UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

MASTER'S STUDENT HANDBOOK

Academic Year 2018-19

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; select and apply appropriate qualitative research methods; evaluate programs; and use community engaged approaches to build a knowledge base and gain understanding of how to improve quality of life for all. The Department is firmly committed to competency-based education as developed by the Council on Education in Public Health (CEPH).

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 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 and Pitt Public Health certificate programs. These include certificates in Latin American Studies, Eastern Asian Studies, and Women's Studies; and Global Health, Health Equity, Evaluation of Public Health Promotion and Health Education Programs, and Lesbian, Gay, Bisexual & Transgender Individuals' Health and Wellness.

The Department cooperates closely with the following Centers:

1) Center for Health Equity, Dr. Noble Maseru, Director
2) Center for Aging and Population Health, Dr. Anne B. Newman, Director
3) Center for Healthy Environments and Communities, Dr. Bruce Pitt, PhD, Interim Director
4) Evaluation Institute, Dr. Mary Hawk and Dr. Todd Bear, Co -Directors
5) Center for Public Health Practice, Dr. Wendy Braund, Director

General administration of the Department is carried out by the chairperson (Steven M. Albert), the Associate Chair for Science and Research (Mary Hawk), 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, and the MPH Curriculum 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 are asked to participate on Department, School, and University committees, as appropriate.

C.   Faculty and Students

The Department has 15 primary faculty members. Additionally, 24 faculty members hold secondary appointments in Behavioral and Community Health Sciences; 13 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 125 students in its programs. About 100 students are currently enrolled in the MPH program, including new, continuing and joint degree students, and another 22 are enrolled in the DrPH and PhD programs.

D.   RESEARCH AND FACULTY INTERESTS

Through their research, faculty 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. He is the Hallen Chair of Community Health and Social Justice. 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, falls prevention, firearm violence, and healthy aging. He has active international research collaborations in Sri Lanka and Israel.

Todd Bear, MPH, PhD
Dr. Todd Bear is an Assistant Professor in Behavioral and Community Health Sciences. His primary research interests include health survey surveillance and the study of adversity, including child maltreatment and exposure to violence, and its 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 utilizes 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.

Dr. Bear co-directs the Evaluation Institute for Public Health and directs the Office of Health Survey Research, which conducts numerous health surveys yearly at the local, regional, and national level. He currently teaches Health Survey Methods (BCHS 3002) and Measurement in Social and Behavioral Sciences (BCHS 3030), and provides support and guidance via practicum and independent study to students conducting survey based research.

Andre L. Brown, MPH, PhD
Dr. Brown is a Visiting Assistant Professor in the Department of Behavioral and Community Health Sciences. His research examines the social and cultural factors influencing the mental health and sexual behaviors of Black men--especially Black men who have sex with men. He is interested in translating the findings from his research into policies and interventions that improve the health and life expectancy of Black men. He teaches BCHS 2520 Theories of Health Education and Health Behavior.

Jessica Burke, MHS, PhD
Dr. Burke is Professor and Associate Chair 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.

Robert Coulter, MPH, PhD
Dr. Coulter is an Assistant Professor in the Department of Behavioral and Community Health Sciences. His mission is to eliminate substance use and violence inequities for sexual and gender minority youth (SGMY; e.g., adolescents who identify as lesbian, gay, bisexual, transgender, queer [LGBTQ+]). To accomplish this, his research focuses on (1) examining the complex social mechanisms producing SGMY health inequities; and (2) designing, implementing, and evaluating interventions aimed at reducing violence and substance use inequities for SGMY. His studies use multiple methodologies, including

quantitative, qualitative, human-centered design, systems science, and stakeholder-engaged research. Jos research has been published in peer-reviewed journals, including *Addiction, American Journal of Public Health, Journal of Adolescent Health,* and*Prevention Science*, and these results were subsequently highlighted in various media outlets, including *Huffington Post, NPR,* and *Reuters*. He thrives on mentoring students and welcomes the opportunity to work with both undergraduate and graduate students who are interested in studying LGBTQ+ health and interventions using quantitative, qualitative, human-centered design, systems science, or stakeholder-engaged research methods. He teaches BCHS 2991 Multilevel Analysis in Public Health; BCHS 2992 Systems Theories and Approaches and BCHS 3503 Prevention & Implementation Science: Translating Knowledge to Practice.

Patricia I. Documét, MD, MPH, DrPH
Dr. Documet is an Associate Professor in the Department of Behavioral and Community Health Sciences, at the University of Pittsburgh. She was trained as a pediatrician in Peru and holds a Master's of Public Health, a Certificate in Latin American Studies, and a Doctor of Public Health degree. Education is an integral part of all that she does as a faculty member.
Her focus is on the influence of social relationships on health among disempowered minorities, especially Latinos. Her ultimate goals are 1) to increase health equity by using social network and participatory theories to train researchers and practitioners, especially those from disadvantaged groups, and 2) to empower communities. The research she conducts contributes to scientific development, and also enriches her in-class instruction. Over time, her studies have become increasingly participatory, enabling her to involve students in data collection and analysis as well as in collaborative design. Most of her current work involves peer support or community health workers (CHW). For nine years she has been associated with the Latino Engagement Group for *Salud* (LEGS), a coalition comprised of community members and organizations working with Latinos, focused on community-based participatory initiatives.
Together, they have completed an assessment of the health of Latino immigrant men and have implemented a male *promotores* (CHW) network in Pittsburgh. Trained *promotores* have assisted participants in building community connections and obtain health services. The team continues working with the LEGS in new initiatives. In the same vein, she is collaborating with faculty across campus in implementing a CHW intervention to prevent obesity among Latino children. In another study, *Raices*, she teamed up with faculty of the School of Education to use quasi experimental methods to test a community health worker initiative for Latinos. Her research interests include social relationships, cancer, breastfeeding, racial and ethnic disparities, evaluation, violence and global health.

James Egan, PhD, MPH
Dr. Egan is an Assistant Professor in the Department of Behavioral and Community Health Sciences (BCHS). His current research centers on the health and wellbeing of LGBT populations, biobehavioral HIV prevention, and healthy aging for gay, bisexual, and other men who have sex with men (MSM). He is a co-investigator on the NIH funded Epi-PrEP project, a collaboration with Fenway Health in Boston, exploring short-term episodic dosing for PrEP to prevent HIV infection. He is also an investigator on a NIH-funded project

examining resiliencies among older MSM in the Multicenter AIDS Cohort Study (MACS). In addition, Dr. Egan partners with other faculty on a qualitative study funded by the Dean's Pilot Grant Program to investigate Naloxone distribution to reduce opioid overdoses in Pittsburgh. James is also the Principal Investigator on an NIH R21 project to study the impact of a computer- based game on developing help seeking behaviors of LGBT youth.

Thistle Elias, DrPH, MPA
Dr. Elias is an Assistant Professor in the Department of Behavioral and Community Health Sciences. Her research interests are in the areas of community-engaged evaluation and research, qualitative methods 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, a decade of local Early Head Start continuous quality improvement, a three year exploration of aging in public housing, and a CDC-funded, five year initiative to improve women's health. 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 co-directs Bridging the Gaps-Pittsburgh, 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 a 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 an Assistant Professor in Behavioral and Community Health Sciences. She has been a Certified Health Education Specialist (CHES) since 2001 and leads the department's health communication/health risk communication curriculum. Her teaching portfolio has expanded to include development of infographics, preparation of public service announcements, and use of video for public health communication. Her classes, which include Overview of Health Communications, Risk Communication, Doctoral Seminar in Health Communications, and Worksite Health Promotion, involve interaction with community organizations and agencies throughout the county. Dr. Felter's research and practice-based work is focused mainly in the area of health education/ communications and worksite health promotion. She has worked on a number of research projects, including StairWELL to Better Health and the Garden Market Project at the Centers for Disease Control and Prevention, and assessments of worksite wellness committee function at PPG Industries. She also has provided research support for the Allegheny County Department of Health's Maternal and Child Health Division and health communications support to many local human service organizations. Dr. Felter is coauthoring a study guide for the CHES exam, slated for publication in 2018, and her scholarly efforts in health communication have appeared in key papers published in the *Journal of Occupational and Environmental Medicine*. She codirects the department's practicum program, serves as chair of the Professional Preparation and Practice committee for the Pennsylvania branch of Society for Public Health Education,

organizes media efforts for the department, is a sought-after advisor, and serves on more than 10 MPH theses committees per year.

Richard Garland, MSW
Mr. Garland is an Assistant Professor 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 is a Professor of Behavioral and Community Health Sciences and Epidemiology at the University of Pittsburgh Graduate School of Public Health. She is most known for her community-based intervention work among urban African Americans with type 2 diabetes using a combined community and clinical approach. Dr. Gary-Webb's most recent work examines the social and environmental determinants of racial disparities in obesity, particularly for African Americans. She examines whether neighborhood SES and the built environment impact weight-related health behaviors and response to weight-loss interventions. Her research program is divided into three defined areas: 1) the social determinants of diabetes and obesity, 2) interventions to improve diabetes outcomes for Minority populations, and 3) translation of research findings to practice and real-world evaluation. Dr. Gary-Webb holds leadership roles in several professional organizations including the American Public Health Association (APHA) and the American Diabetes Association (ADA).

Mary Hawk, DrPH
Dr. Hawk is an Associate Professor in BCHS. Though originally trained as a social worker and experienced in services designed to mitigate the impact of HIV, she turned to the field of public health in recognition of the need to test and replicate structural interventions to improve HIV health disparities for marginalized populations including those who are unstably housed and have substance use disorders. Recent work includes a sequential exploratory mixed methods study to optimize naloxone distribution to reduce opioid overdose deaths. As the Co-Director of the Evaluation Institute for Public Health at the University of Pittsburgh, Dr. Hawk has led a number of program evaluation studies including a mixed methods study to evaluate service delivery in an HIV clinic. Through this work, she led an effort to operationalize and conceptualize harm reduction approaches for health care providers. Dr. Hawk is a founding board member of The Open Door, Inc., a harm reduction housing program in Pittsburgh, PA that serves chronically homeless people living with HIV/AIDS. She has used her work with The Open Door to inform "bottom up" public health programs, including

the development of client- centered and harm reduction-informed financial management services to improve outcomes for people living with HIV/AIDS. In 2017, Dr. Hawk received funding from the National Institute of Mental Health under the R01 mechanism to test the impact of client-centered representative payee services on ART adherence among marginalized people living with HIV/AIDS.

Christina Mair, PhD
Dr. Mair is a social epidemiologist and an Assistant Professor in the Department of Behavioral and Community Health Sciences. Her research focuses on the social ecology of substance use, model-based approaches to study drinking behaviors and related problems, and population- based analyses of alcohol-related problems such as violence. She is the Principal Investigator of an NIH NIAAA-funded R01 that uses small scale multi-methods approaches, including local survey and archival data, to assess four specific social mechanisms that may link over- concentrations of off-premise alcohol outlets in neighborhood areas to alcohol-related problems (e.g., violence and heavy drinking). She also leads an NIH project to generate behavioral risk models in an agent-based modeling framework to better understand and intervene to reduce alcohol-related problems in community contexts. In addition to her alcohol-focused research, she studies the spatial and social patterns of opioid use in Pennsylvania.

Noble A-W Maseru, PhD, MPH
Dr. Maseru is a Professor in the Department of Behavioral and Community Health Sciences, Director of the Center for Health Equity, and Associate Dean of Diversity and Inclusion at the Graduate School of Public Health. Dr. Maseru served for more than a decade as health commissioner for the City of Cincinnati Health Department where he devoted his energies to achieving a healthier Cincinnati through establishing strategic partnerships with numerous public, private and grassroots, to address health equity issues. He served as director and health officer for the City of Detroit Department of Health and Wellness Promotion and the faculty at Clark Atlanta University School of Social Work. His work with the Public Health Sciences Institute at Morehouse College to promote academic and research collaboration between Historically Black Colleges and Universities (HBCUs) led to the establishment of the Academy of African American Public Health Programs. Maseru was also the founding director of the Morehouse School of Medicine's Master of Public Health Program. Maseru's primary research interests are public health policy issues associated with the socioeconomic development of municipalities as they relate to social determinants of health, the Health in All Policies perspective and the public sector's role in achieving health equity for its citizenry.

Martha Ann Terry, PhD
Dr. Terry is an Associate Professor in the Department of Behavioral and Community Health Sciences, with secondary appointments in the Department of Anthropology, Gender, Sexuality and Women's Studies, and the School of Nursing, adjunct faculty in the Graduate School of Public and International Affairs and affiliated faculty in the Center for Latin American Studies and the Center for Health Equity, 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. She is a member of the editorial board for <u>AIDS Education and Prevention.</u> 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.

2. PROFESSORS EMERITI

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 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 <u>Journal of Health and Social Policy</u> and <u>PreHospital and Disaster Medicine</u> and recently served as Chair, Health Care Research Training Study Section, Agency for Health Care Research And Quality (AHRQ, HHS).

Jeanette M. Trauth, PhD

Dr. Trauth is Associate Professor Emerita in the Department of Behavioral and Community Health Sciences. Her main area of research is the social determinants of health. She is interested in exploring this issue from the perspective of the framework laid out in the Robert Wood Johnson Foundation's Building a National Culture of Health, which focuses on four areas that support improved population health. One area, well- being and equity, is of particular interest to her—that is, creating healthier, more equitable communities. She was a recent recipient of three course development grants to travel to the UK, to learn about what researchers, local government officials, and community groups are doing to address problems like social isolation and loneliness by promoting social connections and thus create healthier communities.

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 and 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 and 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 use social and behavioral theories and concepts to assess the health status and needs of populations, select and apply social/behavioral science research methods to evaluate programs as well as develop recommendations for policy, and use community-engaged approaches to build community capacity. 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 1 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 disciplines as psychology, biology, journalism, anthropology, graphic arts, communications and English.

B. OBJECTIVES

Students in the BCHS MPH Program will learn to do the following:
1. Identify strategies for engaging communities and systems in advancing research and improving health through collaboration, partnerships and strengths-based approaches
2. Synthesize and apply established and novel social and behavioral methods and tools to advance research and improve population health
3. Apply health education and health promotion theories to the development of programs that take into account the context in which they will be implemented
4. Develop a mechanism-based causal framework that applies a systems science approach and integrates relevant theory.
5. Apply modeling and simulation to social processes

FIGURE 1: FRAMEWORK FOR SOCIAL/BEHAVIORAL SCIENCES IN PUBLIC HEALTH FOR THE MASTER OF PUBLIC HEALTH PROGRAM
DEPARTMENT OF BEHAVIORAL AND COMMUNITY HEATH 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	Community Health Assessment Ability to assess community /population health status and needs, including: - 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.	Program design and Implementation - 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. Program Monitoring and Evacuation - 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.	Understand legal and political process and procedures related to public health program structure and operation. Ability to translate scientific findings into policy recommendations. Ability to communicate scientific findings to lay public and politicians. Ability to document and communicate needs, resources to lay public, and politicians. Ability to develop coalitions.

| Social/Behavioral Knowledge Areas Applied to Public Health | - 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. | - 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.) | - 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 Program 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 cases when 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 consider 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 Wednesday, 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. An orientation event is held in early January, though on a much smaller scale.

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 in 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 must have completed and earned a C or better in a three-credit math or statistics class taken in a math or statistics department. They must also have completed six credits of social sciences (anthropology, economics, geography, political science, psychology, social psychology).

4)   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). Though the University of Pittsburgh requires a minimum TOEFL score of 550 on the written test or 80 on the Internet test, *BCHS requires scores of 100 on the TOEFL and 575 on the IELTS for consideration.* Applicants with a score lower than this are not eligible for admission. TOEFL must be taken within two years of application.

5)   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 are in Appendix II. The program is designed to be completed in four semesters of full- time study (fall, spring, fall and spring), though with careful scheduling and full-time course load, the degree can be finished in three semesters. 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 will take more planning to lay out because of core course scheduling and their own work schedules. Part-time students cannot complete the MPH program without registering for 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 are available at http://www.publichealth.pitt.edu/Portals/0/Main/Academics/Forms/1FINALMPH%20 Core%20Course%20Exemption%20Form_3.pdf. Appendix III contains checklists of required courses so that you can track your progress toward completing the program.

Foundations of Public Health
PUBHLT 2033 (1 credit) fall/summer (***must be taken in the first fall***)

Public Health Communications
PUBHLT 2034 (2 credits) fall/spring/summer

Principles of Statistical Reasoning
BIOS 2011 (3 credits) spring (BIOST 2041 can be substituted – fall)

Principles of Epidemiology
EPID 2110 (3 credits) fall/summer

Environmental Health and Disease
EOH 2013 (2 credits) spring only

Health Policy and Management in Public Health
HPM 2001 (3 credits) fall/spring

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

Applications in Public Health
PUBHLT 2035 (2 credits – 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. THEORY SERIES:
      A) Theories of Health Behavior and Health Education
      BCHS 2520 (1 credit) spring
      B) Systems Approaches
      BCHS 2992 (1 credit) spring
      C) Social Dynamics
      BCHS 2990 (1 credit) spring

   ii. Introduction to Applied Research Methods
       BCHS 2525 (3 credits) fall

   iii. Introduction to Community Health
        BCHS 2554 (3 credits) fall

b. Required electives: students must choose a minimum of six credits from an approved list of courses (see Appendix for checklist)

c. Additional electives: students choose electives courses to reach the minimum of 45 credits required for the degree. Electives can be chosen from among department courses, offerings in other public health departments and other University departments.

d. Experience in applying theories and methods:
   • Practicum
   BCHS 2503 (1-3 credits) fall/spring/summer

   • 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.)

In addition, students are required to create an electronic portfolio that helps them track meeting program-specific and MPH-wide competencies.

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 the Student Services staff person, currently Paul Markgraf. 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, 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. Field placements in Social Work count as the practicum. Dr. Steve Albert is the Co-Director of this joint program and shares advising of students with Dr. Noble Maseru and Mr.
Richard Garland.

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

        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 the joint programs be full- time students. Students complete a 300-contact hour practicum that meets the requirements in both schools. Dr. Martha Ann Terry is 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, and the dissertation fulfills the essay/thesis 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

The School places 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 do the following:

     a) Complete an enrollment worksheet;
     b) Review it with your academic advisor, Dr. Terry, or Paul;
     c) Turn in the completed, signed, enrollment worksheet to Dr. Terry or Paul;
     d) have the hold lifted by Dr. Terry or Paul and receive 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 <u>and</u> the hold is released by either Dr. Terry or Paul Markgraf, the only two people in BCHS who have been authorized to lift holds. 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 Paul Markgraf (pjm111@pitt.edu) or Dr. Terry (materry@pitt.edu). Because permission codes can be issued only by the department offering a particular course, if you need a number for a course in another department, you will have to contact that entity directly. 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 for the section of the correct instructor and be sure to manually add the number of credits for which you are registering.

You are responsible for knowing 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. But ultimately, the responsibility lies with you.

We periodically 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, Paul, or the Pitt Public Health website. Course schedules are available on line; registration forms and other forms related to enrollment and transfer of credit are available in Paul'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 students become inactive, they 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 at other institutions 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 (grade lower than a C) 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; if a student earns a C in a school 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.

Students must earn a grade of B or better in departmental core courses.

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. Paul 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 that 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 withdrawal" 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 for non-classroom "courses," in cases when work is likely to take more than one semester to complete. Only practicum, independent studies 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 Paul 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 Paul. The form to request a waiver of a Pitt Public Health core course is available at http://www.publichealth.pitt.edu/Portals/0/Main/Academics/Forms/Core%20Course%20Exemption%20Form_2018_FINAL.pdf?ver=2018-07-30-210423-573.

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 can 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, they 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 or organization 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, though 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. Students in the joint programs with GSPIA will work with advisors in both programs to ensure that a practicum experience meets the requirements for both.

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). Beginning in Fall 2018, incoming students are required to identify two deliverables that result from their practicum work. In addition, students are required to identify five competencies (at least three from the school-wide CEPH competencies; two can come from the departmental competencies) that they will meet through their practicum experience.

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 Paul. No student will be verified to graduate without this certification.

5.   Portfolio

Beginning in Fall 2018, all master's students are required to create and maintain an electronic portfolio. The template for portfolio elements will be provided to students, and

update sessions will be held with Drs. Hawk and Terry.

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. Students in the joint program with Social Work meet this requirement through their field placements. Students in the joint program with Anthropology meet this requirement by conducting fieldwork.

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. The student is expected to demonstrate verbal and technical proficiency in expository writing. Essays or theses are typically 40-80 pages long, double-spaced and formatted using the University approved template. 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. In BCHS, 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 in BCHS do not differ with respect to quality, content or length.***

For reader eligibility, students should consult Paul 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.   <u>Type of Essay or Thesis</u>

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

i.   Original research
This may involve the formulation of a hypothesis and the collection and analysis of data to test a hypothesis. Or it may be a formative or exploratory project. 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. The project could demonstrate a methodology, or structure, and/or process that could potentially have much wider 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 determine the success of a specific program in meeting its objectives. This approach requires that the student make suggestions for improvement in effectiveness or possibly 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.

b.   One-article option

Master's students may choose the one-article option for the master's thesis or essay of any type. Students should produce an article of publishable quality and will 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 or essay 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.

c.   Topic Selection

Topics for essays and theses vary depending on the student's past experience, both academic and professional, the practicum, 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.

d.   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. University formatting guidelines are available on the Pitt Public Health website – graduation information. 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

e.   Essay or Thesis Process

i. Master's essay readers

For the essay, students identify two readers, one from the BCHS core faculty list and one who is not a core BCHS faculty member. This can be a faculty member in another Pitt Public Health department or another University department. 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 essay/thesis forms, found in Appendix X. 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) and submitted to Paul with the signed reader/committee page, indicating that readers/committee members have agreed to work with the student on the proposed paper.

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 in the semester 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 that anyone in the University community or from the general public can attend. Standards 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, are 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 them with a copy. In addition, students are required to meet with Joanne Pegher in Student Affairs to verify formatting and adherence to other University requirements.

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 and reapply to graduate.

Upon completion of all program requirements, a form certifying the student's eligibility to graduate is filled out by Paul, 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 in the Office of Student Affairs and on the Pitt Public Health website. 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 to an S or a letter   grade.

Pitt Public Health has four graduation dates 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

Each department in Pitt Public Health has been allocated quiet study areas for students. The BCHS room is 6121C, which is used by both doctoral and MPH students. We share this space with students from HPM. Mailboxes for all BCHS students are housed in this space.

The libraries most often used by BCHS students are Falk Library (412.648.8866), located in 200 Scaife Hall, part 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 A438. Self-service printing is available from many on-campus locations including the A438: 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 is 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 Paul 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.

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

http://www.publichealth.pitt.edu/

The BCHS web site

https://www.publichealth.pitt.edu/bchs/_rdr

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
https://www.provost.pitt.edu/students/academic-
calendar

University and P i t t P u b l i c H e a l t h 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.h
tml

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 located in
the 6th floor study area. We advise students to check these frequently.

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 Paul.

C.   RELAY OF EMERGENCY TELEPHONE MESSAGES

Emergency calls will be taken by Paul 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.

Please notify Paul (pjm111@pitt.edu; 412.624.3107) of all address and phone number changes.

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 Paul, who can advise them concerning possible sources. A limited number of GSRs may become available, but there is no guarantee.

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 textbooks and is based on demonstrated need. Students are nominated by program directors.

3. Dean's Public Health Scholars Award

Each year BCHS can nominate one student who meets these eligibility requirements: must enroll as a full-time master's student at Pitt Public Health, be a U.S. citizen or permanent resident, with verbal GRE scores in the 70th percentile or better, and quantitative scores in the 60th percentile or better. Second-year funding is available, contingent upon a GPA of 3.3 or higher in the first year. Students can also apply directly for the award.

4. Departmental Scholarships

A number of small awards are available through the McAllister, Scholarship, Peterson Scholarship and Ricci Scholarship funds. See the website for details.

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 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 promotes interest in global health by supporting collaboration among researchers and practitioners both domestically and internationally.

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

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 websites.

Additionally, the Graduate and Professional Student Government, GPSG, is a University-wide organization. Pitt Public Health has representation on the University's GPSG, 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 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, collaboration on assignments when individual work is required and use of 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 I:

FACULTY & STAFF CONTACT ROSTER

TABLE 1*
BCHS FACULTY CONTACT INFORMATION

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

	Office	Phone	Email Address
Professors			
Steven M Albert, PhD	6126 PubHlt	412.383.8693	smalbert@pitt.edu
Jessica G. Burke, PhD	6132 PubHlt	412.624.3610	jgburke@pitt.edu
Noble Maseru, PhD, MPH	6134 PubHlt	412.624.3506	nam137@pitt.edu
Associate Professors			
Patricia I. Documét, MD, DrPH	6133 PubHlt	412.624.1601	pdocumet@pitt.edu
Tiffany Gary-Webb, PhD, MHS	6135 PubHlt	412.624.3131	tgary@pitt.edu
Mary Hawk, MPH, DrPH	6124 PubHlt		
Martha Ann Terry, PhD	6137 PubHlt	412.624.5887	materry@pitt.edu
Assistant Professors			
Todd M. Bear, PhD, MPH	6125 PubHlt	412.624.3126	tobst2@pitt.edu
Robert Coulter, PhD, MPH	6129 PubHlt	412.624.0647	robert.ws.coulter@pitt.edu
James E. Egan, PhD, MPH	6119 PubHlt	412.624.2255	jee48@pitt.edu
Thistle Elias, DrPH	6123 PubHlt	412.624.5531	elias@pitt.edu
Elizabeth M. Felter, DrPH	6122 PubHlt	412.383.9629	emfelter@pitt.edu
Richard Garland, MSW	6118 PubHlt	412.624.4631	rig11@pitt.edu
Christina Mair, PhD	6136 PubHlt	412.624.3613	cmair@pitt.edu
Visiting Assistant Professor			
Andre Brown, PhD, MPH	6124 PubHlt	412.624.9157	abrown7pitt.edu

BCHS Departmental Staff				
	Title	**Office**	**Phone**	**Email Address**
Brandi Boak	Project Coordinator			
Lora Ann Bray	Manager, Community Partnerships	6121B PubHlt	412-624-4388	lab47@pitt.edu
Gina Brooks	Project Assistant	6121B PubHlt	412-624-3612	gib19@pitt.edu
Sue Cotter	Department Administrator	6130 PubHlt	412-624-9594	suecot@pitt.edu
Stephanie Creasy	Project Coordinator	6121A PubHlt	412-624-3136	stc69@pitt.edu
Jesse Evans	Research Assistant	6121A PubHlt	412-383-7086	jte11@pitt.edu
Danielle Ferry	Project Assistant	A461 PubHlt	412-648-4302	daf98@pitt.edu
Abigail Foulds	Project Coordinator	A724C PubHlt	41-.383-7028	abigailfoulds@pitt.e du
Blair Kenrick	Personnel Administrator	6104B PubHlt	412-383-7357	bpk15@pitt.edu
Jennifer King	Project Coordinator	6121A PubHlt	412-383-8630	jenking@pitt.edu
Paul Markgraf	Academic Administrator	6104A PubHlt	412-624-3107	pjm111@pitt.edu
Bridget Montgomery	Chair's Assistant	6127 PubHlt	412.624.3102	bca6@pitt.edu
Andrew Mrkva	Data Manager	6121A PubHlt	412-383-2019	a.mrkva@pitt.edu
Teagen L. O'Malley	Project Coordinator	6121A PubHlt	412-624-3136	tlo8@pitt.edu
Natalie Sumetsky	Project Analyst	6117 PubHlt	412-383-4621	nms77@pitt.edu
Rachel Taber	Cancer Control	6121B PubHlt	412-383-4505	rtaber@pitt.edu

	Specialist			
Dean's Office Staff				
David F. Arndt	Data Manager & IT Specialist	6102 PubHlt	412-624-2174	arndtd@pitt.edu

APPENDIX II:

CLASS SQUENCING (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) PUBHLT 2033 (1) PUBHLT 2022	BIOST 2011 (3) EOH 2013 (3) PUBHLT 2022	PUBHLT 2034 (2)	PUBHLT 2035 (2)
BCHS Core & required electives	BCHS 2554 (3) BCHS 2525 (3)*	BCHS 2520 (1) BCHS 2992 (1) BCHS 2990 (1) 6 credits	(3) credits	
Electives	Certificate students: Check required sequencing		10 credits	Pick up electives you'd like to take or go part-time and devote your time to the essay.

*Students in the Evaluation Certificate **must** take BCHS 2525 in their first fall semester.

Please note: The theory series - BCHS 2520/2992/2990- is a prerequisite for BCHS 2504 Health Communication, for those who choose BCHS 2504 as one of their required electives.

This is a suggested sequence only. Students can take most courses in the semester that works with their schedule, certificate requirements and joint program guidelines.

APPENDIX III:

CHECKLIST OF REQUIRED COURSES:
a) Checklist for students matriculated **_BEFORE_** Fall 2018
b) Checklist for students matriculating in or after Fall 2018

DEGREE REQUIREMENTS: MPH, BCHS (pre- fall 2018) – Program total = minimum 45 credits

COURSE	OFFERED	CREDITS	TAKEN
SCHOOL CORE COURSES			
BIOST 2011 Principles of Statistics OR	Spring	3	
BIOST 2041 Intro to Statistical Methods	Fall	3	
EOH 2013 Environmental Health & Disease	Spring	2	
EPID 2110 Principles of Epidemiology	Fall, Summer	3	
HPM 2001 Health Policy & Management in PH	Fall, Spring	3	
PUHLT 2015 Public Health Biology	Fall, Summer	2	
PUBHLT 2035 Applications in Public Health *	Fall, Spring	2	
PUBHLT 2022 Grand Rounds	Fall, Spring	0	
DEPARTMENTAL (BCHS) CORE COURSES (10 +)			
BCHS 2520 Theories *or* BCHS 25220 Theories	Fall, Spring Fall, Spring	3 1	
BCHS 2992 Systems Theories and Approaches	Fall, Spring	1	
BCHS 2990 Social Dynamics	Fall, Spring	1	
BCHS 2525 Applied Research Methods	Fall, Spring	3	
BCHS 2554 Intro to Community Health	Fall, Spring	3	
BCHS 2504 Overview of Health Communication	Fall, Spring	3	
BCHS 2523 Program Planning	Fall, Spring	3	
BCHS 2503 Practicum	Fall, Sp, Sm	1-3	
BCHS 2521 Essay/Thesis	Fal, Sp, Sm	1-3	
ELECTIVES – Choose from BCHS, other departments, and/or schools			
Advanced standing/transfer credits (if applicable)			
TOTAL credits (45 minimum, 42 for joint programs with GSPIA and Anthropology, 36 for SW)			

*Students must have completed all SCHOOL core courses to register for PUBHLT 2035.
**BCHS 2520/2992/2990 are prerequisites for BCHS 2504.
MPH students must submit waivers for school and BCHS core courses by the end of the first semester of study. ABSOLUTELY NO requests for waivers will be considered after this.

Additional Requirements	
REQUIREMENT	SUBMITTED
Practicum paperwork completed/submitted	
Essay/Thesis paperwork completed/submitted	
IRB modules completed/paperwork submitted	
Academic Integrity Module completed	

DEGREE REQUIREMENTS: MPH, BCHS (2018-) – Program total = minimum 45 credits

COURSE	OFFERED	CREDITS	TAKEN
SCHOOL CORE COURSES			
BIOST 2011 Principles of Statistics OR	Spring	3	
BIOST 2041 Intro to Statistical Methods	Fall	3	
EOH 2013 Environmental Health & Disease	Spring	2	
EPID 2110 Principles of Epidemiology	Fall, Summer	3	
HPM 2001 Health Policy & Management in PH	Fall, Spring	3	
PUBHLT 2033 Foundations in Public Health	Fall, Summer	1	
PUHLT 2015 Public Health Biology	Fall, Summer	2	
PUBHLT 2034 Public Health Communications	Fall, Sp, Sm	2	
PUBHLT 2035 Applications in Public Health *	Fall, Sp, Sm	2	
PUBHLT 2022 Grand Rounds	Fall, Spring	0	
DEPARTMENTAL (BCHS) CORE COURSES (10 +)			
BCHS 2520 Theories	Spring	1	
BCHS 2992 Systems Theories and Approaches	Spring	1	
BCHS 2990 Social Dynamics	Spring	1	
BCHS 2525 Applied Research Methods	Fall	3	
BCHS 2554 Intro to Community Health	Fall	3	
BCHS 2503 Practicum	Fall, Sp, Sm	1-3	
BCHS 2521 Essay/Thesis	Fal, Sp, Sm	1-3	
REQUIRED ELECTIVES (Pick a minimum of 6 credits)			
BCHS 2504 Health Communication **	TBD	3	
BCHS 2515 Worksite Health Promotion	TBD	2	
BCHS 2523 Program Plan & Proposal Writing	TBD	3	
BCHS 2524 Overview of Health Equity	Spring	3	
BCHS 2526 Hlth Equity Res: Meths/Intvntions	Fall	3	
BCHS 2558 Health Program Evaluation	Spring	3	
BCHS 2572 Risk Communication	Fall	3	
BCHS 2608 Intro to CBPR	Spring	1	
BCHS 2609 Translating Res/Policy and Practice	Spring	1	
BCHS 2610 Concept Mapping	Spring	1	
BCHS 2612 Project Management	Fall	2	
BCHS 2991 Multilevel Analysis	Fall	1	
BCHS 3002 Survey Methods	Spring	3	
BCHS 3003 Advanced Evaluation Techniques	Fall	3	
BCHS 3015 Comm Mapping/Intro Spatial Anlys	Fall	3	
PIA 2730 Comm Dev & Focus Groups OR	Spring	1.5	
NURS 3055 Comm Dev & Focus Groups	Summer	1.5	
ELECTIVES – Students choose courses from BCHS, other departments, and/or schools			
Advanced standing/transfer credits (if applicable)			
TOTAL credits (45 minimum, 42 for joint programs with GSPIA and			

Anthropology, 36 for SW)	

*Students must have completed all SCHOOL core courses to register for PUBHLT 2035.

**BCHS 2520/2592/2990 are prerequisites for BCHS 2504.

Students in the joint MPH/MSW use their social work field placements as their practicum.

Students in the joint MPH/PhD (Anthropology) program use their fieldwork as their practicum, and their dissertation as their thesis/essay.

MPH students must submit waivers for school and BCHS core courses by the end of the first semester of study. ABSOLUTELY NO requests for waivers will be considered after this.

Additional Requirements	
REQUIREMENT	SUBMITTED
Practicum paperwork completed/submitted	
Essay/Thesis paperwork completed/submitted	
IRB modules completed/paperwork submitted	
Portfolio completed/evaluated	
Academic Integrity Module completed	

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

    2520 Theories of Health Behavior and Health Education – Andre Brown

    BCHS 2992 Systems Approaches – Christina Mair/Robert Coulter

    BCHS 2990 Social Dynamics – Steven Albert

    BCHS 2525 Introduction to Applied Research Methods – Patricia Documet

    BCHS 2554 Intro to Community Health - Martha Ann Terry

_____

To be completed by the 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:

Signature and Date: _____

Original copy of signed form must be submitted to Paul Markgraf.

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 committee members/readers:
   a. Essay main reader/thesis chair:

   _____
   Name   Degree   Dept.

   _____
                              Signature/Date

   b. second reader/committee members:

   _____
   Name   Degree   Dept.

   _____
                              Signature/Date

   Required for thesis:
   c. third committee members:

   _____
   Name   Degree   Dept.

   _____
                              Signature/Date

   d. fourth reader (optional):

   _____
   Name   Degree   Dept.

2. Prepare proposal (see attached outline)

1. **Signatures above indicate that the attached proposal and timeline have been approved by readers.**

   Student's Name (print please): _____

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

   _____
                      Student 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:

1-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, when appropriate, the hypothesis to be tested

2- Background; an introduction to the literature on the topic and where relevant, theoretical foundation

3- Methods: how information will be collected and analyzed, and limitations or problems

4-Implications of the findings; why this topic is important 5-

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 *

Proposal to readers: _____

First draft to readers: _____

Reader comments to student: _____

Second draft to readers: _____

Reader comments to student: _____

Draft upload due in the ETD system: _____

Third draft to reader(s): _____

Reader comments to student: _____

Defense scheduled (thesis only): _____

Schedule appointment with Joanne Pegher: _____

Final version uploaded into ETD: _____

*Nota bene: An effective strategy is to establish the time line from back to front by first identifying the final upload date (available on the Pitt Public Health website and from Joanne Pegher in Student Affairs). Set due dates for drafts at least 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.

Students must apply to graduate in the semester they want to graduate. Once they complete the application, they will begin to receive information about tasks to be completed for graduation, such as completion of the exit survey. Up to a certain date, there is no fee to graduate. If a student does not graduate in a semester for which they have applied, there is no penalty.

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 <u>may want to consider convening </u>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 n*ot 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

Drafted by a Working Group of the Pitt Public Health MPH Committee (Nancy Glynn, Jeremy Martinson, and Martha Ann Terry) | Presented at June 2016 EPCC Meeting with Requested Edits Incorporated | Approved by EPCC

NOTES:

These recommendations in this policy are being made as a consequence of discussions at the MPH Committee meetings about faculty experiences with the essay/thesis. There are common concerns across the seven departments in the Graduate School of Public Health (Pitt Public Health), about the essay/thesis process, which seems to be deteriorating over the last year or so but particularly in the spring of 2016.

This policy will be incorporated into the Pitt Public Health Academic Handbook for Academic Year 2016-17. Departments and programs are encouraged to adapt the policy for their needs. Departmental and programmatic faculty are encouraged to foster their relationships with each other and to value the amount of time faculty devote to service on student committees.

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.