

Student Handbook

Graduate Group in Public Health Sciences
Master of Public Health

Degree Program

2017-2018 Academic Year



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Welcome

to the UC Davis Graduate Group in Public Health Sciences.

I congratulate you on joining a new generation of health professionals focused on improving the lives of the many through the practice of public health.

The UC Davis Master of Public Health degree aims to help meet state and national need for public health professionals. UC Davis is blessed with many unique resources—collectively known as “The UC Davis Advantage”—that contribute to a high-quality MPH program. The campus has a national and world reputation in many areas of public health, including epidemiology, biostatistics, infectious diseases, and informatics. Our location near the state capital and the headquarters of the California Department of Public Health (CDPH) has facilitated long-standing collaboration in research and teaching that enrich the UCD MPH Program.

We look forward to an exciting educational experience in this and the coming years.

Diana L. Cassady, DrPH, MPH
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Director, MPH Degree Program

Program History and Overview

Public health has developed over the last 150 years as scientific knowledge about disease and its control grew, and the need developed to bring this knowledge to the public. In 1866, the New York City Health Department became the first public health agency in the U.S., with others following by 1900. The focus of these public agencies and services expanded from sanitation to laboratory research, epidemiology, individual health care, and health promotion. With the Johnson Administration's War on Poverty, community health centers (CHCs) were established to provide primary health care services to community populations, especially the "medically underserved." Since then, public health has fulfilled the role of improving health and life expectancy for many different populations, with the focus being on population-based research and strategies.

UC Davis has long been a leader in public health research and outreach. Over the last several decades it became clear that the need for well-trained public health professionals exceeded the capacity California's existing Master of Public Health programs. UC Davis therefore decided to capitalize on its strengths in public health (concentrated although not exclusively situated in the UCD School of Medicine and the UCD School of Veterinary Medicine) and its location near the state capital.

The UCD MPH Program admitted its first class in the Summer of 2002. We received full accreditation from the Council on Education for Public Health in 2005 and seven-year re-accreditation in 2010. The program reflects the "UC Davis Advantage," drawing upon the disciplines of the many outstanding programs of the University, in particular the Graduate Group in Epidemiology; the Graduate Group in Nutrition; the Center for Health Services Research; the Schools of Nursing, Law, Management, and Education; and the Master of Preventive Veterinary Medicine Program in the School of Veterinary Medicine. Finally, a major strength of the program lies in its collaboration with the California Department of Public Health (CDPH). CDPH personnel are involved at all levels, including planning, teaching, and sponsoring of field placements. This collaboration, together with campus resources, makes the UC Davis Master of Public Health Program unique.

Our curriculum provides the academic underpinnings for a professional career in public health. Required coursework in epidemiology, biostatistics, environmental and occupational health, health services and administration, and social and behavioral sciences allows the student to develop the necessary fundamental knowledge base. Finally, students attend a seminar series addressing a wide range of topics relevant to public health and complete a practicum project. The practicum project allows the student to apply public health knowledge and principles learned in the classroom in a real-world setting. Successful completion of the curriculum leads to the MPH degree and opens the door to a career in public health.

Program Mission

The UCD MPH degree has as its core mission the education of future leaders in public health. In so doing we serve the needs of our main constituents: public health practitioners wishing to develop further professional skills, public health agencies in need of trained public health practitioners, and the community at-large.

UCD MPH Program Mission

“Our mission is to develop the public health leaders of the future by providing a high-quality Masters degree curriculum in partnership with the public health community. We accomplish this through the collaborative efforts of the UC Davis community, including the Schools of Medicine, Veterinary Medicine, Management, Law, Education, and Nursing and the Colleges of Agricultural and Environmental Sciences, Biological Sciences, Engineering, and Letters & Science. These collaborations offer students content expertise in general public health and health disparities, agricultural and rural health, nutrition, reproductive and women’s health, chronic diseases, epidemiologic and biostatistical methodology, informatics, infectious and zoonotic diseases, health economics, health-care quality and outcomes, and others.

We promote a practical public health focus through our historically strong partnership with the public health community, including the California Department of Public Health, local county health departments, and non-profit agencies. These partnerships comprise teaching, student mentorship and field placements, research, service, direction, and support for the UC Davis MPH Program.”

The unique strengths UC Davis brings to this task are manifold. Among the most important is our proximity to and historical partnership with the California Department of Public Health (CDPH). CDPH is the largest state health department in the nation. Its talent bench is deep and broad, with cutting-edge programs in tobacco control, chronic disease, nutrition, maternal and child health, infectious diseases, and other areas of public health.

The UCD School of Medicine’s Department of Public Health Sciences, the administrative home of the UCD MPH program, has a long history of fruitful collaboration with the CDPH. Indeed, one of our past department chairs was previously the Director of the CDPH (then known as the California Department of Health Services). CDPH personnel have played a key role in the development of the UCD MPH Program, including planning, teaching of courses, preceptoring MPH students for practicum placements, and financial support. Among state health departments, CDPH holds a preeminent leadership position, and the UCD MPH program is uniquely situated to capitalize on the educational and research benefits that accrue.

UCD is one of the few institutions that is home to both a medical and veterinary medicine school. The UCD MPH program is unique in that it works closely the School of Medicine and School of Veterinary Medicine. This partnership is a major strength when addressing human health issues related to nutrition, zoonotic infectious diseases, and bioterrorism. UCD also hosts a number of academic units focusing on important problems in public health. These include the Western Center for Agricultural Safety and Health; Graduate Groups in Epidemiology, Nutrition, Pharmacotoxicology, and others; the Center for Occupational and Environmental Health; the Center for Advanced Studies in Nutrition and Social Marketing; the Cancer Research Program; the Violence Prevention Research Program; and the Center for Health Services Research in Primary Care. Others include the MIND Institute, focusing on

childhood neurological development, and the Genome Center. The campus's many strengths attract a dynamic faculty and high-caliber students, contributing importantly to UCD's academic vigor.

MPH Degree Goals and Objectives

The programmatic goals for the UCD MPH degree program flows naturally from the Mission Statement cited above. The major goals lie in the areas of instruction, research, and service. Each of the goals is supported by specific objectives describing how the program intends to realize its goals, and thereby carry out its mission.

Instructional Goals:

1. Educate MPH students in the core public health content areas necessary for a career and leadership in public health.
2. Provide practicum placements with the public health community to integrate theory and practice for locally relevant public health problems.
3. Promote partnership with School of Medicine, School of Veterinary Medicine, other campus faculty, and the public health community in development and delivery of program curriculum.

Instructional Objectives:

- 1a. Require satisfactory completion of identified coursework in the five core areas of public health: epidemiology, biostatistics, health services administration, environmental & occupational health, and social & behavioral sciences.
- 1b. Require participation in the SPH 290: Topics in Public Health Seminar featuring leading professionals and issues in public health and addressing cross-cutting competencies (communication and informatics, diversity and culture, leadership, public health biology, professionalism, program planning, and systems thinking).
- 1c. Require satisfactory completion of at least six units of added-competence electives.
2. Require satisfactory completion of a public health practicum.
3. Include faculty from the School of Medicine, School of Veterinary Medicine, and the California Department of Public Health on the MPH Curriculum Committee and as co-faculty for selected courses.

Research Goal:

1. Maintain and support a program of research addressing public health.

Research Objective:

1. Promote a productive public health research agenda among the faculty that is reflective of community needs and faculty interest and offers opportunities for student involvement.

Service Goal:

1. Establish linkages with and provide leadership for public health and community organizations through membership, practicum placements, research, and continuing medical education activities.

Service Objectives:

1a. Encourage membership in professional and community organizations relevant to public health at the local, state, and national level.

1b. Encourage faculty leadership in professional and community organizations relevant to public health at the local, state, and national level.

1c. Collaborate with our community partners by providing consultation to our partners through the practicum experience (SPH 297), which includes faculty mentorship.

1d. Provide continuing education with and for the local medical and public health community.

Learning Objectives and Public Health Competencies

Each required course in the UCD MPH Program has detailed learning objectives. These learning objectives are guided by public health core competencies selected from a comprehensive list of competencies from the Association of Schools and Programs of Public Health (ASPPH) Core Competencies Project (<http://www.aspph.org/>)

ASPPH developed the core competencies over a years-long process involving numerous individuals and organizations in public health. In keeping with our mission to educate today the public health professionals of tomorrow, we believe that these consensus competencies should form the basis of the learning objectives for our program. Students master these objectives in the course of class work and the Practicum Placement (SPH 297).

The UCD MPH Program has selected 14 competencies as the foundation of our instructional program. The table below lists each competency and the corresponding courses and means of evaluating students’ skill levels.

UC Davis Master of Public Health Core Competencies		
Competency	Setting	Method of evaluation
1. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.	SPH 244: Introduction to Health Science Statistics SPH 245: Biostatistics for Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
2. Apply common statistical methods for inference.	SPH 244: Introduction to Health Science Statistics SPH 245: Biostatistics for Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports

**UC Davis
Master of Public Health Core Competencies**

Competency	Setting	Method of evaluation
3. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	SPH 244: Introduction to Health Science Statistics SPH 245: Biostatistics for Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
4. Discuss the strengths and limitations of the main epidemiologic study designs and their utility for public health.	EPI 205: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
5. Apply the basic terminology and definitions of epidemiology.	EPI 205: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
6. Calculate basic epidemiology measures.	EPI 205: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
7. Draw appropriate inferences from epidemiologic data.	EPI 205: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
8. Describe how the tools of toxicology, epidemiology, risk assessment, risk management, and risk communication are useful in understanding environmental health problems, and the strengths and limitations of each.	SPH 262: Principles of Environ Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
9. Describe the human health effects of a few environmental and occupational agents and know how to obtain information on additional agents.	SPH 262: Principles of Environ Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
10. Describe techniques for preventing and controlling environmental hazards and regulatory approaches that may govern environmental hazards.	SPH 262: Environ Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
11. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.	SPH 273: Health Services Administration SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
12. Describe the legal and ethical bases for public health and health services.	SPH 273: Health Services Administration SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports

UC Davis Master of Public Health Core Competencies		
Competency	Setting	Method of evaluation
13. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.	SPH 222: Soc & Behav Aspects of Public Health SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
14. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.	SPH 222: Soc & Behav Aspects of Public Health SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Introduction to Public Health*	Graded course work Participation Oral and written reports
*Competencies addressed in SPH 290: Topics in Public Health, SPH 297: Public Health Practicum, and SPH 201: Intro to Public Health will not necessarily include every competency.		

Competency in the Generalist Specialty Area		
Competency	Setting	Method of evaluation
1. Use information technology to access, evaluate, and interpret public health data.	SPH 210: Public Health Informatics SPH 290: Topics in Public Health* SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
2. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.	SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* (SPH 297 includes workshops in composition and media training)	Participation Oral and written reports

Competency in Epidemiology Specialty Area		
Competency	Setting	Method of evaluation
1. Ability to evaluate the epidemiologic literature critically with regard to design, potential biases, assessment of adequacy of analytic approach, and interpretation of results given limitations	EPI 206: Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
2. Ability to assess confounding and effect modification in epidemiologic studies	EPI 206: Epidemiologic Study Design EPI 207: Advanced Concepts in Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
3. Ability to suggest appropriate analytic approaches for epidemiologic studies and communicate with biostatisticians about them	EPI 206: Epidemiologic Study Design EPI 207: Advanced Concepts in Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
4. Ability to recognize potential biases when designing studies and to suggest approaches to avoid them	EPI 206: Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
5. Ability to design data collection instruments appropriate to epidemiologic research questions	EPI 206: Epidemiologic Study Design SPH 297: Public Health Practicum* Other added-competence electives and electives	Graded course work Participation Oral and written reports

Competency in Epidemiology Specialty Area		
Competency	Setting	Method of evaluation
6. Ability to implement data collection and quality control measures in epidemiologic studies	SPH 297: Public Health Practicum* SPH 299: research elective	Graded course work Participation Oral and written reports

Competency in Biostatistics Specialty Area		
Competency	Setting	Method of evaluation
1. Describe the roles biostatistics serves in the discipline of public health.	EPI 206: Epidemiologic Study Design SPH 297: Public Health Practicum SPH 244: Introduction to Health Science Statistics Other add-competence electives and electives	Graded course work Participation Oral and written reports
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.	SPH 244: Introduction to Health Science Statistics SPH 245: Biostatistics for the Health Sciences MPM 204: Medical Statistics III EPI 204: Quantitative EPI III: Stat Models PHR 202: Sampling in Health-Related Research STA 144: Sampling Theory of Surveys Other add-competence electives and electives	Graded course work Participation
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.	SPH 245: Biostatistics for the Health Sciences MPM 204: Medical Statistics III EPI 203: Quantitative EPI II: Stat Inference EPI 204: Quantitative EPI III: Stat Models Other add-competence electives and electives	Graded course work Participation
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.	EPI 206: Epidemiologic Study Design EPI 207: Advanced Concepts in Epidemiologic Study Design SPH 245: Biostatistics for the Health Sciences MPM 204: Medical Statistics III EPI 203: Quantitative EPI II: Stat Inference EPI 204: Quantitative EPI III: Stat Models Other add-competence electives and electives	Graded course work Participation
5. Apply descriptive techniques commonly used to summarize public health data.	EPI 206: Epidemiologic Study Design SPH 244: Introduction to Health Science Statistics SPH 245: Biostatistics for the Health Sciences EPI 203: Quantitative EPI II: Stat Inference EPI 280: SAS I or II STA 205: Statistical Methods for Research with SAS Other add-competence electives and electives	Graded course work Participation Programming
6. Apply common statistical methods for inference.	SPH 245: Biostatistics for the Health Sciences STA 130A: Mathematical Statistics: Brief Course STA 130B: Mathematical Statistics: Brief Course EPI 203: Quantitative EPI II: Stat Inference EPI 204: Quantitative EPI III: Stat Models STA 108: Regression Analysis STA 138. Analysis of Categorical Data STA 106: ANOVA Other add-competence electives and electives	Graded course work Participation

Competency in Biostatistics Specialty Area		
Competency	Setting	Method of evaluation
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	STA 205: Statistical Methods for Research with SAS EPI 208: Analysis & Interpretation of EPI Data EPI 226: Methods for Longitudinal & Repeated Measurement Data SPH 297: Public Health Practicum Other add-competence electives and electives	Graded course work Participation Oral and written reports
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.	PHR 202: Sampling in Health-Related Research STA 144: Sampling Theory of Surveys EPI 280: SAS I or II STA 205: Statistical Methods for Research with SAS EPI 208: Analysis & Interpretation of EPI Data Other add-competence electives and electives	Graded course work Participation Programming Oral and written reports
9. Interpret results of statistical analyses found in public health studies.	EPI 208: Analysis & Interpretation of EPI Data EPI 205B: Integration of Basic Epidemiologic Principles SPH 297: Public Health Practicum Other add-competence electives and electives	Graded course work Participation Oral and written reports
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.	EPI 208: Analysis & Interpretation of EPI Data SPH 297: Public Health Practicum Other add-competence electives and electives	Graded course work Participation Oral and written reports

Public Health Values Animating the UCD MPH Program

The UCD MPH Program commits itself to public health values, concepts, and ethics underlying our mission to “educate today the public health leaders of tomorrow.” Chief among these values are:

- **Health:** The paramount public health value is health itself. Good health is an important basis for a happy and productive life. Public health practitioners have responsibility to promote conditions conducive to good health in the population.
- **Community:** The community is the fundamental unit in which public health is practiced. Interventions designed to improve health, while ultimately affecting individuals, are nevertheless focused on populations and communities. Public health practitioners must also be a part of the communities in which they serve.
- **Respect for individuals:** While focusing on the community as a whole, conflicts may arise in which the freedom of individuals is affected. Public health practitioners must carefully consider the dignity of individuals and work with communities in a manner to minimize deleterious effects for individuals.
- **Professionalism:** Public health practitioners must maintain high standards for their work. This applies to those engaged in education, research, and practical application. It includes the necessity of remaining up to date on important developments in the field and abiding by generally recognized ethical standards in the conduct and publication of research. The

effectiveness of the public health workforce is closely associated with its public standing and reputation. Failure to maintain high professional standards of quality, honesty, and compassion will inevitably lead to decreased effectiveness and unnecessary harm to the public's health.

Professionalism in the student context is similar to that expected of practicing professionals. Specifically, this entails being on time for classes/meetings, handing in assignments, reliability, high standards for work product and civility. On-time attendance in class is critical because we all teach and learn from each other. Arriving late or unprepared is disrespectful and damages the learning experience for all students (and the professor). Preparation and punctuality are also important for the practicum experience, where it is expected that the student will establish and maintain a mutually agreed-upon schedule with the preceptor. Where unforeseen changes in this schedule are required, they will be communicated expeditiously and new arrangements made. It is also imperative that the student adopt a professional manner and dress for the practicum, consistent with the norms of the practicum site. Because our MPH program will be judged by the practicing public health community based on their experience with our students, failure to follow these standards of professionalism may lead to disciplinary action, including dismissal from the program.

Principles of Community

The UCD MPH Program is an integral part of the University of California, Davis campus and subscribes to the campus-wide Principles of Community (<http://principles.ucdavis.edu/>), cited below.

"The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring."

Where students believe they have not been treated according to these principles, several levels of redress are available. First and foremost, in most cases, will be an attempt by the student to address complaints or problems with the person the student believes is acting unfairly. Should this not be feasible or satisfactory, the student may discuss the situation with the Program Director. If this does not lead to satisfactory resolution, the student may turn to Dean for Student Affairs within the School of Medicine. Further avenues are available through the School of Medicine and the general campus depending on the situation.

Expectations of Professional Conduct

The UCD MPH program is a part of the general UCD campus. Accordingly, expectations of professional conduct are campus-wide and apply to all MPH students. These expectations are shown below; updates may be available at <http://sja.ucdavis.edu/scs.html>.

All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.

Examples of academic misconduct include:

- receiving or providing unauthorized assistance on examinations and homework meant to be completed individually
- using unauthorized materials during an examination or homework meant to be completed individually
- plagiarism - using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or reference
- using false excuses to obtain extensions of time
- signing in for others on class attendance sheets

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves.

Students are expected to:

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating or by talking or allowing eyes to wander during exams.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to

satisfy requirements of another course unless the student obtains permission from the instructor.

- Unless explicitly permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, *even if paraphrased in your own words*, you must cite your source. When using the source's own words, you must put those words in quotes in addition to citing the source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Questions of student misconduct will be addressed initially with the Program Director. Should this not lead to satisfactory resolution, the matter will be referred to the School of Medicine and/or general campus administration, as appropriate. In all cases the policies and procedures set forth by the campus (<http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html>) will be followed.

Master of Public Health Degree Requirements

Satisfactory completion of 56 units as described below.

- a. Core required courses: 40 units (See Curriculum below.)
- b. Added-Competence electives:
 - Generalist Specialty Area: at least 6 units
 - Epidemiology Specialty Area: at least 11 units
- d. Elective courses: To complete 56 total units
- e. Grade of at least a B-minus (2.7) grade in each core course AND a GPA of at least 3.0 for all core courses combined AND a GPA of at least 3.0 for all courses combined that are applied to the MPH degree.
- f. Completion of the capstone experience and practicum (see requirements below)

Category	Courses	Units
Core Competency	Introduction to Health Science Statistics (SPH 244)	4
Core Competency	Biostatistics for the Health Sciences (SPH 245)	4
Core Competency	Introduction to Public Health (SPH 201)	3
Core Competency	Public Health Informatics (SPH 210)	2
Core Competency	Topics In Public Health Seminar (SPH 290) (SSII, F, W, S)	4
Core Competency	Principles of Epidemiology (EPI 205A)	4
Core Competency	Social & Behavioral Aspects of PH (SPH 222)	3
Core Competency	Principles of Env. Health Science (SPH 262)	3
Core Competency	Health Services Administration (SPH 273)	3
Professional Practice	Public Health Practicum (SPH 297)	10
Added-Competence Electives*	Added-Competence electives coursework (General Public Health, Epidemiology, Biostatistics)	6 to 11
Electives	Elective coursework	5 to 10
Total number of Units		56

Summary of UCD MPH Specialty Areas and Unit Requirements

Specialty Area	Core Units	Added-Competence Electives	Electives	Total units
Generalist	40	≥6	Variable ¹	56
Epidemiology	40	≥11	Variable ¹	56
Biostatistics	40	≥16	Optional	59

The number of elective units required is the number necessary to bring the total number of units up to the 56 quarter units required for the MPH degree. For example, students taking the minimum number of Added-Competence Electives for the Generalist Specialty Area (i.e., 6 units) will need to take at least 10 units of electives. Students taking more than the minimum number of Added-Competence Electives will need to take correspondingly fewer elective units, such that the total quarter units sum to 56.

Students are encouraged to begin their practicum placement early and accordingly may receive credit toward the required 10 total units in earlier quarters. We strongly encourage students to plan practicum work into the Summer Quarter, thereby leaving room for electives and a more longitudinal practicum experience.

For course availability, please see the most recent University General Catalog and official course listings. Students may choose appropriate electives in consultation with their Graduate Advisor. The MPH listing of suggested electives is not meant to be fully inclusive or exclusive. Your fellow students, including those in other programs (such as the Epidemiology Graduate Group), are excellent sources of information on potential electives.

Capstone Experience

The capstone experience comprises the practicum experience. Practicum students work in a public health setting, e.g., state or local county health department, non-profit entity, completing a project of their choosing involving synthesis and application of public health principles. The practicum project involves 300 hours of effort. It includes supervision and written evaluation by the on-site preceptor, the UC Davis faculty advisor, and the instructor of record for the SPH 297: Public Health Practicum course.

The capstone also includes the Practicum Symposium, where students showcase their abilities in public health, including oral and written communication. The oral presentation is made before an audience of fellow students, faculty, and practicum site supervisors. The oral presentation includes addressing questions from the audience.

The capstone experience also includes a written report describing the public health background for their topic, methods employed in the project, and results. It also includes a discussion of the project and its results, implications for the future, and recommendations for further work. The written and oral reports allow the student to synthesize and demonstrate mastery of public health principles and programmatic competencies. Students continue to meet in the SPH 297: Public Health Practicum course, where drafts of their written and oral presentations are reviewed and commented on by the instructor of record and their fellow students. Thus, by the time they make their formal presentation at the Practicum Symposium, they have had significant practice and feedback.

The instructor of record for SPH 297: Public Health Practicum reviews evaluative information from the site supervisor, the UC Davis graduate advisor, the instructor's own observations during the course, oral presentation, and the final written report. Based on this information, the instructor of record assesses the student's success in completing the Practicum experience.

Once all degree requirements are met the candidates are forwarded to the MPH Admissions and Advancement Committee for approval. The students Graduate Advisor and the Chair of the Admissions and advancement committee (or designee) will sign the Master's Report Form, Plan II.

Program Fees and Financial Aid

The UC Davis Master of Public Health (MPH) Program is designed to offer students a simple approach to meeting the cost of attendance at UC Davis. The financial aid funding is a combination of federal or private loans and institutional resources that will meet the diverse needs of our matriculating students. Financial aid for the MPH Program is administered by the UC Davis Health System Financial Aid Office (www.ucdmc.ucdavis.edu/financialaid).

The UC Davis MPH Program Cost of Attendance/Estimated Student Expense Budget is available at www.ucdmc.ucdavis.edu/financialaid/cost.html.

Policy on financial aid funding for second-year students:

The MPH administration encourages students who still need to complete degree requirements to remain enrolled into a second academic year. Most students will not need a full second year to complete their degree requirements. Second-year students in good academic standing are eligible to apply for federal Direct Loans. Grants funds will be considered based on enrollment and eligibility. Students wishing to apply for financial assistance must file a FAFSA and complete additional financial aid requirements as determined by the UCD Health System financial aid office. Students are required to report all additional resources (e.g., outside scholarship support or student employment - GSR, TA, Reader appointments, etc.) to the financial aid office in a timely manner. Other resources may impact eligibility for grant and/or loans. Second-year students who obtain student employment will not be eligible for grant aid during the term of employment.

U.S. Department of Education Satisfactory Academic Progress (SAP) policy regulation:

Completed program/no degree (filed): A “student who completes the academic requirements for a program but does not yet have the degree or certificate is not eligible for further additional FSA funds for that program.” <http://ifap.ed.gov/fsahandbook/attachments/1415Vol1Master.pdf> (pages 1-10).

Federal regulations require institutions to establish standards for SAP. These standards measure qualitative and quantitative requirements, and a maximum timeframe for a student’s progress toward degree completion. For more information, go to: <http://financialaid.ucdavis.edu/consumer/sap/index.html>

Advancement to Candidacy

Students are expected to advance to candidacy during Spring quarter of year one. Every student must file an official application for Candidacy (Plan II) for the Master of Public Health Degree after completing one-half of their course requirements and at least one quarter before completing all degree requirements. The Candidacy for the Degree of Master form can be found online at: <http://www.gradstudies.ucdavis.edu/forms/>. The completed form includes a list of courses the student will take to complete degree requirements. The Office of Graduate Studies (OGS) reviews the form and confirms completion of all requirements for graduation. If changes must be made to the student's course plan after advancement to candidacy, the Graduate Advisor must recommend these changes to the OGS. Students must have their Graduate Advisor sign the candidacy form before it can be submitted to the OGS. If the candidacy is approved, the OGS will send a copy to the appropriate graduate staff person and the student. If the OGS determines that a student is not eligible for advancement, the department and the student will be told the reasons for the application's deferral. Some reasons for deferring an application include grade point average below 3.0, outstanding "I" grades in required courses, or insufficient units.

Academic and Professional Difficulties

Academic Difficulty: A student who meets any of the following criteria will be placed on academic probation and will receive a warning letter from the Office of Graduate Studies that he or she is in difficulty, the nature of the difficulty, and that he or she has been placed on academic probation: grade of less than a B-minus (2.7) grade in a core course; GPA of less than 3.0 for all core courses combined; GPA of less than 3.0 for all courses combined that are applied to the MPH degree.

Sometimes students have trouble in a course due to illness, stress, or the challenging nature of a course. If you have indications that you may not pass a class, such as poor midterm grade or excessive absences, it is your responsibility and our expectations that you will contact the course instructor and the MPH Student Affairs Officer for advice and make use of the resources on campus to help you. These resources are listed on page 17 of the handbook.

At times MPH students do not achieve a B- or better for a core course. The following are the options for students who receive a final grade below B- in a core MPH course. Note that these options typically delay graduation and may add significant expense to the MPH degree.

Option A: Retake the core course the next time it is offered at UC Davis. Courses are typically offered once each year.

Options B-D below requires prior approval from the Instructor of Record for the core course for which the student did not achieve a B- or better course grade. The student must request prior approval to take a substitute course, and provide the following information about the potential substitute course: current syllabus, name and contact information for the instructor, course objectives, textbook and other required reading, and a description of homework and exams.

- Option B: Enroll in an equivalent course offered at UC Davis or nearby university, such as UC Berkeley or UCSF.

- Option C: Take a “short course” offered over the summer, such as the epidemiology courses offered at University of Michigan and The Johns Hopkins University. This option may not be available for all core courses.
- Option D: Take an equivalent course online. Online courses will only be permissible if the student can provide evidence that the online course requires that the enrolled student is completing the work. All tests and exams from any online course will have to be taken on the UC Davis campus with a faculty or staff member serving as a proctor, and on the same day and time as other UC Davis MPH students taking the same course.

Finally, substitute courses must be taken for a grade (not pass/no pass).

Graduate Studies Policy on Repeated Courses: Any student may, with the consent of the appropriate graduate advisor and the Dean of Graduate Studies, repeat a course in which s/he received a grade of C, D, F or Unsatisfactory up to a maximum of 3 courses overall. Repeating a course for a second time (i.e., a third enrollment in the course) will require the Dean’s approval. In such repeated courses, only the most recently received grade and corresponding grade points shall be used in calculating a student’s grade point average, but all units attempted and grades received shall remain part of the student’s permanent record. Any repeated course, except for one offered only on a Satisfactory/Unsatisfactory basis, must be taken for a letter grade (A, B, C, D, and F).

Professional Difficulty: The MPH program sets a high standard of professionalism. See discussion above, “Public Health Values Animating the UCD MPH Program.”

Violations of professional standards of behavior in the classroom (e.g., plagiarism) or during the practicum placement (e.g., late or missing assignments, poor quality work product, consistently late or absent from established work hours) will be reported to Student Judicial Affairs (SJA) and may result in a written warning, probation, or academic dismissal from the program.

Appeal Process

Regulation 904 of the Academic Senate reads as follows: “Disqualification of graduate students is at the discretion of the dean of Graduate Studies.” With the advice of the Graduate Council, the Dean of Graduate Studies has adopted policies and procedures regarding disqualification and appeal that are available at <http://gradstudies.ucdavis.edu/gradcouncil/policiesall.html>, see *Disqualification and Appeal*.

Transfer of Credit

Usually, all work for the master’s degree is done in residence on the Davis campus. With the consent of the Graduate Advisor and the Dean of Graduate Studies, however, some work taken elsewhere may be credited toward your degree. The normal limit for such transfer credit is six units from another institution, or 12 concurrent units or up to half of the unit requirement if the courses were taken at another UC campus in graduate status, providing the units were not used to satisfy requirements for another degree.

Dual Degrees

Some students may wish to obtain a dual degree, such as a combination of the MPH with the Master in Veterinary Preventive Medicine (MPVM). Students obtaining dual degrees must meet the requirements for each degree separately. Where coursework overlaps between two degrees, a maximum of 12 units may be counted for both degrees. (For students obtaining an MPVM degree in addition to the MPH, the biostatistics courses MPM 202 and MPM 203 and the epidemiology course EPI 205A are required for both degrees and total 12 units.)

Faculty Graduate Advisors

Incoming students will be assigned a faculty advisor. Students and advisor are required to meet during the Summer II session to review the student's academic plan. Subsequent meetings are on a quarterly basis, with additional meetings at the discretion of the student and advisor.

UCD MPH Program Advisor Responsibilities

The MPH advisor's role is to serve as a mentor to the MPH Students to whom they have been assigned. Specific duties for advisors include the following:

1. Establish and maintain a mentor relationship through quarterly meetings. (It is the student's responsibility to contact the advisor to arrange the meetings.)
2. Review planned coursework in context of graduation requirements.
3. Advise regarding selection of electives.
4. Advise for the SPH 297 Practicum experience:
 - Selection of topic, site, and preceptor as needed
 - Review progress at mid Spring Quarter
 - Evaluate progress at completion of project (usually end of Spring Quarter)
5. Review and sign additional forms required by the Office of Graduate Studies.

Student Resources

MPH Program Office

Leah M Galasso

Student Affairs Officer
Master of Public Health Program
Department of Public Health Sciences
University of California, Davis
181B Medical Sciences 1C
One Shields Avenue
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Amber Carrere, M.Ed.

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Email: acarrere@ucdavis.edu

Carlson Health Sciences Library

Carrels and study rooms, lockers, classes on EndNote and literature searches, helpful librarians.
Summer hours: M-Th: 8am - 8pm, F 8am – 6pm, Sat & Sun 1pm-5pm
Academic year hours: M-Th 8am – 10pm, F 8am – 6pm, Sat 9am – 6pm, Sun 10am – 6pm
<http://www.lib.ucdavis.edu/dept/hsl/>

Facebook and Twitter

Job announcements, news, conferences and webinars.

“Like” UC Davis Master of Public Health Program: <https://www.facebook.com/UCDMPH?fref=ts>

“Like” UC Davis Master in Public Health Alumni Organization: <https://www.facebook.com/pages/UC-Davis-Master-of-Public-Health-Alumni-Organization/178312118871572?fref=ts>

“Follow” Us on Twitter: <https://twitter.com/UCDMPH>

Graduate Student Association

253 South Silo
Ph: (530) 752-6108 / Fax: (530) 752-5158
Monday-Friday 9:00-4:00 PM (GSA Office is Closed for Lunch 12:00-1:00 PM)
<http://gsa.ucdavis.edu/>

Student Health and Counseling Services (SHCS)

219 North Hall / Student Health and Wellness Center
Ph: (530) 752-2349
<https://www.shcs.ucdavis.edu>

Women's Resources and Research Center

First Floor, North Hall

Ph: (530) 752-3372

Monday – Friday, 8:00 am - 5:00 pm

<http://wrrc.ucdavis.edu/>

Sexual Harassment Resources

<http://sja.ucdavis.edu/sexual-harassment.html>

Student Academic Success Center

Drop in tutoring sessions for writing, statistics

2205 Dutton Hall

Ph: (530) 752-3000

<http://success.ucdavis.edu/>

Student Community Center

(Computer Lab, Cross Cultural Center, LGBT Center, Study Lounges, Women's Resources and Research Center Outreach Office)

California Avenue (across from the Silo)

<http://studentaffairs.ucdavis.edu/students/scc/>

Student Disability Center

160 South Silo

Ph: (530) 752-3184

<http://sdc.ucdavis.edu/>

Career Resources

GradPathways, a premier professional development program designed to help graduate students succeed both at UC Davis and in their chosen career paths. GradPathways is a nationally recognized effort with over 150 workshops, seminars, and panel discussions offered throughout the year through partnerships between Graduate Studies and other campus units, including the Internship and Career Center, the Center for Educational Effectiveness, the University Writing Program and Counseling Services. To learn more, visit <https://gradstudies.ucdavis.edu/professional-development/gradpathways>.

Internship and Career Center offers tailored and specialized assistance on career research and planning, resume writing, career assessment and job opportunities. For graduate students, visit <http://iccweb.ucdavis.edu/graduates/index.htm>. Katie Cates, Career Advisor works with the Biological Sciences, Health and Medicine graduate students. She can be reached at ktcates@ucdavis.edu, 530-752-2045.

MPH Alumni Board provides resources and networking opportunities for students and alumni promote participation in continuing education and professional development activities and maintain a presence in the public health community through service and partnerships. For the 2017/18 academic year, the Alumni Board contacts are: **Co-Chairs:** CJ Calabrese, Kayvon Jabbari; **Mentorship Coordinator(s):** Jorge Andrews, Hanna Kim; **Event Coordinator(s):** Catherine Dizon, Dan Woo; **Outreach/Communications:** Laura Farnsworth, Jessica Hwang. Board email: MPHAlumniBoard@ucdavis.edu.