

# UConn

UNIVERSITY OF CONNECTICUT

---

*GRADUATE PROGRAMS IN PUBLIC HEALTH*

# MPH STUDENT HANDBOOK

“Offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice.”

# Table of Contents

- 1. Handbook Overview**
- 2. Values, Mission, Goals and Objectives**
- 3. Program Competencies**
- 4. Assessing Competency of MPH Students**
- 5. Getting Started**
- 6. Program Administration**
- 7. Useful Websites**
- 8. Faculty Advisors**
- 9. Program Curriculum**
- 10. The Practicum Project**
- 11. Service Learning Opportunities**
- 12. The Capstone Requirement**
- 13. Public Health Degree Options**
- 14. Major Advisor**
- 15. Academic Calendar**
- 16. Registration**
- 17. Scholastic Standards/Timeline**
- 18. UConn/UCHC Policy Statements**
- 19. International Guidelines**
- 20. Preparing for Graduation**

## Appendix

- A. Scholarly Integrity in Graduate Education and Research**
- B. Core Functions of Public Health**
- C. 10 Essential Public Health Services**

## 1. Handbook Overview

This handbook has been created to be a practical guide for current students in the University of Connecticut Master of Public Health Program. It is filled with information that will be helpful during your graduate studies. Matters such as class registration, course schedules, official forms, and preparing for graduation are covered. The MPH Student Handbook is designed to be used in conjunction with the UCHC Graduate School Catalog found on the Graduate School website at:

<http://gradcatalog.uconn.edu/>

In addition, a great deal of the information reviewed here is available on the web at the MPH homepage found at:

<http://commed.uchc.edu/education/mph/index.html>

## 2. Values, Mission, Goals and Objectives

### Program values

The interprofessional focus of our MPH program, consistent with the values of our University and the principles of public health practice, prioritizes the following values:

- **Population centric** – putting public concerns and needs above individuals or the profession.
- **Evidence based** – utilizing best available information to inform decisions and actions in the practice of public health.
- **Social justice** – believing that wellness is a public good and fundamental right of all individuals. As such, we challenge the basis of health inequity wherever it occurs.
- **Engagement** – fostering reciprocal, equitable partnerships among stakeholders to distribute responsibilities for selection, implementation and assessment of public health activities.
- **Teamwork** – functioning across disciplines and circumstance to achieve integrated, cohesive approaches to community concerns.
- **Advocacy** – increasing awareness and support for a robust, comprehensive public health agenda.
- **Resolve** – preparing life-long learners to address current and emerging public health challenges.
- **Integrity** – promoting the highest standards of objectivity and accountability in work and interpersonal relations.
- **Respect** – incorporating differing beliefs, cultures and practices into all program activities.

## Program Mission Statement

In furtherance of our program's vision, the mission of the UConn Master of Public Health (MPH) program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. Public health careers for the 21st century, along with many in the related health and human services, will require competence in interprofessional practice that coordinates skill sets and perspectives of various disciplines in pursuing effective, comprehensive, systems-level improvements to our environment and social structure. Interprofessional competencies refer to the capacity of individuals and teams to enact knowledge, skills, values and attitudes essential for working together across professions and stakeholder groups to improve outcomes

## Program Goals

Consistent with our program's mission and values, our program pursues the following 5 goals and 17 measurable objectives:

- A. Scholarship of Integration (Interprofessionalism Goal) We will sustain an environment wherein students, staff, faculty and community partners build partnerships and gain firsthand knowledge and collaborative experiences across disciplines of public health, law, social work, pharmacy, medicine, dentistry, basic sciences and engineering, education, rehabilitation, business administration and allied health professions.

Goal: *To recruit and prepare students to earn the MPH degree, while encouraging their collaborative engagement with students, faculty and programs across the university and among relevant community-based stakeholders in order to enhance the delivery of system level approaches to health promotion/disease prevention in populations.*

- B. Scholarship of Teaching (Education Goal) We will be innovative in the delivery of curriculum, the provision of experiential learning options and the evaluation of curricular practices.

Goal: *To prepare, through exemplary didactic and experiential learning, competent public health practitioners who know and demonstrate interprofessional understanding of public health, medicine, dental medicine, nursing, pharmacy, law, social work and public administration.*

- C. Scholarship of Application (Service Goal) We will be active proponents and policy developers to favorably affect the social determinants of health and the delivery of public health services.

Goal: *To enable students, staff, faculty and community-based partners to contribute competent, collaborative effort toward assuring healthful, satisfying lives of Connecticut residents and beyond.*

- D. Scholarship of Discovery (Research Goal) We will support activities that increase our understanding of the social, behavioral, physical and biological bases of population health and health service delivery.  
Goal: *To uncover determinants of health and well-being and disseminate that information in support of evidence-based health promotion/disease prevention practices for populations.*
- E. Scholarship of Administration (Leadership Goal) We will continually examine our efforts to prepare competent, successful and satisfied students, support the work of faculty, staff and community partners and have meaningful impact on the well-being and prosperity of our community.  
Goal: *To effectively utilize University, program and community resources to sustain a high quality, high impact program in academic public health. In doing so, UConn's Graduate Program in Public Health will be recognized as the leading academic institutions to prepare leaders in the interprofessional practice of public health.*

## Program Objectives

The following 17 objectives correspond to our program's goals.

### A. Scholarship of Integration Objectives:

1. Providing options for public health students to pursue professional (dual) degrees that integrate public health, clinical, and non-clinical disciplines.
2. Encouraging and accommodating enrollment of students from across the University and the community in public health courses.

### B. Scholarship of Teaching Objectives:

3. Offering a competency-based core curriculum.
4. Facilitating global learning and research by faculty and students.
5. Assuring graduates are competent professional practitioners of public health.
6. Nurturing diversity of experience and interest in faculty, students and program staff.
7. Maintaining appropriate faculty to deliver exemplary curriculum.

### C. Scholarship of Service Objectives:

8. Promoting continuing education/life-long learning across public health specialties.
9. Emphasizing service learning throughout the curriculum.
10. Supporting career development among the public health workforce.

### D. Scholarship of Discovery Objectives:

11. Preparing students to design, undertake and disseminate relevant public health research.
12. Promoting ethical, compassionate and culturally appropriate public health research.
13. Promoting research focused on causes and control of inequities in health.

### E. Scholarship of Administration Objectives:

14. Identifying and retaining qualified faculty, within and outside of public health to serve as academic advisors and instructors of public health students.
15. Recruiting and retaining diversity among students, faculty and staff.
16. Securing necessary financial and material resources to fulfill our mission, goals, and objectives.
17. Communicating effectively with stakeholders and community-at-large in advocacy of our discipline and educational offerings.

### 3. Program Competencies

Upon completing requirements of the MPH degree, UConn graduates will be able to:

1. Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequalities.
2. Illustrate the role public health plays in informing scientific, ethical, economic, social and political discussions about health.
3. Apply basic methods and terminology to calculate and report disease rates and risks in populations.
4. Employ principles of research design, probability and measurement to draw appropriate inferences from data.
5. Utilize appropriate information technologies to collect, analyze and disseminate data.
6. Assess the strengths and limitations of various research designs in collecting, analyzing and interpreting information from public health studies.
7. Identify main components of the organization, financing and delivery of health care and public health services in the U.S. and in other countries.
8. Promote evidence-based public health practices that affect the health of communities.
9. Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards.
10. Describe mechanisms of toxicity that explain direct and indirect effects of environments on human health.
11. Contrast basic social and behavioral science theories about the causes and control of public health concerns.
12. Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care.
13. Design and implement public health interventions according to sound ethical and legal standards.

#### **Concentration curriculum**

The following 4 competencies address elements of interprofessional public health practice expected of all program graduates.

Upon completing requirements of UConn's MPH degree, graduates will be able to:

14. Use written and oral formats to deliver efficient and effective messages that assess risk, promote health and manage disease in communities..
15. Acknowledge one's role and those of other professions in addressing the needs of communities served.
16. Establish and lead teams to develop and advocate for effective policy and program change.
17. Respect and protect the rights and differences of persons and the communities in which they live.

## 4. Assessing Competency of MPH Students

There are three broad domains of activity for which MPH students receive performance evaluations: course performance, experiential learning assessments and capstone activities. The program uses a number of quantitative and qualitative tools to assess students relative to our mission. We consider these tools to be real-time indicators of program effectiveness.

Individual course performance and grade point averages. MPH program courses typically carry 3 credits, although there are also some 1-credit offerings, generally during the summer. A 1-credit course requires the equivalent of 50 hours of academic effort and 15 contact hours; a 3-credit course requires the equivalent of 150 hours of academic effort and 45 contact hours. Students are graded (A-F or S/U) to reflect the quality of performance on course assignments (e.g., reading comprehension, discussion, papers, exams, and oral presentations). The program administration monitors grades each semester to identify students with deficiencies (grades of B- or lower, or U) and communicates with students and advisors if remediation is necessary. Students who do not earn a grade of B or above in core courses are often advised to retake the material; those with more than 1 deficient grade are counseled about the advisability of continued matriculation. Students who do not earn a satisfactory grade in elective coursework, who have a cumulative GPA below the University requirement for graduation (3.0), or who have an average GPA below 3.0 in the core courses are counseled about future course selections and/or the advisability of remaining in the program.

Experiential learning assessments. Students are required to complete a semester-long practicum and are encouraged to complete additional experiential learning opportunities prior to graduation. Activities undertaken within the program's practicum project are monitored and evaluated by the Practicum Project Director (and practicum instructors in the case of individualized projects) and appropriate community-based preceptors prior to awarding a course grade. The overall content and process for the program's practicum requirement is monitored by the Community Partnership Subcommittee and the Curriculum Committee. The practicum is graded as S/U; students receiving a U are required to retake the practicum to remediate the deficiency.

Capstone activities. Students must complete an independent capstone project (either a thesis or applied practice project). When the capstone project is completed and publicly presented, the student's advisory committee submits a grade (S/U for the thesis and a letter grade for the applied practice project) for that work to the Graduate School. The Advisory Committee signifies satisfactory completion of the capstone by signing off on the Final Examination Form, and when appropriate, nominates individuals for the program's Mulvihill Award (for academic excellence) and/or Susan S. Addiss Award (for exemplary public health practice).

Students enrolled in one of our interdisciplinary programs complete a minimum of 36 MPH credits, provided that they complete courses in their other programs that are relevant to public health. Requests to reduce credits follow procedures similar to those described above and are reviewed on a case-by-case basis.

## 5. Getting Started

**Student IDs** will be acquired during orientation. If you cannot attend the orientation session, go to the UCHC Department of Public Safety. You will need to bring identification. Contact them for times that they do ID badges at 860-679-2511.

**Library:** Once you have your ID badge, you may gain access to the Lyman Maynard Stowe Library at the UCHC by completing the Library Patron Form. This also will be done at orientation.

**Proof of Immunization:** Incoming students must satisfy the immunization requirements of the State of Connecticut. Specifically, Connecticut State Law requires that all full-time and part-time matriculating students born after December 31, 1956 who are enrolled in post-secondary schools be protected against measles and rubella. Minimum requirements are: one dose of rubella vaccine given on or after the student's first birthday and one dose of measles vaccine given after January 1, 1969 and on or after the student's first birthday.

Students born after December 31, 1956 will be required to show proof of two doses of measles-containing vaccine. One dose must have been administered on or after January 1, 1969 and the second dose must have been administered on or after January 1, 1980. The student has the option of obtaining a lab test of immunity to both diseases: if both are positive, the physician is to indicate the date and result of each blood test on the chart on the immunization form that you will receive in your orientation letter or can be obtained from the public health program office.

**Tuberculosis:** Students must have 2 Mantoux tests 2 weeks apart within the last 12 months or show proof of annual Mantoux testing. If ever positive, test proof of chest x-ray is required.

Submitting the required forms to the Department of Occupational and Environmental Medicine does not guarantee compliance and eligibility to register for courses. **Students MUST contact Occupational Medicine to make an appointment and submit the forms in order to ensure compliance with regulations and clearance for registration.** To confirm, contact: Cheryl Marenick at 860-679-8327, [cmarenick@uchc.edu](mailto:cmarenick@uchc.edu). Students requiring vaccinations or testing can schedule an appointment with the UCHC Employee Health Clinic at 860-679-2893 between the hours of 8:00am and 5:00pm.

**Tuition and Fees:** Each semester or summer session, the tuition and fee schedule is listed in graduate school "course catalogue" on the registrar's website:

<http://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/>

Please pay close attention to the Registration and Semester Schedule. If you are not registered by **the last day to register** listed in the catalog, you will incur late fees and potentially reinstatement fees. The last day to register without



penalty, the last day to drop or withdraw from a course without a “W” on your transcript, and the last day to add a course without permission of the Associate Dean of the Graduate School can be found on the academic calendar (<http://gradcatalog.uconn.edu/guidelines-for-grad-study/academic-calendar/>).

Please check the online course catalog carefully for information on payment of tuition and fees.

Contact Information for the Graduate School’s Bursar’s Office at UConn Health Center:

**Bursar:** Carrie Berlepsch,

**E-mail:** [berlepsch@uchc.edu](mailto:berlepsch@uchc.edu)

**Telephone:** (860) 679-1632

**Blackboard:** Most courses you will take at UConn Health are posted on the Health Center’s Blackboard system. Instructors use this portal to post syllabi, assignments, reading material, and announcements. Your username and password will be given to you at the orientation and will be the same as your email. If you are unable to attend or have lost your login information, please contact the Public Health Office. If you take some courses on other UConn campuses (e.g., Storrs or Hartford) you will likely be using a different portal: WebCT, <https://lms.uconn.edu/> .

**Blackboard Website:** <http://blackboard.uchc.edu>

or

**For Blackboard support contact the Computer Education Center**

(860) 679-8870

**PeopleSoft:** Please Note: **Degree students must use PeopleSoft to register for courses every fall and spring semester.** Follow the PeopleSoft link at the following URL:

<http://student.studentadmin.uconn.edu>

If you elect to pay for registration by credit card or e-check, you must do so on-line. Please follow the directions below to make payment on-line:

- >Log onto PeopleSoft at [www.studentadmin.uconn.edu](http://www.studentadmin.uconn.edu)
- >Enter your user Net ID and password  
To Find Your UConn NetID go to: <https://netid.uconn.edu/>
- >Click on SA Self Service
- >Click on Finances
- >Click on Make a payment

The address the University has for you is the one you supplied on your application to the Graduate School. If it has changed, you need to update your personal information on PeopleSoft. After you log onto PeopleSoft and enter your Net ID and password:

- >Click on SA Self Service
- >Click on Student Center
- >Scroll to bottom to Personal Information

You can also enter new phone number information on this site. Please make sure to contact the Public Health office of these changes as well to ensure that all Graduate School and Public Health-specific messages and mailings get to you in a timely manner.

**MPH E-mail Address:** All MPH students are assigned an e-mail address upon admission to the program. **You MUST use this email address for all Graduate School business.** **No** messages will be sent to your personal email address, so make it a habit to check your MPH messages frequently. **Due to UCHC HIPAA policies, forwarding MPH email addresses to outside accounts is not available.** Failure to check your MPH email will mean you will miss important messages, fail to meet deadlines, incur costly late fees and after 30 days, be discontinued from accessing UCHC email. In addition, you will miss current notices on program happenings, internship and job opportunities, and other relevant news.

As an Outlook user, you can access your e-mail account from the Web as follows:

>Go to <https://mail.uchc.edu/>

>Enter “username” and password

Once you have logged into the account you can view/respond to e-mail. You should also personalize your password. To change the password assigned to you:

>Click on Options

>Click on Password button

>In the change password dialogue box...

DOMAIN>Replace contents of DOMAIN name with your domain name

ACCOUNT>Enter in your account name (mailbox name)

OLD PASSWORD>Enter your old password

NEW PASSWORD>Enter your new password (must be at least 6 characters)

CONFIRM NEW PASSWORD>Enter your new password again

Click OK

You should receive a message: “Password successfully changed”. You can now close all windows and your Web Browser and use your new password. Your old password will be cleared from the system in 20 minutes.

**If you have problems, contact the Help Desk at: 860-679-4400.**

**HIPAA and IRB Training:** All graduate students at UConn Health are required to complete training on:

- (1) The Health Information Portability and Accountability Act (HIPAA) and
- (2) Institutional Review Board (IRB) requirements, regardless of whether they have received prior training at other institutions.

HIPAA Training: Students are required to complete the following University of Connecticut Health HIPAA training module: Certification of HIPAA Privacy/Security.

You can access these training modules and certificates of completion on the MPH web site:

<http://commed.uhc.edu/education/mph/resources.html>

MPH Specific Forms for the training module and the certificate of completion.

Once you have read the training module and have a good understanding of the material, print out the certificate of completion, sign it, and mail it to Barbara Case, Dept. of Community Medicine, MC-6325, UConn Health, 263 Farmington Ave., Farmington, CT 06030-6325. This document will be handed out at the orientation.

IRB (Human Subjects) Training: Regardless of whether you will be participating in research that involves or affects human subjects, all students at UConn Health must complete the online IRB training program, which can be accessed at:

<https://www.citiprogram.org/default.asp>

Upon completion of the training, you will be able to print a certificate indicating that you have completed all requirements of the course. Be sure to send a copy to the Public Health office.

The Public Health program requires certificates of both HIPAA and IRB training before approving an independent study or practicum project, and failure to complete the training could jeopardize your standing in the Graduate School.

## **The Family Educational Rights and Privacy Act (FERPA):**

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy

Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

5. The University may disclose Directory Information without a student's prior written consent. The University designates the following as Directory Information: The student's name, University-assigned identifiers (NetID); date of birth; addresses; telephone number; school or college; major field of study; degree sought; expected date of completion of degree requirements and graduation; degrees, honors, and awards received; dates of attendance; full or part time enrollment status; the previous educational agency or institution attended; class rosters; participation in officially recognized activities and sports; weight and height of athletic team members and other similar information. Except as noted in point #3 above, the roster for a class will not be released, except to students enrolled that class.

6. Students may restrict the release of Directory Information, except to school officials with legitimate educational interests and others as indicated in point #3 above. To do so, a student must make the request in writing to the Office of the Registrar, Wilbur Cross Building, Unit 4077G, Storrs, CT 06269-4077. Once filed, this request becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.

For additional details on FERPA guidelines go to:

<http://www.ferpa.uconn.edu/>

U.S. Department of Education Family Policy Compliance Office home page:

<http://www.ed.gov/policy/gen/guid/fpco/index.html>

Questions regarding FERPA can be directed to the University Registrar:

[registrar@uconn.edu](mailto:registrar@uconn.edu)

## 6. Program Administration

The Public Health program faculty and staff are readily available to students in order to ensure a positive experience during their course of study. They are excellent resources, and students may contact them at any time.

<p><b><u>Director</u></b>  <b>David Gregorio</b>  <b>860-679-5480</b>  <b>gregorio@uchc.edu</b></p>	<p><b><u>Program Coordinator</u></b>  <b>Morgan Spencer</b>  <b>860-679-5489</b>  <b>mhspencer@uchc.edu</b></p>
<p><b><u>Student Services</u></b>  <b>Barbara Case</b>  <b>860-679-1503</b>  <b>BCase@uchc.edu</b></p>	<p><b><u>Program Support</u></b>  <b>Lauri McCarthy</b>  <b>860-679-1510</b>  <b>LMccarthy@uchc.edu</b></p>

## UCHC

### Graduate School Office:

<p><b><u>Associate Dean</u></b>  <b><u>Graduate School</u></b>  <b>Barbara Kream</b>  <b>Phone: 860-679-3849</b>  <b>kream@uchc.edu</b></p>	<p><b><u>Student Services -Records &amp; Registration-</u></b>  <b><u>Registrar</u></b>  <b>Barbara Ricketts</b>  <b>Phone: 860-679-2990</b>  <b>fax: 860-679-1902</b>  <b>ricketts@uchc.edu</b></p>
<p><b><u>Student Services -Records &amp; Registration-</u></b>  <b><u>Assist. Registrar</u></b>  <b>Swapna Das</b>  <b>Phone: 860-679-3125</b>  <b>fax: 860-679-1902</b>  <b>MC-1827</b>  <b>das@uchc.edu</b></p>	<p><b><u>Student Services - Fiscal Services</u></b>  <b><u>Bursar</u></b>  <b>Carrie Berlepsch</b>  <b>Phone: 860-679-1632</b>  <b>fax: 860-679-1902</b>  <b>MC-1829</b>  <b>berlepsch@uchc.edu</b></p>

## 7. Useful Websites

**UConn home page:**  
[www.uconn.edu](http://www.uconn.edu)

**UConn Health (UCHC) home page:**  
<http://health.uconn.edu/>

**UCHC Graduate School home page:**  
<http://grad.uchc.edu>

**MPH home page:**  
<http://commed.uchc.edu/education/mph/index.html>

**UCHC Student Services - Registrar (MPH course offerings)**  
<http://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/>

**UConn Graduate School Catalogue (PDF):**  
<http://catalog.grad.uconn.edu>

**Application on-line:**  
[https://app.applyyourself.com/AYApplicantLogin/fl\\_ApplicantConnectLogin.asp?id=uconngrad](https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=uconngrad)

**PeopleSoft:**  
<https://student.studentadmin.uconn.edu>

**Blackboard:**  
<http://blackboard.uchc.edu>

**MPH email:**  
<http://mail.uchc.edu>

**IRB information and forms for approval of research projects:**  
<http://hspo.uchc.edu/irb/index.html>

**Required IRB CITI Training:**  
<http://www.citiprogram.org/default.asp>

**Directions to classrooms and campus maps:**  
<http://commed.uchc.edu/contact/index.html>

**Academic Calendar:**  
<http://gradcatalog.uconn.edu/grad-school-info/academic-calendar/>

## 8. Major Advisors – Master of Public Health Program

<b>Sarita Arteaga, DMD, M.A.G.D.</b> , Oral rehabilitation, biomaterials, skeletal dev.	arteaga@uchc.edu	679-3170
<b>Robert Aseltine, PhD</b> , Health sociology	aseltine@uchc.edu	679-3282
<b>Thomas Babor, PhD</b> , Alcohol and drug problems & related cultural factors	abor@nso.uchc.edu	679-5481
<b>David Banach, MD, MPH</b> , Infection control and prevention	dbanach@uchc.edu	679-8168
<b>Lisa Barry, PhD</b> , epi of depress. in older pop., mobility & disability, recovery & disa	LiBarry@uchc.edu	679-6264
<b>Tryfon Beazoglou, PhD</b> , Health economics, applied microeconomics	beazoglou@nso1.uchc.edu	679-3814
<b>Stacey Brown, PhD</b> , Comm. based education	stbrown@uchc.edu	679-2354
<b>Mary Elizabeth Bruder, PhD</b> , Developmental, early intervention	bruder@nso1.uchc.edu	679-4632
<b>Joseph Burleson, PhD</b> , Substance abuse; research design & analysis	burleson@up.uchc.edu	679-5483
<b>Jennifer Cavallari, ScD, CIH</b> , Occupational and env epid & exposure assessment	cavallari@uchc.edu	679-4720
<b>Audrey Chapman, PhD</b> , Ethical & justice issues-genetics & stem cells, rights based hlth	achapman@uchc.edu	679-1590
<b>Martin Cherniak, MD, MPH</b> , Occupational health, ergonomics, environ'l. Epi	cherniak@nso.uchc.edu	679-4916
<b>Jonathan Covault, MD, PhD</b> , Alcohol abuse, behavioral health	covault@psychiatry.uchc.edu	679-7560
<b>Alicia Dugan, PhD</b> , Organizational psychology	adugan@uchc.edu	679-4813
<b>Amanda Durante, PhD</b> , Infect disease, disaster preparedness, workforce develop.	durante@uchc.edu	679-2927
<b>Pamela Erickson, PhD, DrPH</b> , Factors influencing health/disease in humans	erickson@uconnvm.uconn.edu	486-1736
<b>Pouran Faghri, MD, PhD</b> , Worksite & community health promotion programs	pouran.faghri@uconn.edu	486-0018
<b>Judith Fifield, PhD</b> , Social & physical functioning in chronic disease	fifield@nso1.uchc.edu	679-3815
<b>Richard Fortinsky, PhD</b> , Aging & health care	fortinsky@nso1.uchc.edu	679-8069
<b>James Grady, PhD, MPH</b> statistical model building for correlated data	jgrady@uchc.edu	679-2653
<b>David Gregorio, PhD</b> , Surveillance methods in cancer epidemiology	gregorio@nso.uchc.edu	679-5480
<b>W. Penn Handwerker, PhD</b> , Ethnographic research methods	w.handwerker@uconn.edu	486-2137
<b>Dennis Heffley, PhD</b> , Health economics	dennis.heffley@uconn.edu	486-4669
<b>Tania B. Huedo-Medina, PhD</b> Biostatistics for social sciences	tania.huedo-medina@uconn.edu	486-0105
<b>Brenda Kurz, PhD</b> , Prenatal depression among low income women of color	Brenda.Kurz@uconn.edu	570-9153
<b>Zita Lazzarini, JD, MPH</b> , Public health law, privacy, confidentiality	lazzarini@nso.uchc.edu	679-5494
<b>Bonnie McRee, PhD, MPH</b> , Substance abuse prevention	mcree@uchc.edu	679-5485
<b>David Pendrys, PhD</b> , Oral epidemiology, cardiology	pendrys@nso1.uchc.edu	679-3820
<b>Linda Pescatello, PhD</b> , Exercise & aging, hlth prom, exercise and spec. pop.	linda.pescatello@uconn.edu	486-0008
<b>Nancy Petry, PhD</b> , Clinical research studies on addictive behaviors	petry@psychiatry.uchc.edu	679-2593

## Major Advisors – Master of Public Health Program (continued)

<b>Julie Robison, PhD</b> , Long-term care, family care giving, Dementia, depression	jrobison@uchc.edu	679-4278
<b>Juan Salazar, MD, MPH</b> , Pediatric & youth HIV treat.& prev., STD research	jsalazar@ccmckids.org	679-6175
<b>Steven Schensul, PhD</b> , AIDS risk (international), applied health research	schensul@nso2.uchc.edu	679-1570
<b>Susan Schmeiser, JD, PhD</b> , family law, sexuality, health law, & criminal law	susan.schmeiser@law.uconn.edu	570-5103
<b>Richard Stevens, PhD</b> , Cancer epidemiology	bugs@neuron.uchc.edu	679-5475
<b>Helen Swede, Ph.D.</b> , Cancer chemoprevention, cancer disparities	hswede@uchc.edu	679-5568
<b>Howard Tennen, PhD</b> , Stress, coping & adaptation to chronic illness	tennen@nso1.uchc.edu	679-5466
<b>Edward Thibodeau, DMD, PhD</b> , Recruitment of dental professionals	ethibodeau@nso.uchc.edu	679-2125
<b>Robert Trestman, MD</b> neurobio of mood & personality disorders to hlth serv research	trestman@uchc.edu	679-5596
<b>Jane Ungemack, DrPH</b> , Health services research/substance abuse	ungemack@nso2.uchc.edu	679-5403
<b>Tom Van Hoof, MD</b> , Educational interventions to improve value of primary care,	tom.vanhoof@uconn.edu	679-1595
<b>Zhao Helen Wu, PhD</b> , Substance abuse, use & dependence;health disparity,STis	zwu@uchc.edu	679-2631



## 9. Program Curriculum

### Time Limits for Degree Completion:

MPH students must earn a minimum of 6 credits per semester (fall and spring). All work for the master's degree must be complete within a maximum period of six years from the beginning of the earliest course used toward the degree, wherever taken. Failure to complete the work within this period or failure to maintain Continuous Registration (see Registration section) shall necessitate re-evaluation of the student's entire transcript and may result in termination.

### MPH Curriculum Requirements

The curriculum requires completion of 16 courses/48 credits, distributed among the core (8 courses) addressing epidemiology, biostatistics, social sciences, health systems administration and policy, environmental health, public health law and research methods; plus a practicum; 5-7 electives and a capstone activity involving either a 9-credit thesis or a 3-6 credit applied practice project or policy analysis. Typical plans of study for part-time and full-time UConn MPH students are outlined below. **Please note: Students must register for courses or for continuous registration each fall and spring semester until they graduate to maintain active status in the program.**

### Typical Curriculum for MPH students

Year	Fall	Spring
<b>For students pursuing part-time study – 48 credits over 4 years</b>		
1	Health Administration Epidemiology/Biostatistics I	Social Foundations of Public Health Epidemiology/Biostatistics II
2	Law and Public Health Research Methods	Environmental Health Practicum in Public Health
3	Electives (6 credits)	Electives (6 credits)
4	Applied Practice or Thesis option Electives (6 cr.)    Elective (3 cr.) Thesis (3 cr.)	Applied Practice or Thesis option Elective (3 cr.)    Thesis (6 cr.) Project (3 cr.)
<b>For students pursuing full-time study – 48 credits over 2 years</b>		
1	Health Systems Administration Epidemiology/Biostatistics I Law and Public Health Elective (3 credits)	Social Foundations of Public Health Epidemiology/Biostatistics II Environmental Health Elective (3 credits)
2	Research Methods Applied Practice or Thesis option Electives (9 cr.)    Electives (6 cr.) Thesis (3 cr.)	Practicum in Public Health Applied Practice or Thesis option Electives (6 cr.)    Elective (3 cr.) Project (3 cr.)    Thesis (6 cr.)

**Course descriptions** are available online by selecting “Open PDF Format catalogue” at:

**<http://catalog.grad.uconn.edu>**

Our program's mission focuses on preparing individuals for careers in public health with emphasis on skills related to interprofessional practice. As such, we seek a balance within the curriculum between what is known about conditions by which people are healthy or at-risk of injury/illness and what is done to assure that necessary conditions for good health are met. We place high priority on collaborative problem-solving throughout our curriculum in which stand-

alone and dual-degree candidates work side-by-side in mastery of identical competencies, our practicum requires collaborative effort in problem solving and outcome dissemination and our capstone facilitates communication with academic and community stakeholders.

The content of every program course is guided, in part, by considerations contained in the 2014 ASPPH Expert Panel Report<sup>4</sup> (e.g., Public Health is inherently interdisciplinary and interprofessional; the MPH should be distinguished from the BSPH and DrPH; MPH curriculum should be rigorous, applied and skills-based; MPH curricular content should be regularly aligned with the knowledge, skills and attitudes that employers expect in graduates; etc.) and specific competencies developed within this program. Our Curriculum Committee, with the support of our Advisory Committee and Program Administration is charged with assuring that the objectives of every course offered within the program address one or more of these competencies

A student's plan of study is developed at the time core courses are completed, with input from a major and 2 associate advisors and approval by the program director and the Graduate School. Until they have fulfilled their coursework requirements, students are expected to register for a minimum of 6 credits per semester and complete core requirements before enrolling in elective courses.

Students can graduate with less than the required 48 credits through transfer credits or advanced standing. Individuals who have completed courses outside the MPH program (e.g. courses completed at another institution) may request transfer of up to 6 credits to our program with evidence of appropriateness of content, equivalence of requirements, and minimum grades of B. Transfer credits are included in the student's plan of study and counted toward the MPH degree.

Students seeking advanced standing must furnish a rationale for the request and evidence (i.e., course outline, catalog descriptions, etc.) that prior coursework was equivalent to that within a traditional public health curriculum regarding content (addressing 1 or more public health competencies) and scope of effort (approximately 50 hours of effort per credit). Each request for advanced standing is considered individually; the request must be approved by the student's major advisor and the program director and be accompanied by appropriate documentation. Individuals who have completed relevant post-baccalaureate study in medicine, dentistry, nursing, social work, business or the social sciences may receive "advanced standing," which lowers their required credit load (by 6 credits maximum).

A student may request a waiver of a specific required course (e.g., if competency in biostatistics and/or epidemiology is acknowledged). A course waiver does not reflect a reduction in total credits and requires the student to substitute a more advanced course for the course being waived (e.g., Intermediate Statistics or Applied Regression Analysis *and* Investigation of Disease Outbreaks or Epidemiological Research Appraisal as substitutes for Introduction to Epidemiology and Biostatistics I and II).

Requests for transfer credit, advanced standing or course waiver are only considered prior to students' completing the plan of study. Advanced standing is not granted for prior work or volunteer experience. In no instance can advanced standing or transfer credits be substituted for the practicum or capstone project, nor can the practicum or capstone project be waived.

## 10. Experiential Learning: The Practicum Project

The UConn MPH program has emphasized the development of practical skills by students throughout its history. Every student completes a semester-long service learning (practicum) project under the guidance of a community-based public health practitioner. These projects have afforded students experience in application of theory to problem solving on behalf of the State's citizenry and have fostered strong interprofessional partnerships that enhance workforce development, continuing education and program advocacy. We will focus attention here primarily on the content and outcomes of our required practicum but note that we see the completion of PUBH 5407 - Practicum in Public Health along with our required PUBH 5431 - Public Health Research Methods, the elective PUBH 5498 - Field Experiences in Public Health Systems, and the required capstone project as the core for developing practical skill competencies (gathering, evaluating and disseminating information) in our students. All students, without exceptions, must complete PUBH 5407 - Practicum in Public Health, a 3- credit core course to be eligible for graduation. With a few exceptions, students enroll in our group practicum, a practice-based experience offered in the second semester of the second year of study. Exceptions include dual degree students, who face additional constraints in fitting in the requirements of two different academic programs, and who are allowed to undertake individualized practicum projects, and students with specific issues that require more flexibility in projects or timetable. However, most MPH students enroll in the group practicum and an increasing number of dual degree students are electing the group practicum, which enhances interprofessional education and collaboration. Since the change in program leadership in 2004, the practicum has in turn gone through three phases of change. In the first phase, partially to address concerns about time to completion, the program introduced a group practicum during the 4th semester of study to ensure that students completed this experience in a timely manner. It was noted that students occasionally had difficulty negotiating site placements and projects with their practicum coordinator or advisor or simply put off the practicum for a 'convenient' (i.e., unavoidable) time to undertake it. The group practicum also reinforced the notion that just about everything achieved in public health has been done collaboratively and collectively. At first, students as a group focused on various aspects of a single public health problem in Connecticut (e.g., childhood obesity, disabilities and health, healthy literacy, the uninsured), with the end product being a "white paper" on the issue that was presented in a "hearing" at the State Legislative Office Building. The second iteration of the group practicum was introduced around 2009 when Dr. Stanton Wolf joined the faculty and became practicum coordinator. The practicum's focus was on 'Public health and the healthcare system infrastructure's impact on health inequities in Connecticut.' Seven classroom sessions (focused on the role our public health system can play in reducing the burden of health inequities in CT) were combined with required fieldwork (a minimum of 75 hours) by students. 60 Recognizing that the practicum in that format was not providing students sufficient time in the field for meaningful experiences and/or output, the practicum was modified in 2014 when the Professor Joan Segal reduced the number of classroom sessions by half and increased the minimum practice hours required to 135+, expanded the number of project choices, and, with one exception in spring 2014, limited the number of students on each project to 2-4. Professor Segal, the former associate director of our program, has years of experience developing relationships with local and state health departments, community-based organizations, and relevant professional organizations. Her heightened emphasis on experience in the field has been positively evaluated by both preceptors and students, and has contributed to a greater proportion of dual degree students electing to enroll in the group practicum. Because policies and procedures are slightly different for students undertaking a group or individual practicum project, both formats will be described.

• **Group Practicum.** Unless students have special permission to do otherwise (most often because they are dual degree candidates), group practicum students enroll in the spring semester of their second year after they have completed most of their core requirements. Prior to the start of the semester, students meet with the practicum coordinator and the project preceptors, who present their agencies and proposed projects to the group. After the presentations, students complete a Practicum Project Matching Form-Group Option which lists available projects available, requires students to prioritize three projects of their choice and solicits information on (a) a brief summary of the students' academic, employment, volunteer and other relevant experiences, and (b) reasons for prioritizing particular projects. The matching form is reviewed by the practicum coordinator who completes the match and notifies students and preceptors of their groups. During the last two years, the majority of students were accommodated with their first choice and all students got one of their prioritized projects.

• **Individual Practicum.** Students desiring to complete an individualized practicum must meet with the practicum coordinator and, if appropriate, submit a form entitled Practicum Project Matching Form-Individual Option. Included on the form are the names, titles and academic credentials of the field preceptors. The practicum coordinator reviews this information for appropriateness of the preceptor before approving a project, and sometimes requires additional information before final approval. Practicum preceptors, for their part, must approve the project description and time frame for the project and sign off on it before the application is reviewed by the project coordinator. While all students are encouraged to enroll in the group practicum, dual degree students have leeway to do the individual practicum due to specific interests or scheduling issues. Stand-alone MPH students must have significant constraints or reasons for pursuing the individual practicum, and waivers of the group practicum are generally difficult to obtain. In instances where the individual practicum is permitted, students identify their own independent practicum project, practice site and preceptor, although at times the practicum coordinator may set up a project for students with a specific interest. In any event, the practicum coordinator must approve all individual practicum applications before the practicum project can begin. Students, whether completing the group or independent practicum must complete a minimum of 135 field hours along with scheduled class time. Reporting mechanisms (see below) are equivalent for both experiences.

## 11. Service Learning Opportunities

Given the program's interprofessional focus, students are encouraged to participate in as many practice experiences as possible. In 2004, the MPH program signed a Memorandum of Agreement (MOA) with the CT DPH establishing a formal internship program. Before each fall and spring semester and the beginning of the summer sessions, the DPH Office of Workforce Development submits information to the program on projects currently available and announcements are published in the program's electronic newsletter, *Public Health Happenings*. Interested students submit a completed Interest Form along with their resumes to Workforce Development, and that office tries to match student interests and experience with departmental opportunities and needs. Before the projects begin, students and their preceptors sign off on the scope of activities to be undertaken and their mutual responsibilities. Students receive an orientation to the department near the beginning of their work there and a student internship handbook (prepared by 1 of our MPH students as an internship project). At the end of the semester or session they present an overview of their projects to their preceptors, other students, and DPH staff. There is also a formal evaluation process in which both students and their preceptors analyze the experience. In addition to the MOA with DPH, the program is working with the Department of Mental Health and Addiction Services and with Qualidigm, Inc. to institute similar relationships. On a less formal basis, students gain public health practice experience in other state agencies; local health departments and districts throughout the state and beyond; private, non-profit agencies; pharmaceutical and insurance companies; and hospitals and universities.

## 12. The Capstone Requirement

All students are required to complete a capstone project. Students may opt for a 9-credit thesis exemplifying scholarship of discovery (i.e., answering questions) or a 3-6 credit applied practice project demonstrating the scholarship of application (i.e., resolving problems). The capstone should address a significant public health concern, pursue novel inquiry and/or initiative and demonstrate the student's mastery of 1 or more of our program competencies. The product should be clear, concise, accurate and valid. It should yield generalizable knowledge relevant to the practice of public health. Excellence in scholarship of capstone projects is encouraged through selection of annual Mulvihill (for research excellence) and Addiss (for performance excellence) award winners.

Students in good academic standing at the time they complete our core course sequence (GPA  $\geq$ 3.0) must submit a revised plan of study to the MPH office indicating coursework completed/ anticipated toward the MPH degree and selection of an advisory committee of 3 of which the major advisor and 1 associate member must hold appointments within our Public Health Field of Study\*\*. The second associate advisor must have at a minimum a relevant graduate degree and a background appropriate for the student's capstone project. A copy of the associate advisor's Curriculum Vitae must be sent to the Graduate school for approval if the advisor does not hold a faculty appointment in Public Health. Upon acknowledgement by the Graduate School, the major advisor has responsibility for guiding students in the selection of remaining courses and the capstone format and topic. The associate advisors are responsible for helping to guide the capstone and for reviewing and approving the final product. Before commencing their projects, students prepare a brief prospectus (Thesis Approval Form or Applied Practice Approval Form) summarizing their area of focus, method of inquiry/activity, timetable and expectations for review. Approvals by the advisory committee and MPH program director must be in hand and assurances (as required) pertaining to fair and ethical practices (e.g., IRB, HIPAA training, etc.) must be secured before students can begin their work or register for project.

A completed thesis conforms to the University's manual of style, procedures and timetable; an applied practice project must follow comparable MPH Program standards. Further guidance is available through the *Graduate Catalog*, University and Program websites and consultation with program and university personnel.

Once the student's advisory committee considers the capstone project ready, students will either participate in the annual MPH poster session or schedule an oral presentation of their work for their committee and other interested parties. After the poster session or oral presentation, agreement among the advisory committee that written and oral products meet program requirements results in signatures on a Final Examination Form whereby they recommend degree conferral to the Dean of the Graduate School.

Students pursuing a thesis must adhere to Master Thesis Specifications of the Graduate School (on the left side of website) and complete the **Submitting Your Thesis Checklist**. Both are available at the following URL:

<http://grad.uconn.edu/current-students/masters-degree-program/>

The only portion of these guidelines that pertain to students pursuing an Applied Practice Project (essay or project) relate to the setup of the Title Page and Approval Page. Insert "An Essay" or "A Project" for "Thesis" on those pages. For both the thesis and essay/project, the title page and approval page. The final paper on the applied practice project must include a literature review of the topic on which that project is based.

### **13. Public Health Degree Options**

The UConn program of study leads to a MPH degree, conceived as a professional rather than academic degree. Because it is a generalist program, all students are expected to develop competencies in the applied practice of public health principles. It is designed for working professionals who wish to pursue part-time evening study, although an increasing proportion of applicants are full-time, some specifically attracted by the applied practice focus.

The program also offers interdisciplinary education for students desiring dual study in Medicine (MD/MPH), Dental Medicine (DMD/MPH), PharmD (PharmD/MPH), Law (JD/MPH) and Social Work (MSW/MPH). Interdisciplinary study typically is accomplished by respective programs recognizing 12 credits of coursework completed within the other program (i.e., public health credits waived for specified courses completed within the schools of medicine, dental medicine, nursing, law or social work). We also have had a few students who have combined their coursework in health systems management (a concentration in the MBA program) or their doctoral study in nutritional sciences or anthropology with our public health program. In addition, we offer 2 programs that combine the study of public health with a residency or fellowship. The MPH degree is a requirement for physicians in the Preventive Medicine Residency in Occupational and Environmental Medicine. Medical residents and fellows, particularly those in the Primary Care - Internal Medicine and Family Medicine Residency Programs, can combine their clinical medical training with the MPH degree program.

#### **Admissions Process for Dual Degree**

Students considering inter-professional education should consult our Interdisciplinary Degree Coordinator, Jane Ungemack, [ungemack@uchc.edu](mailto:ungemack@uchc.edu) for information prior to making application to the program. If the student is applying to both programs concurrently, he or she must submit two separate applications, two separate sets of transcripts, and pay two sets of

applicable fees. If the student has already been admitted to one program (whether or not the student has already matriculated in that program), the student must submit a new application and pay the fee, however can ask the Graduate Admissions office (Ann Lanzit [anne.lanzit@uconn.edu](mailto:anne.lanzit@uconn.edu)) to use the transcripts originally submitted. If you have questions, please contact Barbara Case.

**More information can be found on pages 14 – 19 in your Policies and Procedures Book.**

## **14. Major Advisor**

In most cases, your welcoming letter also provided you with the name of your assigned major advisor. It is advisable to communicate with your major advisor in person (or via e-mail) to discuss registration and the possibility of Advanced Standing, Transfer Credit, or Course Waiver. Your initial advisor is responsible for helping you as you begin your program. Once you have determined an area of emphasis and the general focus of your capstone project, you need to identify faculty in that particular area who will service as your major advisor and guide you through program completion. A list of faculty advisors appears in this handbook in section eight.

## **15. Academic Calendar**

Both current and future semester academic calendars can be found online at: <http://gradcatalog.uconn.edu/guidelines-for-grad-study/academic-calendar/>

## **16. Registration**

### **Graduate Student Services Center**

The Office of Records/Registration is located within the Student Services Center at the University of Connecticut Health Center and is a branch office of the Graduate School at Storrs. The Student Services Center (Room AM039) is responsible for admissions, records and registration, financial services, student affairs and student activities. Responsibilities specific to the Office of Records/Registration are to compile the schedule of classes and produce course offering booklets for degree and non-degree students, distribute appropriate material for timely completion of academic parameters, provide guidance to students for completing their course work and thesis, provide bursar services to students for their tuition and fee bills, and other related duties.

All official Graduate School forms required during a student's period of enrollment can be obtained online at: <http://grad.uconn.edu/current-students/forms/>

Degree students are required to register online with the **PeopleSoft** system, during **every** fall and spring semester. The registration process can be completed on line by following the steps at:

**[www.studentadmin.uconn.edu](http://www.studentadmin.uconn.edu)**

For information you may contact the registrar at:

**University of Connecticut Health Center  
Graduate School, Office of Records/Registration – MC1826  
263 Farmington Avenue  
Farmington, CT 06030-1826  
Or, Fax to: (860) 679-6176**

Registration for an individualized Practicum requires *Authorization and permission number from the Practicum Coordinator*, and then you can register on PeopleSoft.

Registration for the Independent Study (PUBH 5495) must be done in person at the Public Health Office. The process requires the completion of an Independent Study form and a description of your project. You cannot register for an independent study on PeopleSoft.

## **17. Scholastic Standards/Timeline**

- Earn a minimum of 6 credits per fall and spring semester (exceptions only with written approval)
- Maintain an overall GPA of 3.0 or higher; check grades on PeopleSoft
- Maintain an overall GPA of 3.0 or higher in core courses
- Submit Plan of Study to Public Health office after completion of 12 credits.
- Select thesis, essay, or applied practice project for Capstone project and submit Capstone Proposal to advisory committee a minimum of 8 to 10 weeks before registration. See Thesis Approval Form at:

[http://commed.uhc.edu/education/mph/pdfs/Thesis\\_Approval\\_Form.pdf](http://commed.uhc.edu/education/mph/pdfs/Thesis_Approval_Form.pdf)

or Applied Practice Approval format:

[http://commed.uhc.edu/education/mph/pdfs/Applied\\_Practice\\_Approval\\_Form.pdf](http://commed.uhc.edu/education/mph/pdfs/Applied_Practice_Approval_Form.pdf)

File advisor-approved Capstone proposal in Public Health office

- Certify completion of IRB/HIPAA requirements before initiating Independent Study, Practicum or Capstone project activities. See HIPAA documents under current forms: <http://commed.uhc.edu/education/mph/current/forms.html>
- Submit your **FIRST** draft of (capstone) paper to your major advisor a minimum of 12 weeks prior to the university graduation date.
- Submit a **FINAL** draft of (capstone) paper a minimum of **4 weeks** prior to the university graduation date (**preferably 6 weeks**).
- Schedule an oral defense (final examination) or participate in the poster session.
- Sign up for graduation on PeopleSoft by the deadline
- See Master's Thesis Guidelines at: <http://grad.uconn.edu/current-students/masters-degree-program/>
- Confirm completed degree requirements with Graduate Records Office

## **18. UConn/UHC Policy Statements**

UConn Graduate Catalogue at:

<http://catalog.grad.uconn.edu/>



## **19. International Guidelines**

The Office of International Students and Faculty (679-4430) provides assistance to foreign students, faculty, research scholars and visitors to the Health Center and its affiliated hospitals. It provides immigration support and is responsible for issuing necessary documentation for obtaining visas and keeping international persons in status while they are associated with the Health Center. The office serves as the immigration record-keeping center answerable to the Immigration and Naturalization Service, and operates under federal regulations. The Office is located in the Human Resource Department in the Administrative Services Building. Upon arriving on campus, international students must sign in with the international office and notify them immediately of any change in address.

## **20. Preparing for Graduation**

As graduation approaches, students should check with the Graduate Records Office on the status of their degree requirements and make sure that all requirements are completed by the deadline. The three possible dates for completion are in May, August and December. Students must notify the Public Health office of their intended graduation date and schedule a defense of their capstone project as early as possible to allow ample time to make any required revisions by their advisory committee. Students must also check their transcripts on PeopleSoft to be sure that all courses are graded. The major advisor is responsible for timely submission of the Report on the Final Examination to the Public Health office.

At least two months prior to graduation, students must apply on PeopleSoft for graduation.

# Scholarly Integrity in Graduate Education and Research

Scholarly activity at the graduate level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and the Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained.

Scholarly integrity encompasses “both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts.” It also addresses “ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds” (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach*, 2012).

The Graduate Faculty Council, in accordance with the provisions of its By-Laws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of the Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. (A graduate student is defined as any individual who holds admission to the Graduate School to pursue either a graduate certificate or graduate degree, as well as any other individual enrolled in a graduate-level course who is not strictly enrolled in an undergraduate degree or an undergraduate certificate program.)

Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of academic integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements.

*Note: Student misconduct other than scholarly misconduct, as defined herein, is governed by the University’s Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Rules of Conduct.*

## A. Definitions of scholarly misconduct

Scholarly misconduct is broadly defined as a failure to uphold standards of scholarly integrity in teaching, learning, research, or service.

For the purpose of this Policy, scholarly misconduct shall be deemed to include, but not be limited to, the following types of misconduct. The list is not intended to be exhaustive, but does identify major categories of scholarly misconduct, and provides illustrations where appropriate.

- *Cheating* involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.
- *Plagiarism* involves using another person's language, thoughts, data, ideas, expressions, or other original material without acknowledging the source (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*, 2003).
- *Distorted reporting* involves "any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated" (D. Fanelli, *Nature* 494:149; 2013).
- *Fabrication or Falsification of Grades* involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.
- *Misrepresentation* involves taking an examination for another student, submitting work done by another individual as one's own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.
- *Academic or Research Disruption* involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.
- *Fabrication or Falsification in Research* involves falsification of, tampering with, or fabricating results or data.
- *Research Violations* include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- *Professional Misconduct* involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- *Deliberate Obstruction* involves hindering investigation of any alleged act of scholarly misconduct.
- *Aiding or Abetting* involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

## **B. Addressing Allegations of Scholarly Misconduct**

Allegations of scholarly misconduct will be addressed in accordance with the procedures set forth below. If a graduate student accused of scholarly misconduct is part of a combined degree program, the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) and the academic leader of the other degree program will determine whether the complaint will be addressed in accordance with these procedures or in accordance with those of the other degree program, using the procedures of the program to which the alleged misconduct is more germane.

### **1. Misconduct Allegedly Committed Within an Academic Course**

When an instructor or relevant dean or department head believes that an act of scholarly misconduct within an academic course has occurred, the procedures set forth below shall be followed:

- a. The instructor, dean or department head who believes that scholarly misconduct has occurred within an academic course (the “Complainant”) shall retain all evidence of the alleged misconduct in its original form. Original papers or other materials need not be returned to the accused student. Copies of the accused student's work will be provided to him or her upon request. All instructors within the course shall be notified of the allegation and the proposed academic consequences before the student is notified of the alleged misconduct.
- b. Within thirty (30) business days of becoming aware of alleged misconduct the Complainant shall notify the accused student in writing of the allegation of misconduct and the sanctions to be imposed. The notice shall be sent by the Complainant to the accused student by e-mail, to the student’s official University e-mail address, and by first class mail, postage prepaid, to the mailing address on file with the University. The notification shall advise the student that s/he has ten (10) business days from the date the notice is sent via e-mail to contact the Complainant to address the alleged misconduct and/or request a hearing and that if s/he fails to do so, the sanctions described in the notice shall be imposed. The Complainant shall maintain a copy of the written notification sent to the accused student.
- c. The accused student may request a hearing by filing a written request with the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center). The Associate Dean shall notify the Complainant of the receipt of accused student’s request for a hearing within five (5) business days. The Complainant shall within five (5) business days forward to the Associate Dean copies of the written notification sent to the student, copies of the student’s work, and information about other evidence supporting the allegation. The Associate Dean will arrange for a hearing to be conducted in accordance with Section C hereof.
- d. A student who has been notified that s/he has been accused of scholarly misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the Dean of the Graduate School. If a semester concludes before a scholarly misconduct matter is resolved, the student shall receive a temporary "I" (Incomplete) grade in the course until the instructor submits the appropriate grade.

## **2. Misconduct Allegedly Committed Outside of an Academic Course**

A substantial portion of a graduate student's course of study takes place in contexts where they are not students within a course (e.g., serving as a teaching or research assistant, working as an intern, conducting thesis or dissertation research, taking a written or oral general exam). Allegations of scholarly misconduct committed outside of an academic course will be addressed according to the procedures described in this section with the following exceptions:

- Cases involving allegations of research misconduct by students enrolled at Storrs or regional campuses will be referred to the Vice President for Research for review under the Policy on Alleged Misconduct in Research. Cases involving allegations of research misconduct by students enrolled at the Health Center will be referred to the Research Integrity Officer for action under the Policy on Review of Alleged Misconduct of Research. In either case, if the allegation is found to have merit, the case will be referred to a Hearing Committee for additional action (section C).
- 
- Cases involving alleged violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy) may be subject to additional review by other entities inside or outside the University (e.g., professional organizations, Institutional Animal Care and Use Committee, Human Subjects Institutional Review Board).

When any person (the "Complainant") believes that an act of scholarly misconduct outside of an academic course has occurred, the procedures set forth below shall be followed:

1. The Complainant shall retain the evidence of the alleged misconduct in its original form.
2. Within thirty (30) business days of becoming aware of the alleged violation, the Complainant shall notify the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) of the alleged misconduct, in writing. The notification shall fully describe the nature of the alleged misconduct and the circumstances involved and shall be accompanied by evidence supporting the allegation. The notification shall bear the signature of the Complainant, and shall be dated. The Complainant shall maintain a copy of the notification sent to the Associate Dean.
3. The Associate Dean shall notify the accused student in writing of the allegation of misconduct within five (5) business days. The notice shall be sent by the Associate Dean to the student by e-mail, to the student's official University e-mail address, and by first class mail, postage prepaid, to the mailing address on file with the University. The notification sent by the Associate Dean shall advise the student that s/he has ten (10) business days from the date the notice is sent via e-mail to contact the Associate Dean to address the alleged misconduct. The Associate Dean shall maintain a copy of the notification sent to the accused student.
4. The Associate Dean will review the evidence submitted with the notification and consider any additional information provided by the accused student. Within twenty (20) business days of receiving the notification from the Complainant, the Associate Dean will

determine whether the case should be referred to a Hearing Committee (section C) or to a different office within the university.

### **C. Hearing on allegation of Scholarly Misconduct**

Accusations of scholarly misconduct to be subjected to a hearing will be heard by a Hearing Committee. The hearing will be scheduled no fewer than thirty (30) business days after the accused student is initially notified of advised of accusation of misconduct.

For good cause shown, the Associate Dean may reschedule the hearing at the request of either the Complainant or the accused student. If the accused student fails to appear at the hearing, the Hearing Committee will hear evidence from the Complainant and render its finding. If the Complainant fails to appear at the hearing, the complaint will be dismissed. A finding of responsibility for scholarly misconduct or a dismissal of the complaint that arises from a party's failure to appear at the hearing may be appealed in writing to the Dean of the Graduate School, but only on the grounds that extreme circumstances prevented the party's attendance at the hearing. Should the appeal be accepted, the Dean will determine a new period within which a hearing must be held, and no further extensions will be granted.

The Hearing Committee shall be composed of three (3) voting members (two members of the graduate faculty and one graduate student). The appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) shall select members of the Hearing Committee with advice from the Executive Committee of the Graduate Faculty Council. The Associate Dean shall conduct the hearing as a non-voting member. No member of the Hearing Committee may be a member of the program/department of either party to the hearing. Nor may any member of the Hearing Committee have personal/professional associations with the parties. The accused student and the complainant(s) will be notified in writing of the composition of the Hearing Committee, and may object to the appointment of any committee member on the grounds that the member's participation would jeopardize his or her right to a fair hearing. The Associate Dean conducting the hearing will determine whether any objections have merit and will decide whether a panel member will be seated.

The hearing, although formal, is not a court proceeding. As such, the Hearing Committee will not be bound by the procedures and rules of evidence of a court of law. The Hearing Committee will determine whether the student is responsible for scholarly misconduct as identified within notification of alleged misconduct sent to the accused student and will determine the appropriate sanction(s) if the student is found responsible. The Hearing Committee's decision shall be made by majority vote. A finding of scholarly misconduct shall be based on clear and convincing evidence submitted at the hearing.

The hearing will occur in private, and it will be recorded. The Graduate School will maintain a copy of the recording. The student may invite one person to attend the hearing as a support person. The student may consult with the support person throughout the hearing, but the support person shall not be permitted to participate in the hearing.

Both the student and the Complainant may submit documentary evidence and invite witnesses to provide testimony. The student and the Complainant shall submit the names of witnesses whose testimony they intend to offer to the Associate Dean conducting the hearing at least five (5) business days in advance of the hearing. The Associate Dean shall provide a list of the witnesses to the Hearing Committee, the student, the Complainant, and all witnesses at least two (2) business days before the scheduled hearing date.

The Associate Dean will conduct the hearing in accordance with the following procedure:

- The Associate Dean will identify the accused student, the Complainant, the witnesses, the support person accompanying the student, if any, and the members of the Hearing Committee;
- The Associate Dean will state the allegations of misconduct, as set forth in the notification sent to the accused student;
- The Complainant and the accused student will be offered the opportunity to make opening statements;
- The Complainant may present evidence of the alleged misconduct, which may include written statements,
- personal testimony, oral testimony of witnesses, and physical exhibits;
- The accused student may present evidence to support his/her position, which may include written statements, personal testimony of the accused student, oral testimony of witnesses, and physical exhibits;
- The Committee will be offered the opportunity to question the accused student, the accused student's witnesses, the Complainant, and/or the Complainant's witnesses.
- The Complainant will be offered the opportunity to present a summation; and
- The accused student will be offered the opportunity to present a summation.

During the hearing the accused student:

- May decline to make statements. The accused student's refusal to answer questions shall not be interpreted as evidence of guilt; and
- May decline to appear at the hearing. The refusal of the accused student to appear at the hearing shall not be interpreted as evidence of guilt. The hearing panel will consider the evidence presented in the absence of the accused student.

At the conclusion of the hearing, the Hearing Committee shall deliberate and render a decision. The decision will be sent to the accused student, the Complainant, the Dean of the school or college in which the alleged misconduct occurred, and to the Dean of the Graduate School within ten (10) business days from the date of the hearing. The notice shall be sent to the student by e-mail, to the student's official University e-mail address, and by first class mail, postage prepaid, to the mailing address on file with the University.

The Hearing Committee's decision will specify clearly:

- Whether the student has been found responsible for scholarly misconduct; and
- If so, the sanctions to be imposed. The Hearing Committee will consider mitigating circumstances in determining the severity of the sanctions to be imposed.

If the Hearing Committee finds that the student is responsible for scholarly misconduct, the finding will stand and the recommended sanctions will be imposed unless the student files a written appeal with the Dean of the Graduate School within ten (10) business days of his or her receipt of the Hearing Committee's decision. An appeal is not a new hearing. It is a review of the record of the original hearing. In order to prepare an appeal, the accused student and his or

her support person (with the written consent of the accused student), shall have the right to review the records of the hearing, including the audio recording.

An appeal may be sought on the following three grounds:

1. On a claim of error in the hearing procedure;
2. On a claim of new evidence or information material to the case that was not available at the time of the hearing.
3. On a claim of substantive error arising from misinterpretation of evidence presented at the hearing.

The Dean of the Graduate School shall have the authority to dismiss an appeal not sought on one or more of these three grounds.

If an appeal is upheld, the Dean of the Graduate School shall refer the matter back to the Hearing Committee with appropriate instructions.

The decision of the Dean of the Graduate School concerning an appeal shall be final. A version of this policy was first approved and adopted by the Board of Trustees on November 10, 1998. This version was approved and adopted by the Board of Trustees on April 24, 2013.



## **Appendix B**

### **Core Functions of Public Health**

#### **Assessment**

Assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities

#### **Policy Development**

Formulating public policies, in collaboration with community and government leaders, designed to solve identified local and national health problems and priorities

#### **Assurance**

Assuring that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services, and evaluation of the effectiveness of that care

See ASPPH website:

<http://www.aspph.org/educate/models/mph-competency-model/>

## Appendix C

### 10 Essential Public Health Services

1. **Monitor** health status to identify community health problems.
2. **Diagnose and investigate** health problems and health hazards in the community.
3. **Inform, educate, and empower** people about health issues.
4. **Mobilize** community partnerships to identify and solve health problems.
5. **Develop policies and plans** that support individual and community health efforts.
6. **Enforce** laws and regulations that protect health and ensure safety.
7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. **Assure** a competent public health and personal healthcare workforce.
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services.
10. **Research** for new insights and innovative solutions to health problems.

See the APHA website:

<http://www.apha.org/programs/standards/performancestandardsprogram/resexentialservices.htm>