BIOST 2041 can be substituted)

Principles of Epidemiology

EPID 2110 (3 credits) fall/summer

Environmental Health and Disease

EOH 2013 (3 credits) spring only

Health Policy and Management in Public Health

HPM 2001 (3 credits) spring/fall

Public Health Biology

PUBHLT 2015 (2 credits – first semester) fall/summer

Capstone: Problem Solving in Public Health

PUBHLT 2016 (2 credits – last semester – all School core must be completed to register – permission number needed) fall/spring/summer

Dean's Public Health Grand Rounds

PUBHLT 2022 (0 credits – first and second semester – must be taken twice)

2. BCHS Core Courses

All students must complete the following departmental core courses:

- a. Core courses:
 - i. Introduction to Health Communication
BCHS 2504 (3 credits) fall/spring (BCHS 2520 is a prerequisite for BCHS 2504.)
 - ii. Theories of Health Behavior and Health Education
BCHS 2520 (3 credits) fall/spring
 - iii. Program Planning and Proposal Writing
BCHS 2523 (3 credits) fall/spring
 - iv. Introduction to Applied Research Methods
BCHS 2524 (3 credits) fall/spring
 - v. Introduction to Community Health
BCHS 2554 (3 credits) fall/spring
- b. Experience in applying theories and methods:
 - i. Practicum
BCHS 2503 (1-3 credits) fall/spring/summer
 - ii. Essay/thesis
BCHS 2521 (1-3 credits) fall/spring/summer (Students are allowed to register for a maximum of 4 essay/thesis credits over the course of their studies.)

Students requesting exemptions from departmental core courses must complete the Waiver Form found in Appendix IV. ***Exemptions for departmental core courses must be submitted and approved by the end of the student's first semester.*** To request a waiver from a school core course please see Miriam Fagan. In both cases students are required to provide a syllabus for each course for which they are requesting a course equivalency. These requests are reviewed first by the student's academic advisor and then by the primary instructor for the course, who makes the final decision.

3. Electives

In addition to the required courses listed above, students will choose elective courses to meet the required minimum of 45 credits. Students can use elective credits to enhance their knowledge in a single academic area of interest by taking classes available on topics such as maternal and child health, public health gerontology, health equity, community-based participatory research, bioterrorism, global health or women's health. Certificates are available for some of these and other topics. Or

students can choose to use their elective credits to gain a more general knowledge of public health.

Elective courses can be taken in other Pitt Public Health departments or in other University schools or departments with permission of the academic advisor and when the student can demonstrate sound rationale for doing so. Permission from the instructor may also be required.

Students who have completed graduate work in another program may request that credits from that program be transferred in and applied to the MPH. Courses must be relevant to the MPH. The request for advanced standing credit transfer should be completed by the student and her/his advisor; final approval is given by the Office of Student Affairs. *A maximum of 6 credits can be transferred in.*

G. JOINT PROGRAMS

BCHS collaborates on four joint programs, through which students earn an MPH in BCHS and an additional graduate degree in another school. Students wanting to earn joint degrees must apply to each of the participating schools or divisions no later than the middle of their second semester in one or the other program and must register through Pitt Public Health at least twice during their tenure as a student.

1. Master of Public Health/Doctoral Degree in Social Work (MPH/PhD)

This program with the School of Social Work allows students to earn the MPH degree in behavioral and community health sciences and the PhD degree in social work. Students with the Master of Social Work degree (MSW) may enter the program to obtain only the MPH degree. Students in this joint program must meet the 45-credit requirement for the MPH degree. They are granted, however, 6 credits of advanced standing. Graduates of this program are prepared to assume leadership positions in public health systems or academic settings with a particular focus on maternal and child health.

2. Master of Public Health/Master of Social Work (MPH/MSW)

This program is a collaboration between BCHS and the School of Social Work and allows students to obtain the MPH in behavioral and community health sciences and the MSW in social work. Students meet all the requirements for both degrees. The MPH practicum requirement is fulfilled by field placements the student completes through Social Work. The joint degree program prepares students for leadership roles in public health, social welfare, and other related fields and systems where the public's health is a concern, based on the perceived impact of identifiable social problems. Dr. Mark Friedman is the Co-Director of this joint program and advises all the students in it.

3. Master of Public Health/Master of International Development or Master of Public Affairs (MPH/MID/MPA)

These programs with the Graduate School of Public and International Affairs are 78-credit programs providing backgrounds in both in public administration and/or international development and in public health. Graduates of these joint programs will be able to obtain leadership positions in governmental and voluntary organizations providing public health services or positions in organizations with an international development and health focus. GSPIA requires that those in their joint programs be full-time students. Dr. Martha Ann Terry the Co-Director of these joint programs and advises all the students in them.

4. Master of Public Health/Doctoral Degree in Anthropology (MPH/PhD)

This joint degree program with the Department of Anthropology in the School of Arts and Sciences allows students to prepare for an academic career that encompasses the interdisciplinary competencies of anthropology and public health. The program meets requirements for the MPH and PhD degrees after completion 87 credits of course work, including dissertation research. Fieldwork fulfills the MPH practicum requirement. Dr. Martha Ann Terry is the Co-Director of this joint program and advises all the students in it.

H. POLICIES AND PROCEDURES FOR PITT PUBLIC HEALTH

1. Registration - Forms and Deadlines

There is an advisement hold on your account at the beginning of every enrollment period. The University assigns you an “enrollment appointment” to register for the next term. The appointment is based on how many credits you have accrued.

Pitt Public Health uses the "advisement hold" service indicator to track registration. This means that before you can register you must:

- a) Complete an enrollment worksheet;
- b) Review it with your academic advisor, Dr. Terry, or Miriam;
- c) Turn in the completed, signed, enrollment worksheet to Dr. Terry or Miriam;
- d) Dr. Terry or Miriam will then lift the advisement hold on your account and give you a copy of your worksheet;
- e) You can then self-register through your Student Center.

To summarize, you cannot self-register until you have had your enrollment form approved by your academic advisor and the hold is released by either Dr. Terry or Miriam Fagan. Depending on the preference of your academic advisor, you may not

need to consult with your assigned advisor around coursework registration, but may instead submit your registration form directly to Dr. Terry. Once your form is approved (by your academic advisor or Dr. Terry), the advisement hold will be lifted, allowing you to go into your Student Center (www.my.pitt.edu) and complete your on-line registration.

Permission numbers – If you need a permission code to register for a BCHS class, please email Miriam Fagan (mpfagan@pitt.edu) or Dr. Terry (materry@pitt.edu). Permission codes can be issued only by the department offering a particular course. For PUBHLT courses, please contact Bernadette Foley in Student Affairs (foleyb@pitt.edu).

Independent Study registration – In order to register for independent study credits, a completed Independent Study form must be submitted with the registration form (see Appendix V). You will need to be issued a permission number – be sure to register under the correct instructor and be sure to manually add the number of credits for which you are registering.

You are responsible for being aware of what you need to do to fulfill the requirements for the MPH program. We will support you in making course-related decisions by posting checklists and information online and by posting sequencing guidelines. In addition, you will receive weekly updates from Student Affairs.

We will also email reminders regarding program requirements, registration deadlines, and opportunities to support your professional development - please check your mailbox and email often and make sure that you delete old emails so that you do not go over your email space quota. Registration deadlines can be obtained from the Pitt Public Health Calendar, Miriam, or the Pitt Public Health website. Course schedules are available online; registration forms and other forms related to enrollment and transfer of credit are available in Miriam's office and Office of Student Affairs.

2. Student Status

In order to graduate, students must have full (not provisional or conditional) status. Students who have been admitted provisionally are responsible for clearing the provision or condition identified in their acceptance letter. Students must be registered for at least one credit in each 12-month interval to retain active status. In the event that a student becomes inactive, s/he must reapply to the program. Students must be registered for at least one credit in the term in which they expect to graduate and must meet requirements for full status in order to graduate.

Only those persons who are registered can expect to receive guidance and direction from members of the graduate faculty, check out books from the library, use interlibrary loan, request on-line database searches and have a Network

Authorization Account for computer usage.

3. Meeting Credit Requirements

A full credit load is nine to 15 credits per term. With advance approval, enrolled graduate students can take courses not available at the University of Pittsburgh and transfer those credits toward the requirements for an advanced degree at the University of Pittsburgh, assuming that the total number of transfer (advanced standing) credits does not exceed six. At least three terms, or 39 credits must be successfully completed at the University of Pittsburgh.

Undergraduate quality points and undergraduate credits (except for upper level courses taken with the approval of the academic advisor) do not count toward graduation.

In the event that a student's cumulative QPA falls below 3.0, or if the student fails a core course at any time during the course of study, the student is automatically placed on probation by the MPH Admissions and Student Performance Committee and by Pitt Public Health's Academic Policies and Standards Sub-committee. Students on probation and their advisors will be informed in writing of procedures to remove the probation in an appropriate period of time. Typically, students are given two full-time semesters in which to clear the probation. A student cannot graduate with a cumulative Quality Point Average (QPA) below 3.0 or a failing grade in any required course.

A grade of B or better is encouraged for all school wide core courses; ***students must earn a grade of B or better departmental core courses.***

If a student earns a C in a core course, the committee recommends that the student and advisor meet to discuss the grade and that the student be strongly encouraged to re-take the core course. However, the committee does leave the final decision to the advisor and the student.

4. Independent Studies

When students choose to register for independent study credits, they must identify a faculty member who will work closely with them to design a course of study and oversee the work involved. When students take this option for earning credits, they must complete the independent study form found in Appendix V, which involves identifying the faculty advisor, outlining the work to be completed and establishing a timeline. Students will not be allowed to register for independent study credits without this paperwork. Upon completion of the agreed-on work, students can request that independent studies be given a formal name, to more accurately reflect the content of the work completed. Miriam or Dr. Terry can issue

the permission number necessary to register for an independent study.

5. Incompletes and Class Withdrawals

In order to graduate, outstanding incomplete grades (“I” or “G”) in school and departmental core courses must be changed to letter grades or S/H. In the event a student has an incomplete grade in a class that is not required for graduation and that student has met the 45-credit program minimum, a memo from the academic advisor or master’s program director must be submitted to the Assistant Dean for Student Affairs stating that the incomplete course is not required for graduation.

A “G” grade is given when personal circumstances prevent students from completing coursework during the semester in which they are registered. Students must arrange with the course instructor for this option. According to University policy, the student has one year to complete the work and have the grade changed; however, the instructor can set the time frame within which to complete the work.

A “W” is given when the student requests permission to submit a “monitored withdraw” form for a course. This is arranged with the course instructor and may be done up to the deadline specified in the Academic Calendar. If the course is required for graduation, the student must register again for the course at a later time when it is offered.

An “I” is assigned in cases when work is likely to take more than one semester to complete. Typically, only practicum and thesis are given “I” grades.

6. Exemption from Required Pitt Public Health Courses

Students requesting a waiver for a Pitt Public Health required course must submit the appropriate form (see Miriam or Student Affairs) with a transcript and syllabus documenting that the subject of the required course was covered in a similar course taken at another school. This form, signed by the student’s academic advisor, is submitted to the core course instructor for approval, then returned to Miriam. The form to request a waiver of a Pitt Public Health core course is in the Appendix.

I. POLICIES AND PROCEDURES FOR THE MPH PROGRAM

1. Meeting Credit Requirements

The MPH program is a 45-credit program that is designed for full-time study. Part-time students are welcome, although no part-time “track” exists. Six (transfer or advanced standing) credits may be awarded for graduate work completed after earning the baccalaureate degree. Transcripts certifying graduate courses completed at another institution prior to admission to the University of Pittsburgh should be

submitted with the application for admission. Transcripts certifying graduate courses completed at another institution during the course of study in the Graduate School of Public Health should be submitted during the student's graduate program. A minimum of 39 credits must be successfully completed at the University of Pittsburgh.

2. Time Required to Complete the Program

The typical full-time student will be able to complete the course requirements for the MPH in four terms of full-time study. In fact, some students complete the program in three semesters. If a student is not enrolled for at least one credit in a 12-month period, he or she must re-apply to the program. Acceptance for readmission may be granted but with the understanding that the student may be asked to meet some or all of the current program requirements.

3. Supervised Community Practicum

The supervised community practicum provides the student with a practical public health experience. Students use the knowledge and skills they have acquired through their studies and benefit the agency where the student is placed. The supervised practicum is usually completed in the term following two terms of full-time coursework. Under some circumstances, the practicum requirement can be met with field work extended for a two term period. A practicum requirement might also be met by a student assuming extra (unpaid) responsibilities in the student's employment site or by the student spending non-employed hours on a special work-related project.

Two objectives of the practicum requirement are to fill gaps in the student's experience and to augment and enrich a developing field of interest in the student. The student is urged to use the practicum as the basis for the master's paper or thesis, this this is not required. Dissertation fieldwork for students in the joint program with Anthropology fills the practicum requirement. Field placements for students in the joint programs with Social Work fill the practicum requirement.

With the help of Dr. Martha Terry, Dr. Elizabeth Felter and the faculty advisor, the student selects the type and location of field experience, based on interests of the student and on relationships between the department and organizations and agencies in and around Pittsburgh. Some students may identify practicum experiences on their own, in the area or outside of Pittsburgh, either domestically or internationally. In these cases the student should consult with Dr. Terry or Dr. Felter to verify that the opportunity qualifies for practicum credit. After the practicum site has been chosen, an agency or organization preceptor is identified and the project designed. The preceptor acts as the student's supervisor in the field. Students are required to work a minimum of 200 hours and to maintain a log of all work completed.

An evaluation of the student's performance is to be completed by the placement preceptor at the mid-point and conclusion of the practicum. Additionally, the student completes mid-point and final self-evaluations. These and other required forms are available in the Community Practicum Handbook (on-line at the BCHS site; see the Community Practicum Handbook for more details and for required forms).

4. IRB Module Requirement

All master's students are required to complete the Social & Behavioral Research – Basic/Refresher and Social and Behavioral Responsible Conduct of Research through the CITI Access Portal at <https://www.citi.pitt.edu/citi/> before the end of their second semester. They must provide proof of completion by submitting a print-out of the certificates to Miriam. No student will be allowed to graduate without this certification.

5. Portfolio Option

All master's students will be given the opportunity to create and maintain a portfolio. The outline for portfolio elements will be provided to students, as well as the basic materials (binder, section dividers).

6. Procedures to Request Waivers from BCHS Courses

a. BCHS Core Courses

A sample waiver form is provided in Appendix IV. For exemption from a BCHS core course, the procedure is similar to the exemption process for PITT PUBLIC HEALTH core courses. Students' advisors must approve the waiver before it can be considered. ***All requests for waivers of BCHS core courses must be submitted and approved in the MPH student's first semester.***

b. Supervised Community Practicum

No student will be exempted from the practicum requirement except for those in the joint programs.

7. Master's Essay / Thesis

The essay/thesis requirement is designed to provide the student with an opportunity to integrate the major components of the Pitt Public Health experience and to apply the principles of public health to analysis of a specific topic area. A major goal is to permit the student to relate concepts and principles from the didactic program to experiences encountered during the field placement. The student

is expected to demonstrate verbal and technical proficiency in expository writing. Essays or theses must be a minimum of 40 pages, double-spaced; typically, essays or theses range from 40 to 80 pages long. The School has policies regarding the thesis/essay process (see Appendix X).

The topic must be one of public health significance, which is explicitly stated in the essay or thesis abstract.

The essay and thesis are similar with regard to expectations about length, quality and type. Students may choose to do original research for either option. They differ in two ways:

- 1) number of readers;
- 2) requirement for an oral defense (thesis).

Master's essays require two readers and do not require an oral defense. The thesis, on the other hand, requires a minimum of three readers and an oral defense. Both the essay and the thesis are submitted electronically using the University's ETD format.

Essays and theses do not differ with respect to quality, content or length.

For reader eligibility, students should consult Miriam or Dr. Terry. An ETD workshop on electronic submission is offered by the University several times a semester. Students are strongly encouraged to complete this.

a. Type of Essay or Thesis

The essay or thesis can be any of the following general types, which are not entirely mutually exclusive:

i. Original investigation

This involves the formulation of a hypothesis and the collection and analysis of data to test a hypothesis. The data may already exist or come from the student's research. Consideration of the time and financial resources necessary might limit the scope of the research so that the paper takes the form of a demonstration or pilot project. This would be the case when information from only a limited number of organizations would reasonably be included in the project. The project would then demonstrate a methodology, or structure, and/or process that would have much wider potential applicability.

ii. Critical literature synthesis

In a critical literature synthesis, all of the relevant literature on a given topic is examined in order to create a definitive "state of the art" document about the topic. This is not the same thing as a literature review, which is required for the other types of papers as well. In the critical literature synthesis, the student's competence in analysis, evaluation, and integration of information must be demonstrated.

iii. Position paper

This kind of paper establishes a specific point of view on an issue. It must be closely reasoned and use all available evidence. The original contribution is the student's own understanding, analysis, and presentation of a point of view.

iv. Program development

The student chooses to develop a program or plan for agency or institutional implementation. This plan is based on an analysis of agency services and policies; the paper would include an explanation for the logic of or need for the proposed program and its feasibility. The original contribution is the student's understanding of the agency's strengths, challenges and ability to implement the program as outlined.

v. Program evaluation

The student uses tested and appropriate program evaluation methods to arrive at a judgment regarding the success of a specific program in meeting its objectives. This approach requires the student to make suggestions for improvement in effectiveness or possibly for a change in objectives.

vi. Case study

A case study is acceptable provided the student is able to find and analyze material from a variety of sources to bring out a true and important set of lessons or conclusions to be drawn from the case. The case study could also fit the models under iv and v above, provided a single institution, agency, or other entity appropriate to the development of a case was used.

vii. One-article option

Master's students may choose the one-article option for the master's thesis. Students should produce an article of publishable quality and should work with their advisor to identify three suitable journals for submission of the article. The article must be logically connected and integrated into the thesis in a coherent manner, and sufficient detail must be presented to satisfy the characteristics of a defensible thesis. Paper length may differ for this option.

b. Topic Selection

Topics for essays and theses vary depending on the student's past experience, both academic and professional, the field experience, and future career goals. Obviously, certain topics may not be suitably handled in one or some of the types of essay or thesis discussed above. It would, therefore, seem reasonable to choose the topic first. Students are urged to use their practicum as a source for paper or thesis topics, though this is not required.

Use of any graphs, figures or charts from original resources requires proper citation and in some cases may require permission from the holder of the copyright.

c. General Style

Essays and theses are to be written in a clear, concise prose and should not include an activist stance. If you need guidance, consult Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, William Strunk and E.B. White's *The Elements of Style*, *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*, *The Chicago Manual of Style* (for sale at the University Book Center or available at most University libraries) or another agreed-upon substitute, as a final arbiter of style. Refer to the Style and Form Manual for Graduate Thesis and Dissertation Preparation at the University of Pittsburgh, 1995, for final preparation procedures. This is available on-line. Variations in internal design of the paper are expected, but all manuscripts must address an issue of public health significance and most will include the following elements:

- i. Introduction: the purpose of the study or research, description of the agency or environment of data collection (if relevant), public health significance, and scope or focus of the study or research, including, where appropriate, the hypothesis to be tested; chapter by chapter summary of the paper
- ii. Literature review: major relevant findings from journal articles, books and other sources and gaps in knowledge that the study may attempt to fill
- iii. Methods: how information was collected, analyzed, and limitations or problems; definition of terms and statement of assumptions
- iv. Findings: results of the data collection or research
- v. Discussion: implications of results, synthesis of major trends, analysis of the data and literature review
- vi. Conclusions: summary of major findings, application, limitations of the study, recommendations for future steps
- vii. Bibliography

d. Essay or Thesis Process

- i. Master's essay readers

Students identify two readers, one from the BCHS core faculty list and one who is not a core BCHS faculty member. Most faculty with primary appointments in the Department are considered to be core faculty. To verify the status of a particular

reader, check the Pitt Public Health website, which has core faculty lists for all Pitt Public Health departments.

ii. Master's thesis committee

Students identify a committee chair, who must be on the BCHS core faculty list. Students identify at least two additional members, one of whom is not a BCHS core faculty. Half or more of thesis committee members must be a core member of at least one Pitt Public Health department.

Upon identification of members of the committee, the student must complete the Paper/Thesis Forms, found in Appendix VI, which are submitted to Miriam so that approval of the committee can be requested. The next step is to prepare a proposal. The proposal should address the following issues: the overall purpose of the study, the specific questions to be considered, the experimental and conceptual background the student brings to the topic, the research methodology, and the scheduling and timing of tasks. This proposal must be approved by all members of the committee (see forms).

Students are advised to give considerable thought to the essay or thesis topic, to the composition of the committee and to maintaining communication with appropriate faculty members as the work progresses. Students must have the topic approved by the faculty advisor no later than 12 weeks prior to the intended date of graduation. The School has set requirements for when the readers/committee must be identified and how far ahead of defense and upload dates drafts must be submitted. ***Students who do not adhere to these requirements will not be allowed to graduate.***

At least three revisions are expected, and more may be requested by the committee/readers. All drafts and revisions must have correct spelling, grammar and punctuation. Check with the advisor for resources available in these areas. However, be aware that it is not the responsibility of the essay/thesis advisor to teach students how to write. If you need assistance in further developing your writing skills, we urge you to consult with staff at the University's Writing Center. In addition, the sources mentioned above can provide guidance.

The essay requires submission of a written paper to two readers for their acceptance. The thesis must be defended orally in a public setting with the committee composed of at least three faculty members and written copies submitted to the members ***two weeks before the scheduled defense***. The defense is a public event which anyone in the University community or from the general public can attend. The standard for excellence with respect to clarity of thought and well-written expression that demonstrates the ability to reason, based on scientific evidence and to draw appropriate conclusions, is the same for the essay and the thesis.

The number and distribution of copies of the completed and accepted paper may vary. You can access graduation information including updated thesis/essay format guidelines and requirements on the School website. Students should ask their advisor about providing her/him with a copy.

Theses and essays are submitted electronically. A tutorial is available that outlines the submission requirements <http://www.pitt.edu/~graduate/etd/>. Students are strongly urged to complete this workshop since formatting is now standardized. Students can obtain school essay/thesis guidelines forms from the website www.publichealth.pitt.edu.

If the essay or thesis schedule is not adhered to, faculty are under no obligation to ensure that students graduate in the desired term, meaning that students will have to register for an additional credit in a later term.

Upon completion of all program requirements, a form certifying the student's eligibility to graduate is filled out by Miriam, by all relevant persons and submitted to the Office of Student Affairs. Paperwork to clear any incomplete grades will be submitted at this time.

e. Human Subjects

When research for a practicum, paper or thesis involves human subjects, the project must obtain clearance from the University of Pittsburgh Institutional Review Board (IRB). Guidelines for applying for IRB approval are available online at www.irb.pitt.edu. Students must also complete the human subjects research modules, available on-line through the IRB website; and their proposals for research must undergo prior scientific review (approval of the Department Chair).

7. Application for Graduation

Each candidate for graduation must complete an official Application for Graduation available on the Pitt Public Health website, by the dates indicated. Students can access all information regarding graduation on the School's website and will be notified through the Weekly Update. Deadlines related to graduation (application, submission of paperwork) are posted outside the Office of Student Affairs and outside Miriam's office. The timetable for submission of documents pertaining to graduation must be strictly observed. There is a penalty for late filing, and if paperwork related to the thesis or essay is not submitted on time, graduation could be jeopardized. As noted above, faculty are under no obligation to ensure that students graduate when they want to, especially when students have not adhered to agreed-upon timelines and deadlines.

Students must be registered for at least one credit in the term in which they graduate. If students do not complete all degree requirements in the semester they intend to graduate, they must re-register and complete another application for graduation for the term in the degree will be awarded. Before any degree can be posted, “I” and “G” grades in classes required for graduation must be changed.

There are four graduations per year, in December, April, June and August. However, the University holds one ceremony per year, in late April or early May. Pitt Public Health holds a separate ceremony, on the same weekend as University graduation. Graduates from the previous June, August, and December are invited to participate in the spring ceremony. Graduating students will be sent information about obtaining caps, gowns and other graduation paraphernalia available at Graduation Central.

Diplomas are mailed to graduates. Diplomas are not ordered until after graduation; therefore, they are usually available several months after graduation.

III. FOR YOUR INFORMATION

A. STUDENT STUDY AREAS

A study area for students in Pitt Public Health is the student lounges, located temporarily on the 3rd floor of Crabtree Hall. The libraries most often used by BCHS students are Falk Library (412.648.8866), located in 200 Scaife Hall, the Western Psychiatric Institute and Clinic Library (412.624.2378), both of the Health Sciences Library System, and Hillman Library (412.648.7800), in the University Library System. The University provides several state-of-the-art computing laboratories; the closest to Pitt Public Health is located at B-06 Benedum Hall. Computers are also available for student use in the 3rd floor Pitt Public Health student lounges. Self-service printing is available from many on-campus locations including the 3rd floor of Parran: <http://technology.pitt.edu/service-locations/computing-labs/printing.html>.

B. INFORMATION SOURCES

Master's students are advised by academic advisors, who are assigned by the Admissions and Student Performance Committee when the student submits the \$250 deposit. Efforts are made to match students with faculty whose interests are similar and to accommodate students' preferences. However, advising students is one of the ways that faculty serve the department, and the responsibility for advising must be shared by all faculty. Academic advisors help students schedule courses each semester, give advice about professional development and generally help the students stay connected to the department. If you feel that working with another advisor would enhance your academic experience, please make your request to Dr. Terry.

Students are responsible for being in frequent contact with their academic advisor to ensure that all procedures are being followed and that all requirements are being met. Additionally, students should seek the advice of Miriam and/or Pitt Public Health Student Affairs staff concerning questions regarding School and University policies, procedures, and requirements. Also, other master's students are an excellent source of information. BCHS has a "Buddy" program that links newly admitted BCHS students with a BCHS continuing student as an additional mentoring resource.

All registration deadlines are on the Pitt Public Health website; these and other deadlines are posted outside the Office of Student Affairs are available on-line. It is the student's responsibility to be aware of these deadlines and accept the penalty for missed deadlines.

Sources of Information for BCHS master's students are:

The PITT PUBLIC HEALTH website

www.publichealth.pitt.edu

The BCHS web site

www.bchs.pitt.edu

Graduate and Professional Bulletin

<http://www.pitt.edu/~graduate/>

Regulations Governing Graduate Study at the University of Pittsburgh <http://www.pitt.edu/~graduate/policies.html>

University of Pittsburgh Academic Calendar

http://www.registrar.pitt.edu/course_calendars.html

University and Pitt Public Health Term
Class Schedules

www.publichealth.pitt.edu click on My Public Health, login using your Pitt credential and then click on Students, then Academics and Student Services, then Classes

University of Pittsburgh Style and Form Manual

<http://www.pitt.edu/~graduate/etd/templates.html>

Graduate School of Public Health Alumni
Information

<http://www.publichealth.pitt.edu/home/alumni>

Other Graduate School of Public Health publications

<http://www.publichealth.pitt.edu/home/news/marketing-publications>

Notices are also posted in the Weekly Update and on bulletin boards throughout the building.

Additionally, mailboxes are available for all BCHS students. These are *currently* located in the second floor hallway, between Room 207J and the black doors that separate Parran and Crabtree halls. Mailboxes should be checked frequently for notices to students and other mail. **PLEASE NOTE:** Mailboxes will be moved mid-October due to construction.

Please note:

The most efficient and quickest way of communicating with faculty and other students is via email. All enrolled students automatically receive a University of Pittsburgh email address. All notices regarding program matters are sent to this address. If students use a different mail address, their PITT email should be set up to forward to their other “main” email address, and it should be given to Miriam.

C. RELAY OF EMERGENCY TELEPHONE MESSAGES

Emergency calls will be taken by Miriam at 412.624.3107, or the Pitt Public Health Student Affairs Office, 412.624.5200. If the student is in class at the time of the emergency, every attempt will be made to relay the message to the student.

All address and phone number changes should be given to Miriam by phone (412.624.3107), or by e-mail (mpfagan@pitt.edu).

IV. FINANCIAL AID

A. GRADUATE STUDENT RESEARCHERS (GSRs)

Very little financial aid is available for master's students, particularly those in their first year. Students are advised to make their need for financial aid known to the BCHS Master's Program Director and Miriam, who can advise them concerning possible sources. A limited number of GSRs may become available.

B. SCHOLARSHIPS

1. Pitt Public Health Scholarship Endowment: Campaign for the Next 5000

This scholarship provides financial support for deserving students at Pitt Public Health. It is used to provide partial tuition support with consideration given to both needs-based and merit-based applicants and to achieve Pitt Public Health diversity goals. Although preference may be given to master's level students, scholarships may be awarded to either master's or doctoral students. Students are nominated by faculty members.

2. Book Center Scholarships

This \$100 scholarship is awarded to full-time students to defray the cost of text books and is based on demonstrated need. Students are nominated by program directors.

V. STUDENT GOVERNANCE

Students interested in serving on committees with student representation or who want to be active in any of the student government associations should contact the BCHS Master's Program Director. Opportunities for professional development are available in the following organizations:

American College of Health Care Executives – Students discuss health administration issues related to careers; associated with the Health Policy and Management Department.

American Public Health Association – Students are encouraged to join this national leading association of public health professionals.

Association of Women in Public Health – Students showcase research and gain skills through organizing conferences, sponsoring receptions and hosting dinners.

Global Health Student Association – This organization provides support for international students and facilitates interest in global health .

Minority Student Organization – This group promotes the welfare and interests of minority students by sponsoring social events and community outreach.

Pennsylvania Public Health Association – This state affiliate of APHA sponsors annual conferences and provides an opportunity for students to network with other students and public health professionals.

The Student Government Association and the Minority Student Organization have offices in the student study area on the seventh floor of Crabtree Hall. The organizations work jointly in the planning of several events held throughout the year and have been responsible for staffing the Pitt Public Health exhibits at the annual meetings of the Pennsylvania Public Health Association and the American Public Health Association. The Women in Public Health Association has partnered with a GSPIA group to organize a spring-term conference. Other student groups and organizations are listed on the University and Pitt Public Health web sites.

Additionally, the Graduate and Professional Student Association, GPSA, a University-wide organization can be reached at <http://www.pitt.edu/~gpsa2/>. There is a Pitt Public Health student representative to the University's GPSA, which in turn provides a student representative to the University Senate Council. This organization sometimes has travel funds available for students who plan to present at professional conferences.

Involvement in matters of governance can be enlightening and instructive for 36

students preparing for careers in academia. Immediate rewards come to the student involved in governance matters because of the opportunity to provide student input and to network with students across BCHS, Pitt Public Health and the University.

VI. ACADEMIC INTEGRITY

A student has the obligation to exhibit honesty in carrying out academic assignments. If a student violates this obligation, adjudication proceedings in accordance with University policy may be undertaken. In all cases, the objective is to provide fundamental fairness to the student as well as an orderly means for arriving at a decision, starting first with the individual instructor and then designated administrative officer or bodies. Academic integrity guidelines address issues of plagiarism, collaborating on assignments when individual work is required and using ideas of others without proper citations. Beginning in 2010, students are required to complete an on-line academic integrity module in their first semester. No student will be allowed to graduate until this module is completed.

VII. ACCESS TO STUDENT FILES

Students have the right to inspect all personally identifiable records maintained by the School and Department and may challenge the accuracy and content of the records through appropriate institutional procedures.

VIII. SO YOU'RE A GRADUATE NOW!

Upon completion of the MPH program in BCHS, you join over 200,000 Pitt graduates and over 5,000 Pitt Public Health alums. As an alumnus, you have the opportunity to continue being involved with Pitt through several organizations. One of these is the Pitt Alumni Association whose mission is to support the University and enrich the lives of alumni worldwide. As a dues-paying member of the Pitt Alumni Association you are entitled to many services, benefits, and programs, such as Alumni Travel, Alumni Publications, access to the University Libraries, discounts at the Book Center/University Press, reduced membership rates at the Pitt Club, and many more. For more information, check out the Pitt Alumni Association website at www.alumni.pitt.edu.

Another organization that may be of interest to you is the Graduate School of Public Health Alumni Society, founded in 1952 to promote the welfare and interests of Pitt Public Health and its alumni, and to foster close cooperation between alumni and the school. All graduates, students, faculty, and others who have made meritorious contributions to Pitt Public Health are considered members of the School's Alumni Society. Your participation is welcome in Society activities, which are designed to promote the welfare and interest of the University, Pitt Public Health and our alumni worldwide, as well as to support and advance the cause of public health. Information about Society activities and membership can be found at the Pitt Public Health website.

Finally, women who graduate from Pitt automatically become a member of the Alumnae Council, a group comprised of all women graduates from the University,

whether undergraduate or graduate. The Alumnae Council, an affinity council of the Pitt Alumni Association, has the mission of supporting the University and enhancing the educational experience of Pitt undergraduate women. The Council operates through a Board of Directors and sponsors the annual Lantern Night, awards the Distinguished Alumna of the Year and gives a \$1000 scholarship to a deserving freshman woman at Pitt. For more information about the Council and how you can get involved, consult the Pitt Alumni Association website.

APPENDIX:

FACULTY & STAFF CONTACT ROSTER

TABLE 1*
BCHS FACULTY CONTACT INFORMATION

Note: A description of each faculty member's research interests can be found online.

Faculty with Primary Appointments				
	Office	Phone	Email Address	Support Staff
Professor				
Steven M Albert, PhD	208 PubHI	412-383-8693	smalbert@pitt.edu	Celeste Petruzzi
Edmund M. Ricci, PhD,	207A PubHI	412-624-6393	emricci@pitt.edu	Jennifer Gray
Ronald D. Stall, PhD, MPH	A211 PubHI	412-624-7933	rstall@pitt.edu	Celeste Petruzzi
Associate Professor				
Jessica G. Burke, PhD	218 PubHI	412-624-3610	jgburke@pitt.edu	Chantel Durrant
Tiffany Gary-Webb, PhD	216 PubHI			Chantel Durrant
Jeanette M. Trauth, PhD,	217 PubHI	412-624-0968	trauth@pitt.edu	Chantel Durrant
Assistant Professor				
Patricia I. Documét, MD, DrPH	223 PubHI	412-624-1601	pdocumet@pitt.edu	Chantel Durrant
Mark S. Friedman, PhD	220 PubHI	412-624-3506	msf11@pitt.edu	Summer Haston
Christina Mair, PhD	219 PubHI	412-624-3613	cmair@pitt.edu	
Martha Ann Terry, PhD	222 PubHI	412-624-5887	materry@pitt.edu	Summer Haston
Visiting Assistant Professor				
Elizabeth M. Felter, DrPH	215 PubHI	412-383-9629	emfelter@pitt.edu	Summer Haston
Mary E. Hawk, DrPH	A226A PubHI	412-648-2342	meh96@pitt.edu	Jennifer Gray
Supriya Kumar, PhD	704A PubHI	412-624-0234	supriya@pitt.edu	
Visiting Instructor				
Todd Bear, DrPH	207G PubHI	412-624-3126	tobst2@pitt.edu	Jennifer Gray
Richard Garland	207L PubHI	412-624-4631	rig11@pitt.edu	Chantel Durrant
Post Doctoral Associate				

Faculty with Secondary Appointments			
	Office	Phone	Email Address
Professor			
Kathleen DeWalt, PhD	Department of Anthropology	412-648-7551	kmdewalt@pitt.edu
Michael Fine, MD	Center for Health Equity Research and Promotion	412-688-4867	finemj@upmc.edu
Melanie Gold, DO, FAAP	Student Health Services	412-383-1803	magold@pitt.edu
Charles F. Reynolds, MD	Department of Psychiatry	412-246-6414	chipr@pitt.edu
Richard Schulz, PhD	Dept. of Psychiatry	412-624-5443	schulz@pitt.edu
Jeannette South-Paul	Dept. of Family Medicine	412-383-2378	southpaulj@upmc.edu
Associate Professor			
Gerald M. Barron	Health Policy & Mgt./CPHP	412-383-2400	gbarron@pitt.edu
Valire Carr Copeland, PhD	School of Social Work	412-624-6324	sswvcc@pitt.edu
Denise Charron-Prochownik, PhD	School of Nursing	412-624-6953	dcpro@pitt.edu
Chyongchiou Lin, PhD	Dept. of Family Medicine	412-383-2360	cjlin@pitt.edu
Elizabeth Miller, MD	Dept. of Pediatrics	412-692-6677	elizabeth.miller@chp.edu
Richard K. Zimmerman, MD	Dept. of Family Medicine	412-383-2354	zimmer@pitt.edu
Assistant Professor			
Linda Duchak, MED	Health Policy & Mgt./CPHP		lid24@pitt.edu
Deborah E. Polk	School of Dental Medicine	412-648-8656	dpolk@pitt.edu
Linda B. Robertson, PhD	Department of Medicine	412-647-6586	robertsonlk@upmc.edu
Wesley M. Rohrer, III, PhD	Department of Health Policy & Management	412-624-3125	wmrun@pitt.edu

Joanne L. Russell	Center for Global Health	412-624-1634	joanner@pitt.edu
Visiting Professor			
Dana H. Bovbjerg, PhD	Department of Psychiatry	412-623-5965	bovbjergdh@upmc.edu
Instructor			
Barbara L. Folb	Falk Library	412-648-1974	folb@pitt.edu
Richard W. Rubin, PhD	School of Dental Medicine	412-648-2069	rrubin@pitt.edu
Lucas O. Musewe	School of Education	412-244-5028	lmusewe@pitt.edu

Faculty with Adjunct Appointments			
	Office	Phone	Email Address
Professor, Associate & Assistant			
Joshua A. Breslau	RAND Corporation		jbreslau@rand.org
Charles L. Christen	Pittsburgh AIDS Task Force		clcl42@pitt.edu
Alberto Colombi, MD, MPH	Volunteer		
Donna C. Doebler	UPMC		
Joshua M. Epstein	Johns Hopkins University		
Timothy F. Murphy, PhD	PA State Legislator	412-344-5583	
John M. Prendergast, MD	Mercy Hospital		
Angelica Starkey	Family Resources, Inc.		angelicatarkey@yahoo.com
John J. Zanardelli, MPH	United Methodist Services for the Aging		johnzan@pitt.edu
Lecturer			
Philip B. Hallen, MA	Volunteer		
Professor Emeritus			
John H. Marx, Ph.D.	Department of Sociology	412-624-9157	jmarx@pitt.edu
Myrna A Silverman, PhD	Department of BCHS		woman@pitt.edu

BCHS Departmental Staff				
	Title	Office	Phone	Email Address
David F. Arndt	Data Manager & IT Specialist	211 PubHI	412-624-2174	arndtd@pitt.edu
Edi M. Bernardon	Departmental Administrator	214 PubHI	412-624-9495	ediber@pitt.edu
Lora Ann Bray	Research Staff	207H PubHI	412-624-4388	lab47@pitt.edu
Sue Cotter	Associate Departmental Administrator	213 PubHI	412-383-7357	suecot@pitt.edu
Chantel J. Durrant	Support Staff	224A PubHI	412-624-5665	cjd13@pitt.edu
Thistle I. Elias	Research Staff	203A PubHI	412-624-5531	elias@pitt.edu
Summer Haston	Support Staff	224B PubHI	412-624-3106	srhaston@pitt.edu
Jennifer R. Jones	Research Staff	226 PubHI	412-624-8139	jrj25@pitt.edu
Jennifer King	Research Staff	202 PubHI	412-383-8630	jenking@pitt.edu
Laura Macia	Research Staff	224C PubHI	412-383-8982	lam60@pitt.edu
Teagen L. O'Malley	Research Staff	207JJ PubHI	412-624-3136	tlo8@pitt.edu
Celeste V. Petruzzi	Support Staff	209 PubHI	412-624-3102	celestep@pitt.edu
Michael Tokosh	Grants Administrator	212 PubHI	412-624-0676	mtokosh@pitt.edu

APPENDIX II:
CLASS SEQUENCING (Full-time Students)

Suggested Course Sequence: Full-time students, four-semester option

COURSES	FALL I	SPRING I	FALL II	SPRING II
School Core	EPID 2110 (3) HPM 2001 (3) PUBHLT 2015 (2)	BIOST 2011 (3) EOH 2013 (3)	PUBHLT 2016 Capstone (2)	
BCHS Core	BCHS 2554 Intro Comm Hlt (3) BCHS 2503 Practicum (1) BCHS 2525 Methods (3) OR BCHS 2520 Theories (3)	BCHS 2525 Methods (3) OR BCHS 2520 Theories (3) BCHS 2523 Planning (3)	BCHS 2504 Hlt Comm (3)* BCHS 2503 Practicum (2)	BCHS 2521 Essay/Thesis (3)
Electives	Certificate students: Check required sequencing	3 credits	8 credits	Pick up electives you'd like to take or go part-time and devote your time to the essay.

Because BCHS core courses are taught every fall and spring, you can take them in any semester that fits with your schedule. **However, please note:** BCHS 2520 is a prerequisite for BCHS 2504 Health Communication.*

APPENDIX III:

CHECKLIST OF REQUIRED COURSES

CHECKLIST OF REQUIREMENTS - MPH Program in BCHS

Name: _____ Starting Date: _____

	Date Completed	Credit Hours
Required Courses – GSPH Core (18-19 credits)		
• BCHS 2521 Essay/Thesis (2-3 credits)	_____	_____
• BIOST 2011 Principles of Stat (3 credits) s (late day)	_____	_____
OR BIOST 2041 Intro to Stat Methods (3 credits) f (late day)	_____	_____
• EOH 2013 Environ Hlth & Dis (3 credits) s (evening)	_____	_____
• EPID 2110 Principles of Epi (3 credits) f/sum (evening)	_____	_____
• HPM 2001 Health Pol & Mang in PH (3 credits) f/s (day)	_____	_____
• PUBHLT 2015 Biology (2 credits) f/sum (day/even.)	_____	_____
• PUBHLT 2016 Capstone (2 credits) f/s /sum (late day)*	_____	_____
• PUBHLT 2022 Grand Rounds (0 credits) f/s - 2 sem	_____	_____
Required Courses – BCHS Program Core (17-18 credits)		
• BCHS 2503 Practicum (2-3 credits)	_____	_____
• BCHS 2504 Health Comm. (3 credits) f/s (day/evening)**	_____	_____
• BCHS 2520 Theories (3 credits) f/s (late day/evening)	_____	_____
• BCHS 2523 Prog. Planning & Proposal Writing (3 credits) f/s (d)	_____	_____
• BCHS 2525 Applied Research Methods (3 credits) f/s (d/evening)	_____	_____
• BCHS 2554 Intro. Community Health (3 credits) f/s (d)	_____	_____
Elective Courses		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL CREDITS (minimum - 45)		_____
Advanced Study Credits (if applicable)	_____	<input type="checkbox"/>
Practicum paperwork complete	_____	<input type="checkbox"/>
Paper/Thesis paperwork complete	_____	<input type="checkbox"/>
IRB Module paperwork complete (2 modules)	_____	<input type="checkbox"/>
Academic Integrity Module complete	_____	<input type="checkbox"/>
Portfolio complete	_____	<input type="checkbox"/>

*Students must have completed all Pitt Public Health core courses (except for BCHS 2521) prior to enrolling PUBHLT 2016.

**BCHS 2520 is a prerequisite for BCHS 2504.

***MPH students must submit waivers for BCHS core courses in the first semester of study. Absolutely NO requests for core course waivers will be considered after this time.

APPENDIX IV:
BCHS REQUIRED COURSE WAIVER FORM

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH
SCIENCES GRADUATE SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF PITTSBURGH

REQUEST FOR EXEMPTION FROM MPH CORE COURSE

REQUIREMENT To: Designated Core Faculty Professor:
BCHS 2504 Health Communications - Elizabeth Felter
BCHS 2520 Theories of Health Behavior - Jeanette Trauth
BCHS 2525 Intro to Applied Research - Patricia Documét
BCHS 2554 Intro to Community Health - Jessica Burke/Martha
Ann Terry
BCHS 2523 Program Planning & Proposal Writing - Mary Hawk

To be completed by MPH Master's Student

Name: _____

BCHS Core Course for which exemption is requested:

Reason for exemption (courses, academic degrees, experience, etc. Use other side if necessary):

To be completed by Student's Advisor

Recommendation: _____

Signature _____ Date: _____
:

To be completed by designated Core Faculty

DECISION: _____

SIGNATURE: _____

Original copy of signed request must be given to core course instructor, then returned to Miriam Fagan.

APPENDIX V:

REQUEST FOR EXEMPTION FROM PITT PUBLIC HEALTH CORE COURSES

	Core Faculty (1)	Department Chair offering Core Course (2)
BCHS 2509	(1) Martha Terry	(2) Steven Albert
BIOST 2011	(1) Ada Youk	(2) Sally Morton
BIOST 2041	(1) Sally Morton	(2) Sally Morton
BIOST 2042	(1) Stuart Anderson	(2) Sally Morton
EOH 2013	(1) Aaron Barchowsky	(2) Bruce Pitt
EPIDEM 2110	(1) Thomas Songer	(2) Anne Newman
HPM 2001	(1) Everette James	(2) Mark Roberts
PUBHLT 2011	(1) Jeremy Martinson	(2) N/A
PUBHLT 2015	(1) Jeremy Martinson	(2) N/A
PUBHLT 2016	(1) Candace Kammerer	(2) N/A

APPENDIX VI:

INDEPENDENT STUDY FORM

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

Master's Program Independent Study Pre-Registration Form

NAME: _____

TERM/SESSION REGISTERED: _____

DATE: _____ # CREDITS: _____

TITLE OF INDEPENDENT STUDY: _____

DESCRIPTION OF OBJECTIVES: _____

EXPECTED FINAL PRODUCT (e.g., paper, article, poster): _____

EXPECTED COMPLETION DATE: _____

NAME OF STUDENT: _____

SIGNATURE OF STUDENT: _____

NAME OF FACULTY SUPERVISING INDEPENDENT STUDY:

SIGNATURE OF FACULTY MEMBER: _____

APPENDIX VII:

MASTER'S ESSAY/THESIS FORMS

Master's Essay/Thesis Readers:

1. Identify readers

a. Essay main reader/thesis advisor:

Name	Degree	Dept.
------	--------	-------

b. second reader:

Name	Degree	Dept.
------	--------	-------

Required for thesis:

c. third reader:

Name	Degree	Dept.
------	--------	-------

d. fourth reader (optional):

Name	Degree	Dept.
------	--------	-------

2. Prepare proposal (see attached outline)

3. Attached proposal and timeline have been approved by readers:

a. Master's essay/thesis advisor: _____
Signature Date

b. second reader: _____
Signature Date

Required for thesis:

c. third reader: _____
Signature Date

I, the undersigned, have discussed the attached proposal and timeline with those indicated above and agree to submit work as indicated on the timeline.

Print Student Full Name

Student's Signature Date

Master's Essay / Thesis Proposal

While variations in internal design of the final paper are expected, all manuscripts must address an issue of public health significance. The proposal must address the following elements:

- i. The purpose of the study or research, description of the agency or environment of data collection (if relevant), public health significance, and scope or focus of the study or research, including, where appropriate, the hypothesis to be tested
- ii. Background; an introduction to the literature on the topic and where relevant, theoretical foundation
- iii. Methods: how information will be collected, analyzed, and limitations or problems
- vi. Implications of the findings; why this topic is important
- vi. Potential uses for the findings

ALSO include scheduling/timeline of tasks/anticipated graduate date (as agreed to by the student and readers). Timeline should include a detailed outline and enough time for drafts and revisions (form attached).

TIMELINE *

1. Proposal to readers: _____
2. First draft to readers: _____
3. Reader comments to student: _____
4. Second draft to readers: _____
5. Reader comments to student: _____
6. Third draft to reader(s): _____
7. Reader comments to student: _____
8. Defense scheduled (thesis only): _____
10. Final version submitted: _____

***Nota bene:** An effective strategy is to establish the time line from back to front by first identifying the due date (available from Joanne Pegher in Student Affairs). Set due dates for drafts approximately one month apart, which allows for the student to write and edit, and allow a week's turnaround time for comments from readers. Insist on three drafts, and adherence to the agreed-upon timeline. Even if the student feels that the first draft is not complete, it is useful to review it with the student.

APPENDIX VIII:

AUTHORSHIP EQUITY GUIDELINES

Authorship Equity in BCHS

Issue

Joint authorship of papers submitted for publication should be fair and inclusive, with all contributors listed as authors in an order that reflects their proper contribution. However, without a transparent procedure for assigning authorship, we risk accidental exclusion or unfair claims to priority in authorship. Given the asymmetry of rank in academia, students, junior faculty, and staff may be at greater risk of unfair practices. However, we recognize as well that senior faculty may also be excluded in the rush to publish.

Authorship equity must also recognize a series of important differences: in journal requirements for authors, in disciplinary standards for order in authorship, in a contributor's comfort in working with multiple authors, and in the contribution authors are most comfortable making.

Charge of Authorship Equity Committee

For these reasons, we have formed an authorship equity committee to develop standards for authorship. The aim of the Committee is to disseminate these standards; to provide a forum to adjudicate disputes, if needed; and to encourage greater joint authorship, in particular with students. Joint authorship can allow authors to be more productive and may lead to better publications and more efficient use of data (it can also be more fun working with colleagues); but it is something that needs to be learned and guided by explicit standards.

General Guidelines for Joint Authorship

1. *Err on the side of inclusiveness.* Colleagues or students who helped design a study, who suggested a key analysis, who conducted analyses, who drafted parts of the manuscript, who reviewed the manuscript for content, or who played a central role in securing funding or gaining access to research participants are all candidates for authorship. The principal investigator for a project should set a tone that encourages staff, junior faculty, and students to participate in writing papers for publication.
2. *Take into account different abilities of potential authors.* Senior faculty effort may be required to make a paper competitive for publication (for example, by rewriting it or by responding more effectively to reviewer criticism). This effort should help students, staff, and junior faculty move manuscripts toward publication. Senior faculty should consider a secondary role in authorship in such cases (for example, giving up the first author position) if the paper is largely the effort of more junior investigators.
3. *Use the writing committee model.* To avoid conflict after authors have already invested work in a paper, principal investigators of a project may want to consider convening a writing group of all potential authors before anyone starts a paper. At meetings of this group, assignment of paper topics and division of labor should be clarified. Benchmarks for paper progress may be set as well as likely venues for publication. This is the proper forum to work out the order of authorship.
4. *Use a sign-off procedure for paper submission.* Many journals now require that all authors sign a form indicating their claim to authorship. The first or corresponding author should send the final version of the manuscript to all authors with a specified time period for comment (say, 2 weeks). No response means assent to content of the paper and position in a list of authors.

5. Do not *inflate the author list*. People who did not make a contribution to the paper or research project should not be included as authors. Also, more than 5-6 authors may be questioned by journals.

6. *List student as first author in papers emerging from theses.* For articles emerging from masters and dissertation theses, students should consider adding the primary faculty supervisor as a minor author (last or middle). An exception would be a case where a faculty member substantially adds to the thesis, and the student and faculty member agree this is a new effort. In that case, the student would likely be a subordinate author. This scenario would most likely apply to a paper covering a topic outside the primary analysis of the dissertation.

These broad guidelines will not prevent all conflict but present a broad outline of an equitable approach to joint authorship that encourages increased collaboration.

Department Policy Innovations Relating to Authorship Equity

In addition to these standards, we propose a number of important policy innovations for the Department.

1. *Provide incentives for joint publication with junior faculty, research staff, and students.* In promotion reviews and yearly evaluations, the BCHS chair should take into account joint publication efforts as a positive attribute. Faculty who take a second or last authorship in a paper led by a student or junior faculty member should be rewarded. Publication with students should be a valued category in itself.
2. *Convene a research committee to promote publication.* A monthly meeting, led by a research committee of senior faculty, could be held to review manuscripts, entice students to work on dormant data, suggest journal venues, and build collaborations. This could be part of an internal peer review process for authors seeking comment. The Research Committee will have a chair, who will announce the meeting, solicit manuscripts for discussion, and ensure that discussion is constructive.
3. *Use the BCHS website to highlight Department commitment to publication with students.* This could be an important recruitment resource.
4. *Accumulate a yearly count of papers published by Department members and track publications involving students and staff.* In this way we can evaluate the success of efforts to increase joint publication.

APPENDIX VIX:

ACADEMIC INTEGRITY MODULE

Academic Integrity Module Policy for Students
(revised June 8, 2010 and submitted to EPCC for a vote, approved by EPCC on June 14, 2010 with revisions approved by PITT PUBLIC HEALTH Council July 2010)

Effective August 30, 2010, all enrolled students at the Graduate School of Public Health (PITT PUBLIC HEALTH) are required to complete the *PITT PUBLIC HEALTH Student Academic Integrity Module* by the last day of the month of September. This is to ensure that PITT PUBLIC HEALTH students are familiar with the University of Pittsburgh's academic integrity policy, and to prevent violations of academic integrity.

Students will be deemed to have completed the module satisfactorily by scoring 80% or higher on the module assessment. Those who have not successfully complete the module assessment with a qualifying score of 80% or higher by the first business day of October will not have the advising hold removed from their student registration account. This hold does prevent registration for the subsequent semester's classes. The hold will be removed only after the student demonstrates satisfactory completion of the module.

All new students enrolled in a PITT PUBLIC HEALTH program (certificate, degree, or non-degree) will be required to complete the PITT PUBLIC HEALTH Student Academic Integrity Module during their first semester. All continuing students, enrolled in the fall term 2010 will also be required to complete the module by September 30, 2010. Students who enter PITT PUBLIC HEALTH with non-degree status, and are later admitted into a PITT PUBLIC HEALTH certificate or degree program within one academic year of having completed this instruction will not be required to repeat it. In summary, PITT PUBLIC HEALTH students will be required to complete this module only once unless significant changes in University or School policy require recertification.

The Office of Student Affairs will establish a deadline for completion of the module for each subsequent semester so as not to disadvantage PITT PUBLIC HEALTH students in the registration process. Students will be notified of this date through Office of Student Affairs communications and their respective department liaisons.

The student's department liaison will be required to monitor student completion of the module and ensure that the certificate of completion is filed in the student's academic file housed in the department. Department liaisons will notify the Office of Student Affairs if students do not complete the module by the deadline.

APPENDIX X:

School –Wide MPH Essay/ Thesis Completion Policy

School-Wide MPH Essay/ Thesis Completion Policy

I. Requesting committee chair/main reader and/or faculty advisor and additional committee members/readers

Students will confer with their academic advisor or other designee about the essay/thesis in the semester prior to the one in which they plan to graduate. Students will request faculty members to serve as committee members/readers no later than the end of the semester prior to the one in which students plan to graduate.

II. Timeline for submitting drafts to committee members/readers

The chair/main reader and student together will determine the timeline for submitting drafts, as many as are needed, so that the student can produce a high-quality paper and graduate on time, without putting undue pressure on readers.

III. Students will submit the final version of the essay/thesis to committee members/readers at least two (2) weeks prior to:

- a. the defense date, in the case of the thesis, or
- b. the final upload date, in the case of the essay.
- c. **Only** the director of the program can request Student Affairs to grant an extension to complete work on the thesis/essay. Student Affairs will not grant extensions directly in response to student or advisor requests. After the readers/committee members have indicated their final approval of the essay/thesis by turning in the fully-signed ETD form for theses and [to be named] form for essays to Student Affairs, students may work directly with Student Affairs on formatting issues and any extensions that may be required for those.
- d. Not adhering to this timeline can result in the failure of the student to graduate in the desired semester, necessitating registration for an additional credit in another semester.

IV. Expectations

- a. Students are expected to keep their main advisor apprised of all correspondence and discussion with their thesis committee members or essay readers.
- b. Students and their thesis advisor/essay main reader should discuss the process for getting feedback from other readers.
- c. While quality of the paper and extent to which feedback from outside readers is incorporated are up to the discretion of the student's department, there is an expectation that papers will be high quality and that feedback from all readers reviewed and considered.

The master's essay/thesis is a scholarly work that reflects the student's acquisition of knowledge, ability to synthesize information into a well-organized, coherent document, and development as a professional.