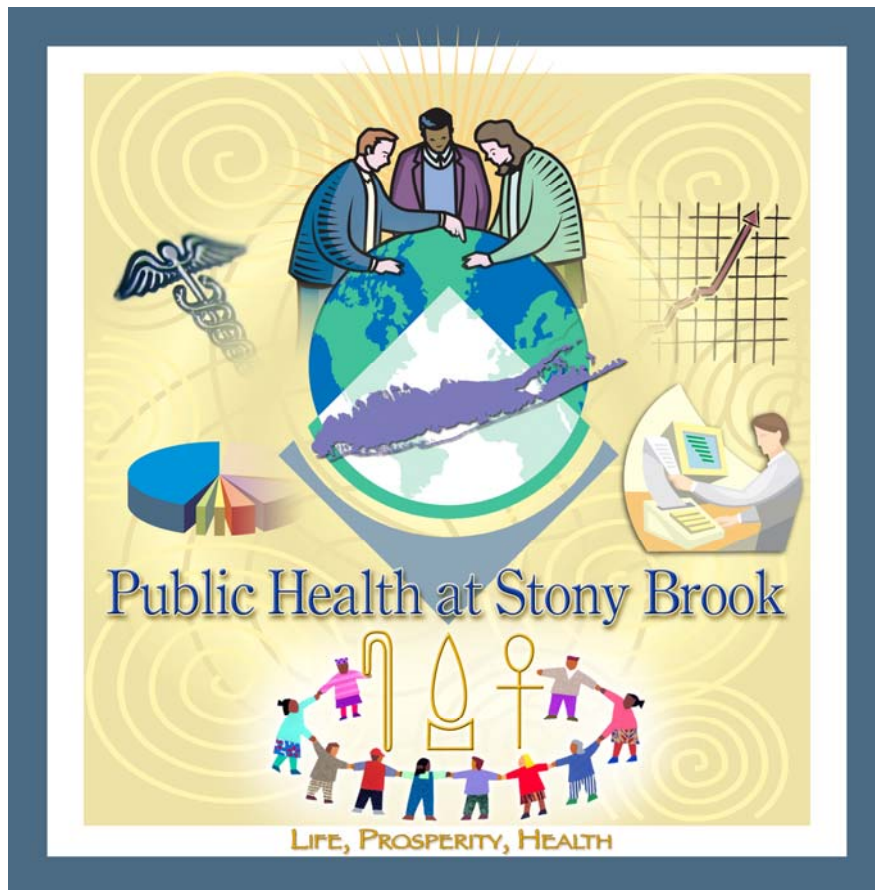


STONY BROOK UNIVERSITY MEDICAL CENTER

# GRADUATE PROGRAM IN PUBLIC HEALTH

ACADEMIC YEAR 2010-2011



## CONTACT INFORMATION

<http://www.stonybrookmedicalcenter.org/publichealth/>

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## **GRADUATE PROGRAM IN PUBLIC HEALTH**

Thank you for your interest in the *Graduate Program in Public Health* at Stony Brook. We are committed to ensuring that the educational experience of our students is intellectually challenging and provides the skills needed to become a leader in public health. We are very proud that the Program is accredited by the Council on Education for Public Health (CEPH), the only accrediting body for public health programs and schools in the United States.

The *Graduate Program in Public Health* is located in the Stony Brook University Medical Center, the only academic medical center on Long Island. The Medical Center includes the School of Medicine and the University Hospital. Together, they generate more than half of the \$125 million that the University receives in external support and have contributed to an improved quality of life for many Americans through discoveries made by basic and clinical science researchers. The Medical Center is also a partner in scientific research with the Brookhaven National Laboratory.

A unique feature of the Medical Center at Stony Brook is its emphasis on multidisciplinary education and research. The *Graduate Program in Public Health* shares this emphasis. The Program's educational, service, and research initiatives stress an ecological understanding of health problems and approach to developing innovative solutions for them. In keeping with this orientation, our Program draws its faculty from many disciplines representing the clinical, social, and behavioral sciences, as well as the humanities. We believe our graduates have the skills to develop sound public health research and translate research into beneficial programs and policies.

The *Graduate Program in Public Health* is seeking inquisitive, talented students who want to make a difference. If you can picture yourself in this very selective environment, I hope you will apply. It will take the best and brightest minds to protect and improve the public's health!

Raymond L. Goldsteen, DrPH  
Director

## **PUBLIC HEALTH FACULTY & STAFF**

### **Core Public Health Faculty**

#### **Professors**

Raymond L. Goldsteen, Director; Dr.P.H., Columbia University. Fairness and effectiveness of allocation policies for healthcare resources.

John D. Shanley, Associate Director; M.D., University of California, Los Angeles. Immunology and pathogenesis of viral infections.

Norman H. Edelman, M.D., New York University. Pulmonary medicine; Health Policy.

Steven Jonas, M.D., Harvard University; M.P.H., Yale University. Health Policy; exercise as medicine.

#### **Research Associate Professor**

Karen Goldsteen, M.P.H., Columbia University; Ph.D., University of Illinois, Urbana. Social determinants of child health and well-being.

#### **Assistant Professors**

Melody Goodman, Ph.D., Harvard University. Biostatistics; health disparities.

Lauren E. Hale, Ph.D., Princeton University. Social determinants of sleep; demography.

Amy Hammock, Ph.D., University of Michigan. Community-based participatory research; qualitative research methods; family violence.

Jaymie Meliker, Ph.D., University of Michigan. Environmental health; exposure assessment; environmental epidemiology; GIS; spatial analysis.

Tia Palermo, Ph.D., University of North Carolina at Chapel Hill. Health disparities; reproductive health; biodemography, social policy; gender equity; research methods; program evaluation

#### **Clinical Assistant Professor**

Evonne Kaplan-Liss, M.D., Mount Sinai School of Medicine; M.P.H., Columbia University. Pediatrics; health communication; environmental health.

### **Affiliated Public Health Faculty**

#### **Professors**

Evelyn Bromet, Psychiatry and Behavioral Science; Ph.D., Yale University. Psychiatric epidemiology; psychiatric sequelae of disasters in adults and children; longitudinal studies of mental disorders.

Christopher W. Cutler, Periodontics and Implantology; D.D.S. and Ph.D., Emory University. Inflammation/immunology; host-parasite interactions.

David L. Ferguson, Technology and Society; Ph.D., University of California, Berkeley. Quantitative reasoning; problem solving; educational technologies; decision-making.

David Krause, Anatomical Sciences; Ph.D., University of Michigan. Evolutionary history and paleobiology of Mesozoic and Early Cenozoic vertebrates.

Paul L. Ogburn, Jr., Obstetrics and Gynecology; M.D., University of North Carolina, Chapel Hill. Maternal-fetal medicine.

John A. Rizzo, Preventive Medicine; Ph.D., Brown University. Health economics; clinical outcomes research.

Charles L. Robbins, Social Welfare; D.S.W., Yeshiva University. Health, violence, and ethics; social justice; gender issues.

Warren Sanderson, Economics; Ph.D., Stanford University. Economic demography; economics of HIV.

Nancy J. Tomes, History; Ph.D., University of Pennsylvania. History of medicine and public health.

Arthur Grollman, Pharmacology; M.D., Johns Hopkins University. Molecular carcinogenesis: mechanisms of DNA repair and mutagenesis in mammalian cells.

Steven London, Oral Biology and Pathology; D.D.S., Emory University; Ph.D., University of Pennsylvania. Oral Microbiology; immunology; and immunopathogenesis.

Peter D. Salins, Political Science; Ph.D., Syracuse University. Housing and economic development; immigration; urban and regional planning.

Christopher Sellers, History; Ph.D., Yale University; M.D., University of North Carolina, Chapel Hill. U.S. environmental and cultural history; transnational industrial and urban history.

Arthur Stone, Psychiatry and Behavioral Science; Ph.D., State University of New York at Stony Brook. Social and behavioral science measurement.

#### ***Associate Professors***

Lisa A. Benzscott, Health Care Policy and Management; Ph.D., Johns Hopkins University. Cardiovascular outcomes.

Debra Dwyer, Health Care Policy and Management; M.S., Ph.D., Cornell University. Labor and health markets policy; Social Security policies (OASDI).

Aldustus Jordan, School of Medicine; Ed.D., New York University. Community development; cultural competence; health disparities.

Marci Lobel, Psychology; Ph.D., University of California, Los Angeles. Stress, coping, and their effects on health, with an emphasis on pregnancy.

Debra Cinotti, General Dentistry; D.D.S., State University of New York at Stony Brook. Oral health of persons with developmental disabilities.

S. Van McCrary, Preventive Medicine; Ph.D., University of Texas Medical Branch; M.P.H., Johns Hopkins University; J.D., University of Tennessee. Bioethics; health law.

Anne E. McElroy, Marine and Atmospheric Sciences; Ph.D., Massachusetts Institute of Technology. Aquatic organisms and their interaction with toxic chemicals in the environment.

Henry Thode, Emergency Medicine; Ph.D., State University of New York at Stony Brook. Emergency medicine; trauma; quality assurance.

#### ***Research Associate Professor***

Joan Broderick, Psychiatry and Behavioral Science; Ph.D., State University of New York at Stony Brook. Behavioral medicine; pain.

#### ***Assistant Professors***

Dolores Cannella, General Dentistry; Ph.D., State University of New York at Stony Brook. Women's health; health psychology.

Feroza Daroowalla, Pulmonary Medicine; M.D., State University of New York at Syracuse; M.P.H., University of Washington. Work-related lung diseases and asthma.

Breena R. Taira, Emergency Medicine; M.D., M.P.H., State University of New York at Stony Brook. Burns, trauma, and other injuries; injury prevention.

#### ***Clinical Assistant Professor***

Jeannette O. Coane, Nursing; R.N., M.A., Teacher's College, Columbia University. Clinical practice in end-of-life care; hospice and palliative care nursing.

#### ***Instructor***

Susanne A. Mendelson, School of Medicine; M.A., Hofstra University. Health communications.

#### ***Adjunct Professors***

Donald A. Brand, Ph.D., Director, Office of Health Outcomes Research, Winthrop University Hospital.

David G. Graham, M.D., M.P.H., Chief Surgeon, Suffolk County Police Department.

Alan M. Jacobson, MD, Chief Research Officer, Winthrop University Hospital.

Gregson H. Pigott, M.D., M.P.H., Director, Office of Minority Health, Suffolk County Department of Health Services.

James L. Tomarken, M.D., M.P.H. M.S.W., M.B.A.,  
Commissioner, Suffolk County Department of Health Services.

Jason Winslow, M.D., M.P.H., Associate Professor of Clinical Medicine, New York College of Osteopathic Medicine.

Kathleen Flynn-Bisson, M.A., C.H.E.S., Director, Prevention Through the Arts.

#### **Staff**

Jonathan Ragone, MPH Academic Coordinator.

Mary Vogelle-Buscemi, Office Administrator.

Eileen Zappia, Program Secretary.

Jewel Stafford, M.S.W., Project Manager, Center for Public Health and Health Policy Research.

#### **ABOUT THE PROGRAM**

The *Graduate Program in Public Health* was established at Stony Brook to train people who wish to integrate the knowledge, skills, vision, and values of public health into their careers and provide leadership in the field. The Program leads to the Master of Public Health (MPH) degree as well as a variety of combined and concurrent programs

The Program advocates a population health approach to public health. The hallmarks of population health include ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement. The population health approach requires multi-disciplinary collaboration among scholars in the social, behavioral, clinical, and basic sciences and humanities. Furthermore, it incorporates the development of comprehensive health information systems, and the use of advanced analytical tools to examine health problems and evaluate responses.

The population health orientation is consistent with the traditions of public health and with recent Institute of Medicine (IOM) recommendations for public health education, although it expands upon them. The IOM recommends that public health:

*"Adopt a population health approach that builds on evidence of multiple determinants of health. ... (Develop) appropriate systems of accountability at all levels to ensure that population health goals are met; ... Assure that action is based on evidence;"*

The population health orientation of the Program is also compatible with the educational philosophy of the Medical Center (originally part of the Health Sciences Center). The Health Sciences Center, opened in 1971, emphasizes the need for interdisciplinary education and collaboration, and recognizes the need for health professions to work together. The *Graduate Program in Public Health* values the importance of a collegial atmosphere at an early stage in an MPH student's education in order for the student to gain respect for the diverse backgrounds and competencies of fellow students.

The emphasis of the *Graduate Program in Public Health* reflects the changing environment in which public health practice occurs, and recent thinking about how to respond to these changes. Public health retains its distinct role as the specialty emphasizing prevention, with the object of its work being populations, in contrast to the historical role of medicine, dentistry, and other clinical disciplines that focus on healing, with the object of their work being individuals. "The public health professional is a person educated in public health or a related discipline who is employed to improve health through a population focus."

Since the 1980s, the three main functions of public health have been identified as assessment, policy development, and assurance. However, the knowledge and skills needed to perform these functions optimally has changed radically in light of advances in information technology and increased knowledge about the determinants of health and disease. These changes are occurring at all levels of inquiry - from the micro (genetics and microbiology) through the macro (the social sciences). Changing political, economic, demographic, and social conditions in the United States and the world make the application of new knowledge and technologies all the more important.

As one recent Institute of Medicine report states, *"The beginning of the twenty first century provided an early preview of the health challenges the United States will confront in the coming decades. The system and entities that protect and promote the public health, already challenged by problems like obesity, toxic environments, a large uninsured population and health disparities, must also face emerging threats, such as antimicrobial resistance and bio-terrorism. The social, cultural, and global context of the nation's health is also undergoing rapid and dramatic change. Scientific and technical advances, such as genomics and informatics, extend the limit of knowledge and human potential more rapidly than their implications can be absorbed and acted upon. At the same time, people, products, and germs migrate, and the Nation's demographics shift in ways that challenge public and private resources."*

Recent, influential reports regarding public health education suggest ways to address the evolving training needs of public health professionals. These publications include one report issued by the Centers for Disease Control and Prevention - Public Health's Infrastructure - and three reports from the

Institute of Medicine - Who Will Keep the Public Healthy?; The Future of Public Health in the 21st Century; and Crossing the Quality Chasm. The recommendations in these reports challenge new public health programs to train public health leaders to be boundary spanners - able to use the new tools and knowledge available in order to formulate solutions to the complex public health problems facing us. "Public health professionals have a major role to play in addressing these complex health challenges, but in order to do so effectively, they must have a framework for action and an understanding of the ways in which they do affect the health of individuals and populations."

These recent recommendations regarding public health can be synthesized as follows. In addition to the traditional knowledge, including epidemiology and biostatistics, public health leaders need:

- An ecological understanding of the causes of poor health including, social, behavioral, environmental, occupational, demographic, policy, economic, and genetic factors as well as the interrelationship of these factors;
- A thorough understanding and appreciation of the cultural heterogeneity of populations, its impact on public health initiatives, and tools to deal with issues arising from cultural heterogeneity;
- A thorough understanding of the current system of addressing poor health - medical, dental, and public health - including organization, financing, regulation, accessibility, quality, effectiveness, and efficiency;
- An orientation toward policy, as well as programmatic, solutions to public health problems and the skills to assess, develop, implement, and evaluate policies;
- An orientation favoring evidence-based decision-making and the skills to develop evidence for public health decision-making including study design and analysis of data;
- An orientation favoring accountability and continuous quality improvement in public health and the skills needed to measure accountability and assess performance;
- Informatics skills including application of information technology to obtain, organize, and maintain useful data for public health decision-making;
- Leadership skills including the conceptual and analytical tools to prioritize problems and make sound decisions.

Instilling a population health orientation and fostering the skills necessary to act upon it provide the Program's graduates with the ability to meet the basic needs of public health today – defined as provision of the Essential Public Health Services and the three core public health functions (assessment and monitoring; formulating public policies; and assuring access to appropriate and cost-effective care) - as well as to expand the work of public health to achieve its broad mission "to fulfill

society's interest in assuring conditions in which people can be healthy."<sup>1</sup>

### **Vision, Mission & Goals**

The vision of the *Graduate Program in Public Health* is to improve the health of populations on Long Island and in the region, State, and nation through education, research, and community service that utilizes all of the scholarly resources of Stony Brook University in a collaborative and boundary-spanning manner.

The mission of the Program is to develop among students and professionals the values, commitment, knowledge, and technical skills necessary to advance the field of public health through application of population health principles.

The general goals of the *Graduate Program in Public Health* are to:

- Develop a nationally recognized, accredited, graduate educational program in public health (see Goals 1-4 in Table 1).
- Advance knowledge in the public health field by developing an active program of population health research among faculty and students in the Program and other health-related professionals at Stony Brook University (see Goals 5 & 6 in Table 1).
- Provide community partnerships of the highest quality that benefit the health of local, regional, and State populations (see Goals 7 & 8 in Table 1).

The specific goals and measurable objectives developed by the faculty of the *Graduate Program in Public Health* are contained in Table 1 of this bulletin. The Program website also contains this table with the targets for each measurable objective.

To achieve its general educational, research, and community benefit goals, the Program trains public health professionals who:

- Understand the multiple determinants of health and illness including the social, behavioral, environmental, demographic, occupational, policy, economic, genetic, and health care determinants; and
- Appreciate the need for interdisciplinary collaboration in order to understand population health problems and develop optimal strategies to address them; and
- Have the strongest analytical, conceptual, and communication skills in order to facilitate development and implementation of optimal strategies for addressing population health problems.

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<sup>1</sup> Institute of Medicine. *The Future of Public Health*. Washington, DC: National Academy Press, 1988.

## **Program Values**

The *Graduate Program in Public Health* embraces as a core value adherence to all ethical standards of conduct and academic integrity. The GPPH culture inherently values: beneficence, diversity, reduction of health disparities, protection of vulnerable populations, and the balance of public health with human rights. In support of the mission statement, the Program values the training of students as public health problem solvers with a population health orientation by a multi-faceted team of faculty and staff members. The Program operationalizes its values through the following pillars upon which the Program stands: education, research, and service.

### **Education**

The *Graduate Program in Public Health* values high-quality education that moves beyond the simple transmission of information to production of creative and critical thinkers who will be able to maintain public health's value to society in the future. This value is operationalized through provision of the MPH Core and Concentration curricula leading to the MPH degree, which have as their cornerstones the development of analytical and critical thinking skills and an ecological approach to health improvement and disease prevention that will produce public health problem solvers with a population health perspective.

### **Research**

The *Graduate Program in Public Health* values research that contributes to the health improvement of all populations and the elimination of health disparities. This value is operationalized by facilitating interdisciplinary and collaborative research by the faculty and students in the Program's Center for Public Health and Health Policy Research (CPHHPR), which emphasizes health improvement through community-based participatory research (CBPR) and service; and the Center for Health Services and Outcomes Research (CHSCOR), which focuses on the effective, efficient, and equitable provision of health and medical care; prevention; and environmental health for children.

### **Service**

The *Graduate Program in Public Health* values three types of service: Community; Professional; and University.

- Community: The Program values direct service to communities. This value is operationalized as advocating for improving population health and eliminating health disparities; and providing needs assessments and guidance for solutions to community health problems. The Program's three centers facilitate these activities.
- Professional: The Program values faculty members' contributions to organizations that advance their professional fields. This value is operationalized by the faculty promotion and tenure criteria and by expectations for annual performance evaluations.
- University: The Program values service to the University, which is operationalized as mentoring other faculty and serving as members or leaders on

committees that advance the mission and goals of the University and the *Graduate Program in Public Health*.

## **ACCREDITATION**

The *Graduate Program in Public Health* actively sought accreditation from the Council on Education for Public Health (CEPH) by planning from our inception to meet CEPH standards and criteria. The Program hosted a successful Site Visit in March 2008 and was officially accredited in October 2008. Yippee!

Because the *Graduate Program in Public Health* is accredited, our alumni are eligible to be certified in public health by the National Board of Public Health Examiners (NBPHE). This organization was established in September 2005 for the purpose of ensuring that students and graduates from schools and programs of public health accredited by CEPH have mastered the knowledge and skills relevant to contemporary public health. The certification exam serves this purpose. More information about NBPHE and the certification exam can be found at: <http://www.publichealthexam.org/about.cfm>

## **RESEARCH CENTERS**

### **Center for Health Services & Outcomes Research**

Cost control and quality enhancement remain elusive goals in the U.S. health care system. More and better evidence is required to help direct scarce health care resources to many competing uses, and to evaluate alternative strategies for promoting more cost effective care. In recognition of this need, the *Graduate Program in Public Health* has established the Center for Health Services and Outcomes Research (CHSOR). The Center is a multidisciplinary research unit that combines expertise in economics, statistics, epidemiology, medicine, and other clinical disciplines to address substantive issues in health care delivery. As part of its research mission, the Center seeks to develop joint projects with researchers at Stony Brook University and with health organizations throughout Long Island. The Center has two divisions: (1) Children's Environmental Health; and (2) Long Island Prevention Research. The Children's Environmental Health division is part of the New York State, regionalized children's environmental health system, which includes eight Children's Environmental Health Centers in New York State (CEHCNY). The mission of CEHCNY is to be a clinical, research, educational, and community referral center for pediatric environmental diseases on Long Island, working in collaboration with the other seven statewide CEHCNY centers. The Long Island Prevention Research division develops research and innovative strategies to prevent disease and promote healthy communities. The focus is on collaboration with communities, as both participants and partners, and other organizations on Long Island including the *Suffolk County Department of Health Services* and Winthrop University Hospital's *Office of Health Outcomes Research*.

### **Center for Public Health and Health Policy Research**

The *Center for Public Health and Health Policy Research* has an active agenda aimed at improving health in minority

communities on Long Island. In collaboration with *Literacy Suffolk*, the Center has received a National Institutes of Health Partners in Research grant entitled Community Alliance for Research Empowering Social Change (CARES). CARES consists of an interdisciplinary team of researchers, community-based organizations, and community members working together to improve minority health outcomes through evidence based public health.

The Center has also hosted the *Think Tank for African American Progress on Long Island* in the spring 2010. The focus of the meeting was to inspire and assist young, black women to develop their full potential. The Center collaborates closely with the *Suffolk County Minority Health Action Coalition*, which has held three mini-summits on Long Island to develop partnerships for health improvement projects. The Center also collaborates with the *Witness Project*, which seeks to educate women in minority communities about cancer prevention and screening.

### **ADMISSION TO THE MPH DEGREE PROGRAM**

Although admissions requirements are rigorous, the *Graduate Program in Public Health* aims to develop camaraderie, cooperation, and cohesiveness among students in each cohort. For this reason, admission to the Program is during the fall semester only.

We are seeking intellectually inquisitive people from different socioeconomic, educational, racial, and ethnic backgrounds who can provide special contributions to the field of public health and the Program. The Program considers the potential contribution of each applicant to the student body and the public health field. Applicants are evaluated on academic achievement, leadership potential, professional accomplishment, and personal attributes. Excellent written and oral communication skills are expected. Fluency in more than one language is not required for admission, but it is becoming increasingly desirable for the practice of public health. The Program reserves the right to limit class size in order to maintain a faculty/student ratio that ensures a high quality academic program. Therefore, Program admission is highly selective, and all qualified applicants may not be accepted.

The MPH program is open to students from all academic disciplines. Students can select from one of three concentrations including Community Health, Evaluative Sciences and Public Health Practice. With the exception of applicants to the joint MBA/MPH program, the Public Health Practice concentration is open only to persons with a clinical degree or studying for a clinical degree such as medicine, nursing, dentistry, physical therapy, or physician assistant.

The MPH admissions requirements for the Program are:

- Bachelor's degree from an accredited college or university with a 3.0 GPA or better. Admitted students usually have GPAs that are higher than 3.0. The major must have an equivalent at the State University of New York (SUNY).

- Official transcripts from all post-secondary schools. Transcripts for all degrees earned in schools outside the U.S. or Canada must be evaluated by an agency accredited by the National Association of Credential Evaluation Services. See section on International Students for more information about this process. The requirement for evaluation of transcripts is waived for graduates of foreign medical schools with a current license to practice in the U.S.
- Official GRE (verbal, quantitative, and analytical) scores. Applicants can submit scores from the MCAT, DAT, LSAT, PCAT, or GMAT instead of the GRE. This requirement is waived for applicants who have been awarded a doctoral degree from an accredited U.S. or Canadian college or university.
- Three references from persons who can address the applicant's capacity to provide leadership in public health and complete a course of graduate study. If the applicant is a student or has graduated within the last two years, at least one letter must be from a college or university faculty member with whom the applicant has studied. If the applicant is a member of the public health workforce, at least one letter must be from a senior administrator in the organization who is familiar with his/her work.
- Two essays, no more than 500 words each:  
Essay 1: How do your background, training, and experience prepare you for a leadership role in Public Health?  
Essay 2: Select one of the following topics: (a) Explain how the *Graduate Program in Public Health* and the concentration chosen will help you achieve your short-term and long-term goals; (b) Define a time in your own life when you have identified and captured an opportunity; (c) Define a unique quality you possess; or (d) How do you expect to contribute to the improvement of health in your community?
- A personal interview, if requested by the Admissions Committee.
- A non-refundable application fee made payable to Stony Brook University.
- Completion of the on-line application.
- Any other requirements of the Graduate School not stated here.

#### *For international students:*

- International students who trained in non-English speaking schools and do not reside in an English speaking country are required to take the TOEFL exam. The expected minimum score is 213 for the Computer-Based Test, 90 for the Internet-Based Test, and 550 for the Paper-Based Test. In addition to the minimum score of 90 on the internet-based exam, each subsection score must be at least a 22.
- International students are required to have a course-by-course educational credential evaluation completed by an agency accredited by the National Association of Credential Evaluation Services

(<http://www.naces.org>). We require using World Education Services (<http://www.wes.org>). This evaluation provides a U.S. course equivalent including semester hours earned, course content, and corresponding letter grade for all courses listed on the international applicant's transcript. This evaluation must be completed before the application can be considered.

For more information about the requirements for international students, see: <http://www.grad.sunysb.edu/International/>

The Admissions Committee considers all factors including grades, standardized test scores, recommendation letters, essays, prior training, and professional experience. It is a goal of the Admissions Committee to select applicants who have the academic capability, aptitude, character, personal qualities, and commitment to provide future value to society through leadership and creative contributions to the field of public health.

The Admissions Committee encourages applications from persons in the public health workforce and weighs their professional experience heavily in admissions decisions.

#### **ADMITTED STUDENTS**

Once admitted, the Program has the following requirements that must be completed by orientation:

- Each entering student must take a mathematics placement examination.
- Students without a clinical background must provide certificates of completion for the following two online courses: Anatomy and Physiology 101 and Medical Terminology 101, available at <http://www.universalclass.com>. Students are admitted to the Program on the condition that these courses will be completed by the end of the first semester.
- You must complete the online HIPPA training before the MPH Orientation. The instructions for completing this training are found on the website of the Office of the Vice President for Research: <http://ws.cc.stonybrook.edu/research/orc/humans/training.shtml>
- You must complete the online Protection of Human Subject training before the MPH Orientation. The course is offered by the Collaborative Institutional Training Initiative (CITI) at: <http://www.citiprogram.org>

Information about how to complete this training program is available on the website of the Office of the Vice President for Research:

<http://ws.cc.stonybrook.edu/research/orc/humans/training.shtml>

Also, it is expected that incoming students will be computer literate and email capable, and have library skills sufficient for graduate work. For students with deficiencies in these areas,

resources are available through the Health Sciences Center Library to acquire or update them, as necessary.

#### **MPH DEGREE CURRICULUM**

The curriculum for the MPH degree is competency-based in order to comply with current efforts to improve the quality and accountability of public health training programs. The *Graduate Program in Public Health* faculty developed the required MPH Core Competencies, using the Association of Schools of Public Health (ASPH), Master's of Public Health Core Competency Development Project as the starting point.

To ensure that all students have a broad understanding of the basic areas of public health, every student is required to complete all MPH Core courses satisfactorily. Students receive training in the five basic, discipline-specific, competency areas of public health: biostatistics, environmental health, epidemiology, health policy and management, and the social and behavioral sciences. Students also receive core competency education in informatics and communication, professionalism, systems thinking, research methods, and problem solving. The Evaluative Sciences, Public Health Practice, and Community Health concentrations have concentration-specific competencies. The Program's success in transmitting the competencies to students is measured before and after completion of the Program (Orientation and Graduation Competency Assessments), as well as before and after each Core course (Pre/Post Course Competency Assessments). A table with the complete list of MPH Core Competencies and Concentration Competencies is on the *Graduate Program in Public Health* website.

#### **Curriculum Overview**

##### ***MPH Core (24 Credits)***

HPH 500	Contemporary Issues in Public Health (2 credits)
HPH 501	Introduction to the Research Process (2 credits)
HPH 506	Biostatistics I (2 credits)
HPH 507	Biostatistics II (3 credits)
HPH 508	Health Systems Performance (3 credits)
HPH 514	Epidemiology for Public Health (3 credits)
HPH 516	Environmental & Occupational Health (3 credits)
HPH 523	Social & Behavioral Determinants of Health (2 credits)
HPH 562	Data Management & Informatics (2 credits)
HPH 563	Cost Benefit & Cost Effectiveness Analysis (2 credits)

##### ***MPH Culminating Experience (6 Credits)***

HPH 580	Practicum (3 credits)
HPH 581	Capstone Seminar: Population Health Issues (3 credits)

##### ***MPH Concentration (15 Credits)***

##### ***Total Credit Hours for MPH Program (45 Credits)***

#### **Evaluative Sciences Concentration**

The mission of this concentration is to prepare public health professionals with the analytical, research, and statistical skills



necessary to benchmark and evaluate health improvement initiatives in community and health care settings. Increasingly, the health field is challenged to adopt an evidence-based approach to preventing and treating disease and disability. The concentration in Evaluative Sciences will play a critical role in meeting this challenge. There is a special emphasis on integrating cost effectiveness and cost benefit concepts into the curriculum so that resource allocation issues are considered.

The faculty has training in research design, implementation of research projects, and analysis of data as well as expertise in evaluating the performance of specific areas of the health system. Faculty members study a variety of health issues including health care quality improvement, patient decision-making, and determinants of health and disease. Some faculty members work with physicians to improve clinical outcomes for patients with heart disease, cancer, asthma, and other conditions. Others work with health care administrators to increase efficiency in the use of health care resources in hospitals and other medical care settings. Others work with organizations to improve health in communities.

#### **Required Courses**

HPH 555 Demographic Theory & Methods (3 credits)  
HPH 560 Advanced Biostatistics (3 credits)  
HPH 559 Advanced Research Methods (3 credits)  
HPH 564 Qualitative Methods (3 credits)  
HPH 534 Spatial Analysis: Health Application (3 credits)

#### **Community Health Concentration**

The mission of this concentration is to prepare students for community-based work in public health. Students will acquire skills and knowledge related to planning, implementing, and evaluating community health improvement projects and interventions, as well as learn the principles of community-based participatory research.

#### **Required Courses**

HPH 550 Theories of Social and Behavior Change (3 credits)  
HPH 551 Introduction to Health Communication (3 credits)  
HPH 552 Planning & Implementing Community Health Initiatives (3 credits)

*Student will be required to take one of the following courses:*

HPH 553 Evaluating of Community Health Initiatives (3 credits)  
HPH 564 Qualitative Methods (3 credits)

#### **Selectives**

*(3 credits from courses listed below. Each course may not be offered every year.)*

HPH 555 Demographic Theory & Methods (3 credits)  
HPH 560 Advanced Biostatistics (3 credits)  
HPH 532 Environmental Epidemiology & Exposure Assessment (3 credits)  
HPH 534 Spatial Analysis: Health Applications (3 credits)  
HPH 542 Introduction to Global Health (3 credits)  
HPH 546 Introduction to Global Health 2 (3 credits)

Or, with approval of advisor, other community health-related courses in the University may be substituted.

#### **Public Health Practice Concentration**

The mission of this concentration is to prepare students with a clinical background for positions in public health organizations or to incorporate public health knowledge, skills, and values into their clinical practice. With the exception of students in the combined MPH/MBA and MPH/MAPP programs, only persons with a clinical degree or studying for a clinical degree such as medicine, nursing, dentistry, physical therapy, or physician assistant can select the Public Health Practice concentration.

#### **Required Courses**

Required for all student in the Public Health Practice Concentration:

HPH 530 History of Public Health & Medicine (2 credits)  
HPH 555 Demographic Theory & Methods (3 credits)  
*Required for all student in the Public Health Practice Concentration- Global Health Focus:*  
HPH 542 Introduction to Global Health (3 credits)  
HPH 546 Introduction to Global Health 2 (3 credits)

*Choose two courses from the following list required for all students in the Public Health Practice Concentration- Management Focus:*

HPH 660 Management Accounting & Financial Decision Analysis (3 credits)  
MBA 501 Managerial Economics (3 credits)  
MBA 501 Finance (3 credits)  
MBA 505 Marketing (3 credits)  
MBA 506 Leadership (3 credits)  
MBA 589 Operations Management (3 credits)  
MBA 592 Organizational Behavior (3 credits)

#### **Selectives**

*(3 credits from courses listed below. Each course may not be offered every year.)*

HPH 504 Surveillance & Control of Infectious Diseases (3 credits)  
HPH 505 Topics in Population Health (1-3 credits)  
HPH 519 Independent Study (variable credits)  
HPH 534 Spatial Analysis: Health Applications (3 credits)  
HPH 549 Public Health Law (3 credits)  
HPH 560 Advanced Biostatistics (3 credits)  
HPH 564 Qualitative Methods (3 credits)  
HPH 550 Theories of Social & Behavior Change (3 credits)  
HPH 551 Introduction to Health Communications (3 credits)  
HPH 552 Planning & Implementing Community Health Initiatives (3 credits)  
HPH 553 Evaluating Community Health Initiatives (3 credits)

Or, with approval of academic advisor, other courses in the University related to the student's goals may be substituted.

## **COMBINED AND CONCURRENT DEGREE PROGRAMS**

The Graduate Program in Public Health offers a variety of combined degree programs with the Master in Public Health (MPH) degree including a Bachelor of Science (BS) in Applied Mathematics and Statistics; a Bachelor of Science (BS) in Pharmacology; a Bachelor of Arts in Women's Studies; a Bachelor of Arts in Earth and Space Sciences; and a Master of Business Administration (MBA).

### **5-Year Combined Undergraduate Programs**

The *Graduate Program in Public Health* offers several 5-year combined undergraduate degree programs including a Bachelor of Science (BS) in Applied Mathematics and Statistics/ MPH; a Bachelor of Science (BS) in Pharmacology/MPH; a Bachelor of Arts (BA) in Women's Studies/MPH; and a Bachelor of Arts (BA) in Earth and Space Sciences/ MPH.

Students in these combined degree programs can complete both degrees in 10 semesters. For the first two or three years, students complete undergraduate coursework including General Education and undergraduate major requirements. During either their third or fourth year (once a majority of their undergraduate degree requirements are completed), students begin taking graduate courses as outlined by the plan of study. In their fifth and final year, students complete the remaining graduate requirements for the MPH degree.

### **Admissions Requirements**

Under Stony Brook policy, students must complete 60 credits of undergraduate course work (Junior Status) with a minimum GPA of 3.0 in all college work before being admitted into any combined Bachelor/Masters degree program. Additional entry requirements for the MPH combined degree consist of:

- GPA of at least 3.3 for courses required in undergraduate major
- Two letters of recommendation from faculty members in undergraduate program
- Completion of the MPH application for review by the MPH Admissions Committee

### **Combined Graduate Programs**

The *Graduate Program in Public Health* offers two combined graduate degree programs with the Master of Public Health degree: Master in Business Administration and Master of Arts in Public Policy

### **MPH/MBA**

In collaboration with the College of Business, we offer a combined MPH/MBA degree which prepares students for a management career in the health field. The MPH/MBA program includes about 20 credits of overlap, which reduces the total number of credits in the combined program to 73. Students select a MPH concentration in either Evaluative Sciences or Public Health Practice. Students receive both degrees upon completion of the entire program.

*Special Note:* Students in the combined MBA/MPH program pay the graduate MBA tuition rate. For more information visit: <http://www.stonybrook.edu/bursar/tuition/mba.shtml>.

### **MPH/MAPP**

In collaboration with the Political Science Department, we offer a combined MPH/MAPP degree that prepares students for a career in public health administration and policy-making. The MPH/MAPP program includes about 24 credits of overlap, which reduces the total number of credits in the combined program to 51. Students can only select the Public Health Practice concentration with the MPH program. Students receive both degrees upon completion of the entire program.

### **Admissions Requirements**

Students who wish to be considered for admission into the combined MPH/MBA or MPH/MAPP degree program must comply with all admission requirements for the MPH degree alone. The MPH Admissions Committee reviews completed applications initially and recommends eligible applicants to the College of Business Admissions Committee or Political Science Department, respectively, for final approval.

- MPH/MBA applicants may submit GMAT scores in lieu of GRE scores.

For more information about this program, contact the MPH Academic Coordinator at (631) 444-2074.

### **MD/MPH & DDS/MPH Degree Programs**

The MD/MPH and DDS/MPH are concurrent degree programs in which Stony Brook University medical and dental students complete their MPH degree during medical or dental school (4 year program) or during medical or dental school and an additional year (5 year program). All requirements of the MPH and MD or DDS degrees are met. Up to four medical students and two dental students each year are awarded full MPH tuition scholarships for their four year MD or DDS programs. These tuition scholarships do not cover a fifth year of MPH study.

### **Admission Requirements**

You will need the following information if you decide to apply for admission to both the *Graduate Program in Public Health* (GPPH) and the School of Medicine (SOM) or School of Dental Medicine (SDM):

- The application process for the GPPH is separate from the application to the Stony Brook SOM or SDM. Admission to one program is determined independently from admission to the other; and admission to one program does not guarantee admission to the other.
- To avoid the need to send support documents to both programs, Stony Brook SOM or SDM applicants who also apply to the GPPH can request in writing that the SOM or SDM provide to the GPPH a copy of their support documents including MCAT or DAT scores,

official transcripts from all post-secondary schools, and letters of recommendation for their application for admission to the GPPH.

- SOM and SDM applicants who apply to the GPPH must provide one additional reference that addresses the applicant's public health leadership potential.

## **ADVANCED GRADUATE CERTIFICATE IN HEALTH COMMUNICATIONS**

The Advanced Graduate Certificate in Health Communications is as collaboration between the *Graduate Program in Public Health* and the School of Journalism. This 18 credit program is designed for members of the public health workforce, healthcare professionals, master's and doctoral candidates, and media professionals in journalism, marketing, public relations, and communications. The program prepares students to be effective communicators, bridging the gap between medicine and public health and the world-at-large and providing the skills necessary to communicate health-related issues to the public, directly or through the press. Graduates will find employment in academic settings, research facilities, public health organizations, and healthcare institutions. Graduate may also serve as health communications experts in media, consulting, and public relations settings. Working professionals will gain communication skills that help them advance within their respective public health, healthcare, or media professions. The Coordinator of the Advanced Graduate Certificate in Health Communications is Evonne Kaplan-Liss, MD, MPH, a physician and journalist with joint appointments in the School of Medicine and the School of Journalism. For more information, visit our website: <http://www.stonybrookmedicalcenter.org/publichealth/>

### **COURSE DESCRIPTIONS**

#### **CORE AND CONCENTRATION COURSES**

##### **HPH 500 Contemporary Issues in Public Health**

This course provides an introduction to the field of public health that aims to develop an appreciation of the unique and important mission of public health; an understanding of the history, values, ethics, mission, and goals of public health; and knowledge about how public health functions today including the organization, financing, policies, and practices of public health. Students will be expected to think critically about whether public health has achieved its mission in today's world and how the profession might develop in the future.  
*2 credits, fall term, Public Health Faculty*

##### **HPH 501 Introduction to the Research Process**

This course provides an overview of the research process including formulation of a research problem, conceptualization of the research design, construction of the instrument for data collection, selection of the sample, collection of data, processing of data, and writing the research report. Topics include how to identify a research question

and, correspondingly, how to formulate a clear, concise hypothesis or set of hypotheses; reasons and procedures for reviewing the literature; overview of observational and interventional research designs; review of measurement theory, types of scales, and commonly used measures in public health-related research; data collection methods including survey and qualitative methods; and the ethical conduct of research. Through the introduction of these topics, the course provides a general background for individuals who are interested in learning the fundamentals of how to prepare a research proposal.  
*2 credits, spring term, Public Health Faculty*

##### **HPH 506 Biostatistics I**

This is part 1 of a 2-term course and is intended to provide students and researchers in public health with an introduction to the principles of statistical methods and their application in biomedical and public health research. Students are expected to enroll in parts 1 and 2 sequentially within the same academic year. This course includes introductions to the use of computers for statistical analysis, summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and simple logistic regression. *Prerequisite: Math placement exam score of 3 or higher.*  
*2 credits, fall term, Professor Goodman*

##### **HPH 507 Biostatistics II**

This is part 2 of a 2-term course and is intended to provide students and researchers in public health with an introduction to the principles of statistical methods and their application in biomedical and public health research. Students are expected to enroll in parts 1 and 2 sequentially within the same academic year. This course includes introductions to the use of computers for statistical analysis, summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and simple logistic regression. *Prerequisite: HPH 506.*  
*3 credits, spring term, Professor Goodman*

##### **HPH 508 Health Systems Performance**

This course introduces students to the system that we have developed to deliver health care in the United States, with international comparisons. The topics include the organization and financing of health care systems, access to health care including health insurance, regulation and policy issues, and the health care workforce.  
*3 credits, fall term, Public Health Faculty*

##### **HPH 514 Epidemiology for Public Health**

This course presents basic epidemiologic concepts used to study health and disease in populations. It provides an overview of the major causes of morbidity and mortality,

including methods of measurement (e.g., incidence, prevalence). Observational and experimental epidemiologic studies will be described and their advantages and disadvantages compared. The course aims for students to begin developing the skills needed to evaluate data, interpret reports, and design and conduct studies. Students will be introduced to the various areas of epidemiologic study- cancer, molecular/genetic, environmental, occupational, social and behavioral, and infectious disease/surveillance. The course comprises both lectures and small group seminars for in-depth discussions of previously assigned topics. *Prerequisite: HPH 506 and HPH 562.*

*3 credits, spring term, Professor Meliker*

#### **HPH 516 Environmental & Occupational Health**

This course is designed to provide the fundamentals of environmental and occupational health and to educate students on issues related to major environmental and occupational concerns. It will provide a forum for the discussion of local and national environmental and occupational public health issues. The content of the course will focus on major pollutants, their detection, impact on health, and principles of remediation. Using various teaching techniques, students will be exposed to current environmental and occupational topics and approaches to prevention and treatment. The course will emphasize the most recent research in the field.

*3 credits, summer term, Professor Meliker*

#### **HPH 523 Social & Behavioral Determinants of Health**

This course introduces students to population health as one of the organizing concepts in public health and the orientation that differentiates public health from medicine. Consistent with public health tradition, health is discussed from an ecological perspective, and the course presents current knowledge about the multiple determinants of population health including socioeconomic status, the physical environment, medical care, individual behavior, and genetics and the interaction of these factors. Also covered is the measurement of population health, sources of data, and methods for assessing population health improvements.

*2 credits, spring term, Professor Hale*

#### **HPH 530 History of Public Health & Medicine**

This course explores major themes and interpretations in the history of public health and medicine since the 18th century. Particular emphasis is placed on the influence of social and cultural developments on medicine and public health, and vice versa. American developments will be placed in a broad comparative perspective including both Western and non-Western nations.

*3 credits, summer term, Professor Tomes or Sellers*

#### **HPH 534 Spatial Analysis: Health Applications**

This course is an intermediate level graduate course in the application of spatial methods for analyzing environmental exposure and disease data. Students with backgrounds in epidemiology, public health, environmental health, biostatistics, community health, biology, sociology, psychology, marine and atmospheric sciences, geosciences,

demography, and geography are particularly encouraged to participate. Although the course will focus on examples related to human health, graduate students in other disciplines will find the course useful for specific and appropriately defined research purposes. Techniques for spatially analyzing point patterns and aggregated data in polygons will be introduced, including autocorrelation, clustering analysis, geostatistical smoothing, and approaches for spatial regression. Consideration of space-time variability will also be covered. This course includes theoretical elements so that the student will learn to appreciate strengths and weaknesses of different spatial approaches. NOTE: Students need a foundational knowledge of Geographic Information Systems (GIS) software. This requirement can be met by completing SBC 313: GIS Design and Application (if available), by completing other Introduction to GIS courses at Stony Brook or elsewhere, or by self-teaching using the following book: *Getting to Know ArcGIS Desktop* by Tim Ormsby, Eileen Napoleon, and Robert Burke.

*Prerequisite: Course in GIS or equivalent, as determined by consent from the instructor.*

*3 credits, term varies, Professor Meliker*

#### **HPH 542 Introduction to Global Health**

This course will provide health personnel with a basic awareness of the problems of the worlds' population with special focus on the poorest. To promote these objectives, this course has been designed to introduce medical and public health students to key population health topics from a global perspective, with special emphasis placed on the health and welfare of women and young children in low-income countries. The health impact of emergent and re-emergent infectious diseases will be reviewed, including HIV, tuberculosis, malaria and sexually transmitted infections. Malnutrition will be discussed. Students will be introduced to demography and the impact of population increases on the global environment. There will be discussions of the health problems of immigrants to the U.S. from tropical countries.

*3 credits, term varies, Public Health Faculty*

#### **HPH 546 Introduction to Global Health 2**

This course will provide health personnel with a basic awareness of the problems of the worlds' population with special focus on the poorest. To promote these objectives, this course has been designed to introduce medical and public health students to key population health topics from a global perspective, with special emphasis placed on trends in morbidity and mortality, maternal and perinatal mortality in low-income countries, and war, catastrophe and displaced persons. The health impact of emergent infectious diseases will be reviewed including water-borne diseases, emerging antibiotic resistance, bioterrorism, and parasitic disease. The design and effectiveness of foreign aid programs will be discussed. Students will be introduced to demography and the impact of population increases on the global environment. There will be discussions of the health problems of immigrants to the U.S. from tropical countries. Finally, students will learn about vaccination and other safety

issues related to traveling and working in the tropics.

*3 credits, term varies, Public Health Faculty*

### **HPH 550 Theories of Social and Behavior Change**

In this survey course, students learn about the major social and behavioral theories used in health promotion. Rather than simply cataloguing each theory in turn, this course takes a 'constant comparative' approach to the learning of theories, in which theories are dissected to their core elements and compared to each other in order to understand the points of convergence and divergence among them. The goal in taking this comparative approach is application: by knowing the core elements of various theories, students will more easily be able to choose appropriate theories to explain community health problems of interest. In addition to covering traditional individual-level behavior change theories, this course will focus on community and social change theories, challenging students to think about the role of social context on health behavior and community health promotion. After learning about commonly-used social and behavioral theories, students will learn about and critique theories that are less-commonly used but have important implications for health promotion.

*3 Credits, Summer Term, Professor Hammock*

### **HPH 551 Introduction to Health Communications**

This course provides an overview of health communications. It is designed to be a skills-building rather than theory-based course. Therefore, assignments are hands-on, often requiring students to reach beyond their comfort zone. As this is a survey course, topics provide an introduction to health communications as it relates to providers and patients, healthcare organizations, community groups, and public health and other government agencies. The course introduces health communications topics including health literacy, social marketing, and new communications technologies. Through the introduction of these topics, the course provides a general background in health communications in the context of a current public health communications issue such as pandemic influenza. Students will be expected to be abreast of health care news in all forms of media and be prepared to participate in weekly discussions about how stories have been covered. Students will also be interviewed by a journalism student in the Stony Brook School of Medicine's Clinical Skills Center, write a news profile, write a press release, write an op-ed article, and develop a social marketing tool for a current public health. As this is a communications course, class participation is essential.

*3 Credits, Fall Term, Professor Kaplan-Liss*

### **HPH 552 Planning and Implementing Community Health Initiatives**

In this course, students learn how to develop theoretically-informed and evidence-based community health initiatives. Over the course of the semester, students work on developing their own culturally-competent community health initiatives, each of which is targeted at a particular population with a specific health need. Each student learns how to assess community needs and assets using a variety of methods,

elaborate an initiative's theory of change through use of logic model, design theoretically-informed intervention activities appropriate to the needs/assets identified, create a budget and organizational structure, and engage key stakeholders at every facet of development and implementation of the community health initiative. Students work together in the same small group over the course of the semester to get/give feedback and hone their individual projects. Through this intense group work, students both (1) learn how to apply course concepts to several particular community health problems and (2) gain skills for working in teams on community health initiative planning and implementation.

*3 Credits, Fall Term, Professor Hammock*

### **HPH 553 Evaluating Community Health Initiatives**

This course prepares students to plan, implement, and utilize an evaluation of a community health initiative. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing an evaluation plan that can determine if the initiative's goals are achieved; implementing an evaluation plan; interacting with stakeholders; and using evaluation results to improve performance.

*3 Credits, Spring Term, Professor K. Goldsteen*

### **HPH 555 Demographic Theory & Methods**

This course introduces students to the basic theory and methods employed in the study of demography. The students will understand life table methodology, population projection, sources of demographic data, patterns in global fertility and mortality, the demographic transition, current patterns in fertility, marriage and work, abortion and contraception, and fertility/mortality interrelationships.

*3 credits, summer term, Professor Hale*

### **HPH 559 Advanced Research Methods**

This course will provide students with an in-depth review of principles of public health research methods. Emphasis will be placed on conceptualization of research questions, evaluation of research design, sample size, and issues related to potential threats to validity within a public/applied setting. Additionally, students will become familiar with how to evaluate methods used in published literature and to design their own research projects. Course topics will include how to obtain secondary data, sample size calculation, risk adjustment, bias, confounding, and interaction. The instructor will work with students as they develop their own analytic project proposals. Students will be expected to implement their proposed research in HPH 560 Advanced Biostatistics in the following semester.

*3 Credits, Summer Term, Public Health Faculty*

### **HPH 560 Advanced Biostatistics**

Students learn to formulate a scientific question in terms of a statistical model, leading to objective and quantitative answers. Topics may include analysis of variance, regression, including details of data-analytic techniques and implications for study design, measures of association, 2x2 tables, stratification, matched pairs, logistic regression, model

building, analysis of rates, and survival data analysis using proportional hazards models. The course stresses applications in epidemiology, and other areas of public health research.

*Prerequisite: HPH 507.*

*3 credits, fall term, Public Health Faculty*

### **HPH 562 Data Management & Informatics**

This course provides students with an introduction to the principles of public health informatics and data management using the SAS systems. Lectures and labs will be aimed at developing hands-on skills about how to create, maintain, and manage databases using the SAS Systems for Windows, a major software package used frequently in public health and clinical research. In addition, the student will learn how to retrieve and summarize information about population health from major public health information systems in the U.S.

*2 credits, fall term, Public Health Faculty*

### **HPH 563 Cost Benefit & Cost Effectiveness Analysis**

The course will introduce the uses and conduct of cost benefit and cost effectiveness analyses as decision-making aids in the health care research. It will provide students with an understanding of the roles and limitations of cost benefit and cost effectiveness analyses and criteria for evaluating those studies. Critical issues regarding measuring cost and effectiveness, evaluating outcomes, discounting, and dealing with uncertainty will be discussed.

*Prerequisite: HPH 507 and HPH 562*

*2 credits, fall term, Professor Rizzo*

### **HPH 564 Qualitative Methods**

In this course, students learn about the logic, theory, and methods of qualitative research within population health and related fields (e.g., social welfare, nursing, medicine, sociology, and psychology). The course begins with an introduction to the epistemological and ontological underpinnings of qualitative inquiry, with special attention to how these factors affect the types of research questions often asked (and answered) by qualitative researchers. Students then learn the nuts-and-bolts of qualitative research design and data collection through review of existing qualitative studies and hands-on application. Homework and in-class exercises over the course of the semester give students practice in (a) designing a feasible qualitative research study, and (b) collecting three kinds of qualitative data: participant observation, in-depth interviews, and focus groups. The course concludes with an overview of steps for data analysis, including coding, memo-writing, and triangulation. Emphasized throughout the course are methodological issues germane to qualitative (and quantitative) research: reflexivity of the researcher, appropriate treatment of human subjects, and obtaining quality data.

*3 Credits, Fall Term, Professor Hammock*

### **HPH 580 Practicum**

The Practicum is a practical public health experience conducted with a Faculty Advisor and a Preceptor from a public health-related organization. Students will be expected to demonstrate their “capacity to organize, analyze, interpret

and communicate knowledge in an applied manner.” Health departments, as well as a variety of other local organizations, offer a wide array of potential sites for the Practicum experience. *Instructor consent required.*

*3 credits, fall, winter, spring, & summer terms, Public Health Faculty*

### **HPH 581 Capstone Seminar: Population Health Issues**

This course will assist students in synthesizing the basic public health knowledge through completion of a Capstone Project. Most core and concentration course work must be complete before the student can participate in the Capstone Seminar. Attendance at Public Health Grand Rounds will also be required for this course. *Instructor consent required.*

*3 credits, satisfactory/fail, term varies, Public Health Faculty*

## **SELECTIVE COURSES**

### **HPH 504 Surveillance & Control of Infectious Diseases**

This course introduces the methods of surveillance and control of infectious diseases in the community and in health care organizations including the design, implementation, and evaluation of surveillance systems and the analysis of surveillance system data. The course focuses on infectious diseases common in the United States, but also discusses the global situation. Bioterrorism will be discussed.

*3 credits, term varies, Public Health Faculty*

### **HPH 505 Topics in Population Health Studies**

This course presents current topics and issues in population health studies.

*1-3 credits, term varies, instructor varies*

### **HPH 515 Geographic Information Systems in Public Health**

This is a graduate level course covering the theory and application of geographic information systems (GIS) for public health. Geography and the underlying physical and social environments influence public health. Through this class, students will gain a conceptual understanding of: (1) how geography and health are inter-related; and (2) how GIS can be used to study this relationship. Both the theoretical and practical components of the course are important. Theoretical understanding of GIS methods will allow students to make sound geographic modeling decisions. Practical understanding of GIS/health issues engenders sound creation and interpretation of public health maps. This class will combine lectures and discussions of readings, presentations demonstrating how geographic methods can be used to address public health issues, and hands-on computer laboratory activities. Students will also complete a substantial final project in which they investigate a public health GIS application in depth. Students will learn based on a multidisciplinary framework that stresses the connections between various fields including public health, epidemiology, and the social sciences. *Instructor consent required.*

*3 Credits, term varies, Professor Meliker*

**HPH 519 Independent Study**

Intensive reading, under supervision of one or more instructors, of material not covered in the formal curriculum, or execution of a research project under the supervision of one or more faculty members. *Instructor consent required.*

*1-6 credits, term varies, Public Health Faculty*

**HPH 532 Environmental Epidemiology & Exposure Assessment**

This is an intermediate level graduate course that offers an overview of selected important topics in environmental epidemiology. Major classes of environmental contaminants and environmentally-related diseases will be reviewed. Epidemiologic methods will be considered for studying environmental determinants of disease (e.g., air, water, and food pollutants) in relation to specific health outcomes, such as cancer, non-malignant respiratory diseases, adverse reproductive outcomes, and neurologic diseases. Challenges associated with assigning exposure to environmental contaminants will be discussed in depth. Emphasis will be placed on developing a research question and designing a study to address the research question. *Prerequisite: HPH 514 and HPH 516*

*3 credits, term varies, Professor Meliker*

**HPH 549 Public Health Law**

This course is a survey of legal and policy issues that have special relevance for public health professionals. Topics may vary, but typically will include many of the following: structure of the U.S. legal system; power of state governments in matters affecting health care; governmental power and the right to privacy; constitutional issues in social welfare benefits; governmental regulation of health care providers and payers; the scope and discretion of administrative agencies in health care; the antitrust laws; the fraud and abuse laws; and negligence in the delivery and financing of health care. *Prerequisite: HPH 508.*

*2 credits, spring term, Professor McCrary*

**HPH 574 Internship in Evaluative Sciences**

This course will allow students to gain practical evaluative science skills through a semester-long research assistantship. It will introduce students to study design, measurement and analysis of research for community populations, and strengthen collaborative research skills of public health students. To promote these objectives, students will work on research projects within the Center for Public Health and Health Policy Research. Students will learn to conduct systematic reviews of literature, learn the utility of public use data sets to address community health questions, develop and/or implement research projects including development of sampling plan, data collection and management, data analysis, and program measurement and evaluation. Topics include but are not limited to community-based participatory research, survey instrument development, Institutional Review Board procedures, grant writing, summarizing and presenting data, communicating study results to diverse public health and lay audiences, research involving human subjects, and HIPPA.

*Instructor consent required.*

*2-3 credits, fall, winter, spring, & summer terms, Professor Goodman*

**HPH 575 Public Health Internship**

This course is an applied internship in a public, not-for-profit, or private sector organization that provides a public health service. Students will gain practical public health skills through a semester long internship. The student will work in the organization and prepares a weekly journal of activities, as well as a paper at the conclusion of the course, applying program knowledge to the internship activities.

*MPH Academic Coordinator consent required.*

*0-12 credits, fall, spring, & summer terms I & II  
Graduate Graded and may be repeated for credit*

**HPH 585 Introduction to Biostatistics & Epidemiology**

This course is an introduction to the principles of statistical methods and epidemiology and their application in the health sciences. The student will develop a basic understanding of statistics, epidemiology, and interpretation of research studies in order to communicate risk and scientific evidence to colleagues and the public, directly or through the press.

*4 Credits, Various Terms, Professor Varies*

**HPH 586 Health Literacy**

This course examines and analyzes the issues and challenges of low health literacy. The course includes an examination of the data on national literacy levels and populations at risk for low literacy; research on health literacy; measurement tools; health disparities and cultural competencies as they relate to health literacy; development of health literacy in plain language; effective communication techniques; and organizational/institutional approaches to the challenges of health literacy.

*3 Credits, Various Terms, Dr. Aldustus Jordan, Dr. Evonne Kaplan-Liss, and/or Susanne Mendelson*

**CROSS-LISTED COURSES****HPH 620 Parameters of Social & Health Policy I**

Introduces students to U.S. social policy, with a special emphasis on political, economic and social factors that have affected its historical development, particularly in reference to oppressed groups. Explores the relationship of social policy to social work practice. *(Cross-listed with HWC 509)*

*3 credits, fall term, Professors Blau, Brandwein, Farrington, Lewis & Peabody*

**HPH 621 Parameters of Social & Health Policy II**

Utilizes frameworks for social policy analysis. Explores continuing dilemmas in policy development. Stresses effects of social movements and social change on social policy. *Prerequisite: HWC 509. (Cross-listed with HWC 510)*

*3 credits, spring term, Professors Blau, Brandwein, Farrington, Lewis & Peabody*

**HPH 633 Childhood Sexual Abuse & Long-Term Sequelae: Assessment & Intervention**

Introduces students to the incidence and prevalence of childhood sexual abuse as a national problem. Covered are definition issues, sequelae during childhood, family constellation and adult sequelae. Addressed are assessment and current treatment modalities, particularly for families and offenders, as well as ethical and legal dilemmas and the subsequent health related difficulties of this childhood trauma. Special attention is paid to the cultural dynamics in sexual abuse. Students are expected to develop an awareness of and critically analyze current research. Focus is on examination of policy issues and legislation. *(Cross-listed with HWC 569)*  
2 credits, term varies, Professor Monahan

**HPH 636 Community Analysis & Health Promotion**

Explores diverse concepts of community, analyzes a range of community structures, processes and power relationships. Investigates contemporary models, strategies and tactics of community organizing and health promotion in the United States and in selected other countries. Emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills. *(Cross-listed with HWC 584)*  
2 credits, term varies, Professor Vidal

**HPH 651 Environmental & Occupational Health Laws & Agencies**

This survey course will introduce the legal parameters involved in occupational and environmental health and safety including statutory considerations on federal, state, and local levels; common law; and industry standards. Practical tools such as document retrieval, familiarity with governmental agencies and research techniques will also be covered. Emphasis will be placed on decision-making and innovative problem solving in an area where the laws are constantly changing, some retroactively. *(Cross-listed with CEM 542)*  
3 credits, term varies

**HPH 656 Risk Assessment, Regulation, & Homeland Security**

The course focus is on risk assessment associated with nuclear, chemical, and biological weapons as it relates to Homeland Security. Topics include air dispersion, uncertainty analysis, exposure measurements, epidemiology, toxicology, regulatory issues, risk management, risk communication, risk perception, and risk preparedness. The course will also cover laws and regulation, discouraging terrorism, and disaster preparedness, various acts passed by the U.S. Congress to regulate water, air, and controlled substances.  
*Prerequisites: Undergraduate or equivalent physics, math, and chemistry. (Cross-listed with EST 560)*  
4 credits, fall & spring terms

**HPH 657 Demographic Economics I**

This course deals with the economics of the family. It utilizes recently developed techniques in economics and demography to deal with questions concerning marriage, divorce, fertility, contraception, the intra-family distribution of resources, and

the intergenerational distribution of resources. Students will do original theoretical and empirical research under the professor's supervision. *Prerequisite: ECO 501, graduate standing in the Economics Department, or permission of the Graduate Program Director.*  
*(Cross-listed with ECO 642)*  
0-3 credits, spring term

**HPH 658 Use of Remote Sensing & GIS in Environmental Analysis**

An introduction to the use of aerial and satellite imagery in environmental analysis and the manipulation of geographic data sets of all types using Geographic Information Systems. This course is designed to teach students in archaeology, physical anthropology, and related disciplines, how satellite imagery combined with various maps can be manipulated using GIS software to perform powerful geographic analysis. Although students are eventually likely to use these tools in many different parts of the world, this course focuses on Long Island as a research area, and each student designs and completes a research project on a particular section of the area, focusing on the habitats of local wildlife, the locations of archaeological sites, coastal regimes, etc. This course presumes computer literacy and familiarity with database management. *(Cross-listed with ANT 526 and DPA 526)*  
3 credits, spring term

**HPH 659 Biology of Cancer**

A short course with the emphasis on cancer as a disease of man. Lectures address human cancer as seen by the clinician and as basic research relates to human disease. This course provides students with a link between courses in cell and molecular biology and the application of this basic information to tumor management. *(Cross-listed with HBM 522)*  
1 credit, spring term, even years

**HPH 660 Management Accounting & Financial Decision Analysis**

Fundamentals of managerial accounting with emphasis on ratio and cost accounting terms, concepts, break-even analysis, financial structure, cost analysis, opportunity costs and return calculations, replacement of assets, and cash flow management. *(Cross-listed with EMP 502)*  
3 credits, fall term

**HPH 661 Methods of Socio-Technological Decision-Making**

Focus is on the application of decision-making techniques to analyze problems involving technology, particularly its social impacts. Areas of study include decision-making under uncertainty, decision-making in a passive vs. active environment, sequential decisions, estimation payoffs, forecasting, and technology assessment. These systems analysis techniques are used to formulate and solve a variety of socio-technological problems, especially those that arise in educational, industrial, and environmental professions.  
*(Cross-listed with EST 581)*  
3 credits, term varies



### **HPH 662 Systems Approach to Human-Machine Systems**

System concepts (feedback, stability, chaos, ergonomics) and analytical tools applied to dynamic systems in which technologies and/or natural environments interact with human users, regulators, or designers. Examples: ecological systems, nuclear power plant operations, space shuttle missions, computer/web technologies, regional planning. Students prepare a systems design study of an industrial, educational, or environmental device, technology, or management system. (Cross-listed with EST 582)

3 credits, spring term

### **HPH 664 Health Economics I**

An overview of market failures and peculiarities of the health market. We develop tools necessary for studying the health market from efficiency and social welfare perspectives. Incorporate key market specific differences into economic models, like asymmetric information and agency, imperfect information, and forms of intervention. Cover theoretical and econometric tools necessary for evaluation of the market. Supply and demand analysis of the market for health services.

*Prerequisite:* Permission of instructor. (Cross-listed with ECO 646)

3 credits, fall term

### **HPH 665 Health Economics II**

This course applies advanced economic theory and econometrics to issues within the health market in more detail. Theoretical and econometric analysis of the health care delivery system, such as the demand for medical services, the supply and distribution of physician services, hospital behavior, third-party insurance reimbursement, national health insurance and cost, price inflation, and welfare economics and policy analysis. *Prerequisite:* Permission of instructor. (Cross-listed with ECO 645)

3 credits, spring term

### **HPH 671 Marine Pollution**

Review of the physical and chemical characteristics and speciation in the marine environment of organic pollutants, metals and radionuclides including bioavailability, assimilation by marine organisms, toxicity, and policy issues. *Prerequisites:* MAR 502 and MAR 503. (Cross-listed with MAR 512)

3 credits, fall term

### **HPH 672 Environmental Management**

This is an introduction to environmental management, and will focus on the interplay between science and public policy. Concepts include problem identification and definition, collection and analysis of relevant data to produce information, the use and interpretation of scientific information, and the roles of public perception and action in ultimately determining outcomes when consensus is not reached. Specific fields to which these concepts will be applied will be solid waste management and coastal management. Current local problems will be used to illustrate the broader conceptual issues.

*Prerequisite:* Permission of instructor. (Cross-listed with EST 540)

3 credits, spring term

### **HPH 673 Long Island Groundwater Problems**

Discussion of the hydraulic processes and technologies that are central to the management and monitoring of groundwater resources including special problems of coastal hydrology and saltwater intrusion, as well as the fate of contaminants. Remediation approaches are also examined. *Prerequisite:* Permission of instructor. (Cross-listed with MAR 521)

3 credits, summer term

### **HPH 675 Environment & Public Health**

Review of the interactions of humans with the atmosphere and water resources, especially in the Long Island coastal community. An introduction is provided to the field of environmental health and the practices relevant to an urban/suburban and coastal setting. *Prerequisite:* Permission of instructor. (Cross-listed with MAR 525)

3 credits, spring term

### **HPH 676 Environmental Law & Regulation**

This course covers environmental law and regulations from inception in common law through statutory law and regulations. The initial approach entails the review of important case law giving rise to today's body of environmental regulations. Emphasis is on environmental statutes and regulations dealing with waterfront and coastal development and solid waste as well as New York State's Environmental Quality Review Act (SEQRA) and the National Environmental Policy Act (NEPA). (Cross-listed with MAR 536)

3 credits, spring term

### **HPH 684 Environmental & Waste Management in Business & Industry**

Environmental and waste management practices in industrial and other institutional settings. Technologies of hazardous waste prevention, treatment, storage, transportation, and disposal. Information systems and software tools for environmental audits, regulatory monitoring and compliance and cost estimation. Recycling programs, air, land and water emissions controls and permits. Employee health, safety, and education; quality management. Field trips to several Long Island institutions. (Cross-listed with EST 586)

3 credits, term varies

### **HPH 686 Risk Assessment & Hazard Management**

A case study approach to the assessment of risk and the management of natural and technological hazards, with emphasis on those that can harm the environment. The course focuses on technological hazards involving energy, transportation, agriculture, natural resources, chemical technology, nuclear technology and biotechnology, and on natural hazards such as climatic changes, droughts, floods, and earthquakes. The first part of the course consists of readings on risk assessment and hazard management and discussion of

published case studies. During the second part of the course, students conduct their own case studies and use them as the basis for oral and written reports. (Cross-listed with EST 593)  
3 credits, spring term

### **HPH 687 Diagnosis of Environmental Disputes**

This course will cover basic groundwater concepts in unconsolidated sediments, and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read.

*Prerequisite:* EST 581. (Cross-listed as both CEY 594 and EST 541)

3 credits, term varies

### **HPH 688 Principles of Environmental Systems Analysis**

This course is intended for students interested in learning systems engineering principles relevant to solving environmental and waste management problems. Concepts include compartmental models, state variables, optimization, and numerical and analytical solutions to differential equations. *Prerequisites:* MAT 132 and one year of quantitative science such as physics, chemistry, or geology: or permission of instructor. (Cross-listed with EST 595)

3 credits, fall term

### **HPH 689 Simulation Models for Environmental & Waste Management**

This course is intended for students interested in developing computer models for technology assessment and for environmental and waste management. Concepts developed in EST 595 Environmental Systems Engineering and Analysis are applied to real world problems. Techniques in model development will be presented in the context of applications in surface and groundwater management, acid rain, and health risks from environmental contamination. *Prerequisites:* EST 595 or permission of instructor. (Cross-listed with EST 596)

3 credits, spring term

## **PROGRAM AND UNIVERSITY POLICIES**

### **STUDENT PROGRESS**

The following grading system is used in the *Graduate Program in Public Health*:

A (4.0), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), and F (0.00). Unless specified differently in the course syllabus, course grades on a 100 point scale are: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); F (69 or lower).

Students must maintain an overall 3.0 average in all the MPH Core Courses. Students may receive a grade less than B- in one course, without being penalized. After earning one course grade less than B-, students will be required to repeat any other courses in which they receive a grade less than B-. All courses in the concentration must receive a B or better. All

electives must be listed as selectives or approved by the student's faculty advisor in order to count toward completion of the MPH degree. In evaluating a student's standing, the Program will not include electives in the GPA that are not listed as selectives or approved by the faculty advisor.

In order to encourage students to develop excellent writing skills, course grades will reflect the quality of writing in course assignments. The specific policy on grading the quality of writing will be the prerogative of the course instructor, and it must be explained in the course syllabus.

The MPH degree requirements are rigorous, and students must be able to devote sufficient time to meet the performance standards required. Most students are part-time. If the student carries 7-8 credits per semester, including two summers, the MPH degree can be earned in two years. The Program also accommodates full-time study.

### **TIME AND LOCATION OF COURSES**

Most courses are taught on the Health Sciences Center campus and are offered in the late afternoon or early evening.

### **CREDIT TRANSFERS**

All core courses must be taken at Stony Brook University, unless an equivalent was taken in an accredited public health program with a grade of B or better within the last five years. All concentration courses are to be taken at Stony Brook University, unless an equivalent course, with a grade of B or better, was taken at an approved graduate program in the past five years and transfer of credits is approved by the MPH Academic Coordinator. The student must request a credit transfer and complete the necessary forms. In all respects, the *Graduate Program in Public Health* follows Stony Brook's Transfer of Credit policy as stated in the HSC Bulletin:

*"Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credits will be limited to no more than 6 credits."*

### **NON-MATRICULATED STUDENTS**

The *Graduate Program in Public Health* only allows students who have been admitted into the program to take courses as a non-matriculated student. A maximum of twelve (12) credits may be taken as a non-matriculated student in the *Graduate Program in Public Health*. Permission to enroll in courses must be obtained from the MPH Academic Coordinator.

### **PUBLIC HEALTH GRAND ROUNDS**

To provide MPH students with information on emerging and important public health issues, the *Graduate Program in Public Health* sponsors a Public Health Grand Rounds lecture series each academic year.

### **COMPETENCY ASSESSMENT**

Each Core Course in the *Graduate Program in Public Health* curriculum aims to develop specific competencies among MPH students through a set of Learning Objectives.

In order to assess how well we are conveying these competencies, we require every MPH student to complete a Competency Assessment survey at the beginning and end of each Core Course. All information from the Competency Assessment surveys is kept strictly confidential and is not, in any way, used to evaluate a student's academic progress in pursuit of the MPH degree. This information is analyzed only for the purpose of improving the Program and maintaining accreditation by the Council of Education for Public Health (CEPH). The *Graduate Program in Public Health* reserves the right to withhold grades or prevent subsequent course registration for students who do not complete both the pre and post survey.

### **ADVISING POLICY**

Each student is assigned a Faculty Advisor upon matriculation into the program. Whenever possible, that advisor will be a faculty member in the student's concentration: Evaluative Sciences, Community Health, or Public Health Practice. The student may change advisors at any time with the consent of the Director of the *Graduate Program in Public Health*. In addition, students who change their concentration will be assigned, or may select, a Faculty Advisor in the new concentration.

Faculty Advisors must meet with their advisees at least twice a year to discuss students' progress through the program, assess academic growth, and provide guidance with independent study and practicum projects. The Faculty Advisor also discusses the students' expectations for the future and acts as a touchstone if the student is having problems. The two mandatory meetings take place at the end of the Fall and Spring semesters and can be conducted in person or by phone, whichever is preferred by both the student and Faculty Advisor. Students will be contacted by the Program to schedule an appointment with their Faculty Advisor. At other times, students should contact their Faculty Advisor directly to make appointments.

Questions about course offerings, plans of study, degree requirements, deadlines, practicum requirements, and procedural issues including registration, academic standing, leaves of absence, change of concentration, graduation, and attendance at grand rounds should be directed to the MPH Academic Coordinator (444-2074).

Questions about classroom assignments, text books, and required readings should be directed to the Program Secretary, Eileen Zappia (444-9396). Questions related to student employment, research assistantships, scholarships, and other matters related to finance, should be directed to the Office Administrator, Mary Vogelle-Buscemi (444-1120).

### **TIME LIMITS**

Not including granted leaves of absence, all requirements towards the MPH degree, the BS/MPH degree, and the MBA/MPH degree must be completed within five years from

matriculation in the Program. The MD/MPH and DDS/MPH concurrent degrees can take six years.

### **GRADUATION**

The *Graduate Program in Public Health* has only one graduation ceremony (convocation), which is held each year in the spring. This ceremony serves all students who graduate from the Program during the year.

### **ACADEMIC INTEGRITY**

Intellectual honesty is a cornerstone of all academic and scholarly work. Therefore, the *Graduate Program in Public Health* views any form of academic dishonesty as a very serious matter. The Program treats each suspected case of academic dishonesty on a case-by-base basis. The course instructor may choose to handle an incident or bring it to the Executive Committee for review and recommendations. In this case, the Director will make the final determination of action, based on the recommendations of the Executive Committee. The student may appeal the decision of the course instructor or the Director, following the guidelines of the Program's Academic Appeal Policy (See *Graduate Program in Public Health Student Handbook*). Penalties for misconduct may vary according to the circumstances of each particular case. Penalties may range in severity from verbal warning to expulsion from the University with the reason recorded on the student's permanent transcript.

The Stony Brook University Academic Judiciary Committee defines academic dishonesty as follows: Academic dishonesty includes any act that is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition that is not properly earned or that adversely affects another's grade. The following represents examples of this and does not constitute an exhaustive list:

- Cheating on exams or assignments by the use of books, electronic devices, notes, or other aids when these are not permitted, or by copying from another student.
- Collusion: two or more students helping one another on an exam or assignment when it is not permitted.
- Ringers: taking an exam for someone else, or permitting someone else to take one's exam.
- Submitting the same paper in more than one course without permission of the instructors.
- Plagiarizing: copying someone else's writing or paraphrasing it too closely, even if it constitutes only some of your written assignment, without proper citation.
- Falsifying documents or records related to credit, grades, status (e.g., adds and drops, P/NC grading, transcripts), or other academic matters.
- Altering an exam or paper after it has been graded in order to request a grade change.
- Stealing, concealing, destroying, or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.

- Preventing relevant material from being subjected to academic evaluation.
- Presenting fabricated excuses for missed assignments or tests.

Some ways that student can protect themselves from involvement in academic dishonesty are as follows:

- Prepare thoroughly for examinations and assignments.
- Take the initiative to prevent other students from copying exams or assignments (for example, by shielding answers during exams and not lending assignments to other students unless specifically granted permission by the instructor).
- Check the syllabus for a section dealing with academic dishonesty for each course. There may be requirements specific to the course.
- Avoid looking in the direction of other students' papers during exams.
- Use a recognized handbook for instruction on citing source materials in papers. Consult with individual faculty members or academic departments when in doubt.
- Use the services of the Writing Center for assistance in preparing papers.
- Discourage dishonesty among other students.
- Refuse to assist students who cheat.
- Do not sit near students with whom you have studied.
- Do not sit near roommates or friends.

Many cases of plagiarism involve students improperly using Internet sources. If you quote an Internet source, you must cite the URL for that source in your bibliography. Copying (or closely paraphrasing text) text or figures from a website without citing it and placing it in quotation marks is plagiarism. It is no different from doing the same thing with a printed source. *Professing ignorance of this rule will not be accepted as a legitimate basis for appealing an accusation of academic dishonesty.*

For more comprehensive information on academic integrity, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>.

### **STUDENT CONDUCT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of the Student Judiciary any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the Health Sciences Center Schools and the School of Medicine are required to follow their school-specific procedures.

### **ATTENDANCE REQUIREMENTS**

Attendance is mandatory, unless there is a medical reason or the student is excused by the Program Director or course

instructor. If a course instructor has no written policy in the syllabus regarding the consequences for being absent from class, the *Graduate Program in Public Health* policy will apply: three or more unexcused absences from class will reduce the final course grade by a full letter grade (e.g., A to B).

### **HIPAA TRAINING**

The *Graduate Program in Public Health* requires all students to complete training in the Health Insurance Portability and Accountability Act (HIPAA) by the end of the fall semester after matriculation in the Program.

- REVIEW AND UNDERSTAND the SBU Policy and Procedure on Research Subjects' Right to Privacy at: <http://www.stonybrook.edu/research/HSG/HSGsec25.html>
- UNDERGO HIPAA TRAINING. You must carefully read and understand the HIPAA awareness training materials for research investigators and study staff at: <http://www.stonybrook.edu/research/orc/docs/2009%20Research%20HIPAA%20training.pdf>

SATISFY THE TRAINING REQUIREMENT by sending an e-mail to Mary Ellen Herz at [maryellen.herz@stonybrook.edu](mailto:maryellen.herz@stonybrook.edu) with the subject reading: HIPAA RESEARCH TRAINING COMPLETED, and the body of the text reading: 'I have read and understood the HIPAA awareness training materials and agree to comply with the SBU Policy and Procedures on Research Subjects' Right to Privacy.'

### **PROTECTION OF HUMAN SUBJECTS TRAINING**

The *Graduate Program in Public Health* requires all students to take the Stony Brook University on-line training program in protection of human subjects in research, offered by the Collaborative Institutional Training Initiative (CITI) at: <http://www.citiprogram.org>. Information about this training program is available on the website of the Office of the Vice President for Research: <http://www.stonybrook.edu/research/HSG/HSGsec17.html>

This training is part of the Human Subject Protections Program at Stony Brook, which ensures that the University keeps safe those individuals who volunteer to participate in our research activities.

Protection of human subjects training must be complete by the end of the fall semester after matriculation in the Program. A copy of the certificate of completion from CITI must be provided to MPH Academic Coordinator.

### **SEXUAL HARASSMENT POLICY**

Stony Brook University is committed to creating and maintaining a working environment that is free from all forms of inappropriate and disrespectful conduct that may be deemed as sexual harassment. Harassment on the basis of sex is a form of sexual discrimination and violates Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the New York State Human Rights

Law, and University policies and regulations. Stony Brook University reaffirms the principle that students, faculty and staff have the right to be free from sex discrimination in the form of sexual harassment inflicted by any member of the campus community. This community includes, but is not limited to, employees, students, visitors, contractors, and vendors associated with Stony Brook. Sexual harassment is contrary to the University's values and standards, which recognize the dignity and worth of each member of the campus community.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or academic decisions affecting such individual;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive working, living, or academic environment.

The University is responsible for, and fully committed to, the prevention and elimination of unlawful sexual harassment. Deans, Department Chairs, Directors, Administrators, Managers and Supervisors are responsible for promoting an atmosphere that prohibits such unacceptable behavior. Individuals who are affected by, or are aware of, suspected cases of sexual harassment are urged to bring such situations to the University's attention by contacting the Office of Diversity and Affirmative Action. The Office of Diversity and Affirmative Action has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280.

#### **DIVERSITY AND AFFIRMATIVE ACTION**

As SUNY's premier University Center, Stony Brook University has had a longstanding commitment to express and to demonstrate Equal Employment and Educational Opportunity for all persons in our community, and further, to afford all faculty, staff and members of all groups an environment in which the integrity of all is assumed and each individual is treated with dignity, respect, and fairness.

In compliance with the Civil Rights Act of 1964 (Title VII), as amended, Title IX of the Education Amendments of 1972, The Rehabilitation Act of 1973, The Age Discrimination in Employment Act, the Americans with Disabilities Act and the New York State Human Rights Law. Stony Brook University prohibits unlawful discrimination and harassment on the basis of race, color, sex, age, religion, national origin, sexual orientation, disability, marital status, or status as a disabled or Vietnam-era veteran in the implementation of any of its

policies, procedures, or practices regarding the terms, conditions, and privileges of employment and/or access for students, faculty, and staff. This non-discrimination policy affects all employment practices including, but not limited to, recruiting, hiring, transfers, promotions, benefits, compensation, training, educational opportunities, and terminations.

The University's administration, faculty, staff, and students are each responsible for creating and maintaining an environment conducive to work, study, and learning. The result of harassment and discrimination, in any form prohibited by this policy, is to impede the realization of the University's mission to provide an education of distinction in a dignified and respectful learning and employment environment. Any such unlawful discrimination or harassment in any venue of Stony Brook University will not be tolerated.

Individuals who are affected by, or are aware of, suspected cases of discrimination are urged to bring such situations to the University's attention by contacting the Office of Diversity and Affirmative Action. The Office of Diversity and Affirmative Action has professional staff trained to investigate and provide assistance regarding issues of discrimination and can be reached by calling (631) 632-6280.

#### **CAMPUS SAFETY**

***SB Alert! - Stony Brook University's emergency notification structure:*** SB Alert is a comprehensive notification structure used to alert the campus community in the event of a major emergency and to provide important safety and security information.

***Voice, Email and Text Messages:*** A mass notification system is used to provide voice, email and text messages to members of the campus community. To receive these messages, you must provide a cell phone\* number and preferred email address in the SOLAR System. If you do not provide a preferred email address the system will use your campus EPO address. Simply log into SOLAR with your Stony Brook ID number and use the phone and email menu selection to enter your data.\**Please note that your wireless carrier may charge you a fee to receive messages on your wireless device.*

Report **all** emergencies (police, fire, medical, psychiatric, or other) to University Police:

Dial **911** from campus phones: **(631) 632-3333**

From non-campus phones: Dial **321** to report a fire (Code Red) in the Hospital

#### **Non-Emergency Phone Numbers** (During regular office hours only)

Environmental Health & Safety: **632-6410**

University Police: **632-6350**

Weather-related Information/Closings:  
**632-SNOW: 444-SNOW**

For an escorted walk:  
Dial **2-WALK (2-9255)** from campus phones.

Dial **631-632-WALK** from non-campus phones.

For a ride after dark: Call **632-RIDE (2-7433)**

## **STUDENT HEALTH POLICIES & RESOURCES**

The Student Health Service is the on-campus source for meeting students' primary health care needs. The staff includes physicians, physician assistants, nurse practitioners, nurses, social workers, health educators, laboratory technologists, and technical and administrative staff, dedicated to providing students with quality medical care and the services necessary to optimize health and wellness. We encourage you to explore their website and learn about the resources available to you.

The student health policies of the University ensure that all students meet the physical examination and health history requirements of the University and that students working in clinical settings meet the requirements of University healthcare facilities and clinical affiliates, as well as the state health code. These policies also comply with Public Health Law 2165, which requires all students in post-secondary education to be immunized against poliomyelitis, mumps, measles, diphtheria, and rubella.

Information about the University's Student Health Service and health policies is provided, with links to all forms, at the Student Health Services website:  
<http://studentaffairs.stonybrook.edu/shs/index.shtml>

### **Medical and Health Insurance Requirements**

The requirements for full and part-time students are different and are explained in detail at:  
<http://www.stonybrook.edu/sb/newstudents/nshealthrequirements.shtml>

In addition, all forms are available on-line at this address.

### **Full-Time Students**

Following are the requirements for full-time students:

- A completed Health Form signed and completed by their physician..
- Documentation of Immunizations on the health form as per New York State law.
- All full-time students must read the medical information about meningococcal meningitis at the Student Health Services website, and complete and return the Meningitis Information Response Form. The information and form can be downloaded. Those who have a SOLAR account and are 18 years of age or older may use SOLAR to submit the response form.

- *All full-time matriculated students must have health insurance coverage at all times without exception.* Stony Brook offers a health insurance plan for all full time domestic\* students that meets this requirement. This plan pays for most medically necessary bills, such as doctor visits, mental health counseling, prescriptions, emergency room, lab testing, diagnostic testing, surgery, hospitalization, etc. The plan covers our students anywhere in the world, every day, no matter whether on campus or on semester breaks.

### **Part-Time Students**

Following are the requirements for part-time students:

- Immunization Record Form signed and completed by their physician .
- Documentation of Immunizations on the health form as per New York State law.
- All part-time students must read the medical information about meningococcal meningitis at the Student Health Services website, and complete and return the Meningitis Information Response Form. The information and form can be downloaded. Those who have a SOLAR account and are 18 years of age or older may use SOLAR to submit the response form.

Some part-time students **may** be eligible for the health insurance plan under special circumstances. Please contact the Insurance Office at (631) 632-6331.

### **Stony Brook Infirmary Fee**

All students must pay the Stony Brook Infirmary Fee. The fee covers comprehensive health services for both medical and mental health problems, for students and visiting scholars. It is not a substitute for health insurance. The Student Health Service building is the only location on campus where the mandatory health fee can be used. Medical Services that are beyond the scope of the Student Health Service can be obtained either at University Hospital Medical Center or through other medical providers in the community. However, the infirmary fee will not cover the cost of any medical services outside the Student Health Service Building. Call (631) 632-6740 for further information.

### **AMERICANS WITH DISABILITIES ACT**

Students with a physical, psychological, medical or learning disability that may impact course work, should contact Disability Support Services, ECC (Educational Communications Center) Building, Room128, (631) 632-6748. The staff will determine with the student what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

### **FINANCIAL AID**

Inquiries about financial aid should be directed to the Health Sciences Center, Office of Student Services: HSC Level 2, Room 271, (631) 444-2111.

### **Tuition Assistance & Reimbursement**

Several tuition assistance and reimbursement programs are available to full-time state employees at Stony Brook University and state hospital employees represented by United University Professions (UUP).

More information about these programs is available at: <http://sbumc.informatics.sunysb.edu/medicalcenter/tuitionreimbursement>

### **Employee Tuition Waiver Program**

All full-time state employees at Stony Brook University are eligible for tuition assistance for one course each semester. The waiver program pays a percentage of tuition for courses that are deemed to be job-related. The waiver is intended to be used by full-time employees for a second course, or a course not covered by any other program.

For more information or to contact the Benefit staff, call 631-632-6180. For the application, see: <http://naples.cc.sunysb.edu/Admin/HRSForms.nsf/webstate?OpenPage>

The application is available under the 'Benefits' category.

### **UUP Tuition Assistance Program**

The UUP Tuition Assistance Program covers tuition, but not fees, for one course each semester throughout the year, including Fall, Spring, Winter Session, Summer Session 1, and Summer Session 2 on a space-available basis. More information about this program, including application procedures, is available at: <http://sbumc.informatics.sunysb.edu/medicalcenter/tuitionreimbursement>

Shirley Menzies, Hospital Human Resources, at 631-444-4759 is the contact person for residents and fellows who are hospital employees.

### **STATEMENT OF STUDENT RESPONSIBILITY**

Students themselves are responsible for reviewing, understanding, and abiding by the University's regulations, procedures, requirements, and deadlines as described in all official publications. These include the Graduate Bulletin, the Health Sciences Center Bulletin, as well as the *Graduate Program in Public Health* bulletin, website, and handouts. Students should keep all catalogs and correspondence with Program and University personnel for reference.

### **ORGANIZATION OF PUBLIC HEALTH STUDENTS & ALUMNI OF STONY BROOK UNIVERSITY (OPHSA)**

The *Graduate Program in Public Health* graduated its first class in May 2006. Since that time, the alumni of the Program have organized with students to create an association that serves both groups: Organization of Public Health Students & Alumni (OPHSA). The purpose of OPHSA is to organize current students and alumni to achieve the following goals:

1. To promote the general welfare and professional image of Stony Brook University and the GPPH.
2. To foster a strong relationship between the school, faculty and members of the organization.
3. To foster and sustain collegial relationships between members of the student body and alumni of the GPPH.
4. To promote participation between alumni and students in educational, scientific and public health research activities.
5. To identify and develop resources to assist students, alumni and faculty in their careers.
6. To maintain student and alumni representatives who will advocate for the needs of the student population on standing committees of the GPPH.
7. To promote educational activities necessary for the maintenance and promotion of certification in the public health professions.
8. To promote public participation and advocacy for public health issues.

The *Graduate Program in Public Health* strongly supports the development of OPHSA and encourages alumni and student participation. We view this initiative as the next important step in furthering the vision, mission, and goals of the Program.

**TABLE 1. GRADUATE PROGRAM IN PUBLIC HEALTH GOALS AND MEASURABLE OBJECTIVES**

<b>GOALS</b>	<b>MEASURABLE OBJECTIVES</b>
<p><b>GOAL 1:</b> (Education) Admit and retain a high quality, diverse MPH student body.</p>	1a) Require a Bachelor's degree from an accredited U.S. or Canadian college or university for admission to the Program.
	1b) Require a national standardized test (e.g., GRE, MCAT) score demonstrating high academic potential, with an exception for those with a doctorate degree, for admission to the Program.
	1c) Require international students to demonstrate high English language proficiency based upon the TOEFL exam score prior to admission to the Program.
	1d) Require all students with an international degree to validate transcripts by completing an official course-by-course educational credential evaluation for admission to the Program.
	1e) Admit a diverse student body in terms of ethnicity/race, gender, and clinical/non-clinical professional experience.
	1f) Monitor student performance to encourage optimum achievement.
<p><b>GOAL 2:</b> (Education) Ensure a program that instills in our students the values, commitment, knowledge, and skills necessary to advance public health through application of population health principles.</p>	2a). Require completion of a comprehensive set of courses through which students obtain skill and knowledge-based competencies to advance public health through application of population health principles.
	2b) Ensure that students have an integrative culminating experience in population health.
	2c) Require that students maintain an acceptable standard of professionalism and academic integrity.
	2d) Ensure that students have an integrative practical experience within the field of public health.
	2e) Instill awareness and sensitivity to the cultural differences between populations, especially underserved populations.
	2f) Integrate important emergent public health issues into the Program through the Public Health Grand Rounds lecture series.
<p><b>GOAL 3:</b> (Education) Monitor and refine the curriculum to ensure that our students are prepared to meet the needs of the evolving public health field.</p>	3a) Evaluate student perceptions of course content, instructors, and learning experiences. This information will be used by the Program to revise the curriculum appropriately.
	3b). Involve students directly in the curriculum evaluation process.
	3c) Conduct an annual Alumni Survey to elicit perceptions about how well the Program prepares graduates for work in the evolving public health field.
	3d) Revise as necessary the MPH curriculum to meet the changing needs of the field.
	3e. Conduct a Regional Employer Survey bi-annually to elicit perceptions about how well the Program meets the evolving needs of regional public health-related employers.
<p><b>GOAL 4:</b> (Program) Maintain a high quality MPH program.</p>	4a) Obtain and maintain CEPH accreditation status to facilitate a quality MPH program.
	4b) Achieve a reputation of quality among regional public health-related employers.
	4c). Achieve a reputation of quality among Program alumni.
	4d). Continue to improve the quality of the Program applicant pool.
<p><b>GOAL 5:</b> (Research) Advance knowledge in public health through MPH faculty research in population health, clinical outcomes, and health policy research</p>	5a) Maintain faculty research productivity.
	5b) Encourage scholarly activities among the faculty in national and international scholarly organizations related to public health.
	5c) Encourage extramural funded research among the faculty.



<b>GOAL 6:</b> (Research) Actively involve students in scholarly endeavors.	6a) Encourage students to participate in a scholarly experience.
	6b) Advance hypothesis-driven research for Evaluative Sciences students.
	6c) Support student participation in community-based participatory research.
<b>GOAL 7:</b> (Service) Participate in service activities, and develop and maintain community partnerships of the highest quality that benefit the field of public health.	7a) Serve the needs of public health organizations through high-quality partnership experiences with students.
	7b) Facilitate communication and collaboration between community organizations and students.
	7c) Develop and maintain community health improvement projects, community-based participatory research projects, and partnerships related to population health improvement, particularly through the Center for Public Health and Health Policy Research.
<b>GOAL 8:</b> (Service) Serve the continuing education needs of the public health workforce in Suffolk County.	8a) Educate the current public health workforce, including employees of the Suffolk County Department of Health Services and public health-related non-governmental organizations (NGOs).
	8b) Invite the public health workforce to attend the Public Health Grand Rounds lecture series.
	8c) Develop offsite educational opportunities for the regional public health workforce.