



**GUIDE TO
GRADUATE STUDY
IN THE
DEPARTMENT OF HEALTH
POLICY & MANAGEMENT**

AUGUST 2009

TABLE OF CONTENTS

Preface:	
Welcome	
HPM Contact Information	
Departmental Information	
Departmental Overview	1
Departmental Vision, Mission, Core Values	1
Degree Options	2
Students	2
Institutes and Centers	
The Health Policy Institute	3
The Pennsylvania Medicaid Policy Center	5
Faculty	
Faculty	6
Staff	8
Executive in Residence	
Executive in Residence	9
Curricula	
Master of Health Administration (MHA)	11
Master of Health Administration (MHA) Learning Objectives	12
MHA Curriculum	14
Master of Public Health (MPH)	15
Master of Public Health (MPH) Learning Objectives	16
Master of Public Health (MPH) Curriculum - Health Policy Track	19
Master of Public Health (MPH) Curriculum - Pharmacy Administration Track	20
Master of Public Health (MPH) Curriculum - Public Health Agency Management Track	21
JD/MPH Degree	22
JD/MPH Learning Objectives	23
JD/MPH Curriculum	24
Master's Essay Guidelines	26
Independent Studies	
Independent Studies	40
Proposal for Independent Study Form	41
Department of Health Policy & Management Course Descriptions	42
HPM Student Information	
2009 Summer Residencies	51
2008-2009 Practica	52
2008-2009 Post-Graduate Placements	53
Current Mentors	54

Professional Dress and Conduct	57
Responsiveness and Communication	57
Policies	
Academic Integrity	58
Student Code of Conduct	59
Schoolwide Probation and Dismissal Policy & Procedures	59
Graduation.....	63
GSPH Activities	65
Information for Students	
Add/Drop	66
Advanced Standing.....	66
Books	66
Bus Service: Port Authority Buses and Campus Transportation System	66
Change of Address/Name	67
Change of Course/Withdrawal	67
Computing Labs	67
Elective Courses.....	67
Exemption from GSPH Core Courses (see form in Appendix)	68
FT/PT Status	68
Graduation	68
Health Science Library System.....	69
ID Cards.....	69
International Students	69
Parking.....	70
Probation.....	70
Quality Point Average	70
Registration for Courses/Holds/Late Registration/Late Add/Drop	70
Resignation.....	72
Statute of Limitations	72
Student Health Service.....	72
Student Organizations.....	72
Student Study Areas	73
Student Status.....	73
Transcripts	73
University Counseling Center	73
University Police Department.....	74
University Writing Center.....	74

Welcome to the Department of Health Policy & Management at the Graduate School of Public Health, University of Pittsburgh. We are pleased that you have decided to pursue an advanced degree to further your professional development in our Department. This Department, our School and the University as a whole have experienced significant growth in enrollment, resources and reputation during this first decade of the 21st Century. The School has a new Dean with impressive leadership and scholarly credentials in global health and virology. Our Department has added six new faculty members, several of whom have already been successful in establishing funded research programs in the past three years. Both our MPH and MHA Programs are fully accredited by CEPH and CAHME. All our students have benefited from recent classroom and common facility upgrades.

Our entering class of MHA, MPH, and JD/MPH students is diverse and talented. You are encouraged to take full advantage of the resources available to you in the course of your studies and to participate fully in the life of our community, including opportunities for student governance, community service and social and recreational activities as well as your own intellectual and professional development.

You are a valued member of the GSPH/HPM community and we will make every reasonable effort to insure that your experience with us is both productive and rewarding.

Best wishes,

Judith Lave, Ph.D.
Chair and Professor of
Health Economics
Director, Pennsylvania Medicaid Policy Center

Wesley M. Rohrer, Ph.D., MBA
Assistant Chair and
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HPM Student Services Offices

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Departmental Overview

The Department of Health Policy & Management (HPM) was created in January 2002 when the former Department of Health Services Administration (HSA) was divided into two separate academic units. The Department of HSA was created in 1950. The Health Administration Program has been fully accredited by the Commission on Accreditation of Health Management Education (CAHME). The Department of HPM prepares individuals to assume roles of leadership, policy development, and management within the healthcare system and public health. Its educational programs are grounded in the faculty's vast knowledge base, their engagement in interdisciplinary research addressing a broad range of problems relevant to public policy, organization, and management as applied to healthcare organizations and systems and in various professional and community service activities. For more information about the Department of Health Policy & Management, please visit our website at: www.hpm.pitt.edu

Departmental Vision Statement

We aspire to have top-ranked academic programs in health policy and management nationally based on our research productivity, the quality of our education and professional development programs, and community service. This vision guides our efforts to improve the health care system.

Departmental Mission Statement

The mission of the Department of Health Policy & Management is to: 1) enhance professional practice of healthcare management in both the private and public sectors; 2) advance the state of knowledge in health policy-making, including the policy formulation and implementation processes; and, 3) advance the state of knowledge of the factors influencing the costs, utilization, distribution and outcomes of public health and health care services. This mission is achieved by the faculty, in collaboration with practitioners, providing graduate education and professional development programs, engaging in scholarship and sponsored research, and by participation in community service and service learning activities relevant to the disciplines represented within HPM.

Core Values

- Integrity and accountability (in all our relationships, internal and external)
- Citizenship (within the University and School)
- Professionalism (as exemplified by ACHE and ASPH standards)
- Commitment to excellence
 - Research- furthering evidence-based practice and the state of knowledge in the foundation disciplines of HPM
 - Teaching - combining state-of-the art technologies and knowledge with effective adult teaching methods.
 - Service - participation in community service and civic engagement linked our teaching and research endeavors

Degree Options

- **MHA** in Health Policy & Management
- **MPH** in Health Policy & Management
- **JD/MPH** in Health Policy & Management (with the School of Law)
- **Ph.D.** in Health Services Research & Policy (this will be addressed in a separate handbook)

Students

Our current population of students in the Department of Health Policy & Management is one of the best and brightest. They represent a wide spectrum of backgrounds in their previous educational pursuits, employment history and volunteer experiences. Our students are active, participative, and engaging in the classroom. We encourage their participation in the HPMA, GSPH Student Government, and other activities as they become available.

Institutes and Centers

The Health Policy Institute

From its founding in 1980 by the University of Pittsburgh, the Allegheny Conference on Community Development, and several local foundations, the Health Policy Institute's mission has been to enhance health in the Pittsburgh region by improving the policies and decisions that influence health. This mandate guides HPI's activities and is pursued through several interrelated collaborative and educational programs that support healthcare decision makers in the region. HPI contributes to the health of the citizens and economic development of the region through Governance Briefings, Publications and Presentations, Collaborations, and Academic Involvement.

Governance Briefings

In 2006, HPI focused on its Governance Briefings program. Now in its 8th successful year, HPI's Governance Briefings have proven to be one of the most-effective programs in the Institute's 26-year history. Available at no charge to all with interest in the topics, the briefings are well attended and highly rated by participants.

Governance Briefings support board members and CEOs of the region's healthcare organizations in their decision-making by providing timely insights and information on contemporary governance challenges. Tailored for governance and senior management, these briefings are presented by healthcare leaders in a neutral forum provided by HPI. Below are the governance briefings for Fall 2009.

Special Governance Briefing: Stellar Healthcare Boards: Striving for Excellent Governance, Friday, October 30, 8 AM-12:00 PM— Heinz History Center, Smallman Street

Additional Governance Briefings for Fall Term: *Building and Keeping a Thriving Workforce: The Board's Role*, Friday, November 20, 8-9:30 AM — PAA Fifth Avenue, Oakland

Academic Involvement

HPI staff participates in educating future generations of healthcare leaders by actively participating in academic programs of the Department of Health Policy & Management in the Graduate School of Public Health, and in other programs of the University of Pittsburgh. Dr. Beaufort Longest teaches Health Policy, an introduction to health policymaking in the United States; Managing Health Programs & Projects, which prepares students to effectively manage health programs and projects; and Senior Elective in Health Policy, an introduction to health policy for fourth-year medical students.

Mr. Samuel Friede teaches Fundamentals of Healthcare Governance, Integrated Delivery Systems and Networks, and Health and Medical Care Organization. As assistant professor of public health practice and director of external relations, he coordinates residencies, practica, mentorships, the Executive-in-Residence program, and assists graduating students with fellowships and/or employment.

Leadership and Support

HPI's programs are overseen by an Advisory Group comprised of community, foundation, healthcare, and university leaders and trustees, and implemented by a small professional staff with the assistance of HPI's administrator.

Funding is provided by grants from the primary beneficiaries of Governance Briefings, that is from a variety of healthcare organizations in the region, to ensure an objective, community-oriented perspective in its work. To help underwrite governance briefings, HPI accepts sponsorships and encourages gifts from individuals who value HPI's work. An endowment supports the M. Allen Pond Chair in Health Policy & Management, held by HPI's director.

HPI's founding director Beaufort B. Longest, Jr., PhD, was recruited from Northwestern University's Kellogg Graduate School of Management. Samuel A. Friede, a Fellow of the American College of Healthcare Executives with extensive executive experience, joined HPI in 1998 as director of its governance initiative. Since 1997 Linda Kalcevic, MLIS, has served as HPI's administrator.

Overall, HPI's programs help improve the public-and private-sector decisions that affect healthcare, and ultimately the health of those who live in the Pittsburgh region.

The Pennsylvania Medicaid Policy Center (PMPC)

The Pennsylvania Medicaid Policy Center (PMPC) was established in 2006 with initial support from The Pew Charitable Trusts. Since then, PMPC has received funding from other foundations in Pennsylvania: The Jewish Healthcare Foundation, The North Penn Community Health Foundation, the Brandywine Health & Wellness Foundation and the Pottstown Area Health & Wellness Foundation.

The mission of the PMPC is to increase the understanding of Pennsylvania's Medical Assistance program and its role in the Commonwealth's health care system as well as to promote the development of policy solutions and long-term strategies that serve the program's constituents. PMPC will achieve its mission by serving as a resource for information and analysis on (1) characteristics of individuals who are covered under Medical Assistance and the services provided; (2) the importance of the program for selected populations; (3) specific elements of the program, such as long-term care or rural health delivery; (4) policy options under consideration within the Commonwealth; (5) the importance of the program for various providers; (6) initiatives by other states to improve the health of recipients and lower costs; and (7) the fiscal implications of the program for the state budget. PMPC seeks to improve the policy making process regarding Medicaid through dissemination of its information and analyses, policy forums and legislative briefings.

The Center Leadership and staff include: Judith R. Lave, PhD, Director; Monica R. Costlow, BA, JD, Policy Analyst; Howard B. Degenholtz, PhD, Faculty Member; Peggy Kernan, Administrative Assistant; Aiju Men, MS Research Analyst.

More information about the PMPC and its activities can be found on our website:
www.PAMedicaid.pitt.edu

Faculty

Gerald Barron, M.P.H.

Associate Professor of Public Health Practice in Health Policy & Management, Graduate School of Public Health, Co-Director for preparedness leadership, Center for Public Health Preparedness.

Research interests: health departments, preparedness leadership.

Nicholas Castle, Ph.D.

Professor of Health Policy & Management, Graduate School of Public Health.

Research Interests: Long-term care, nursing homes, nursing home quality, top management, staff turnover.

Catherine Colligan

Visiting Research Assistant Professor, Department of Health Policy & Management, Graduate School of Public Health.

Howard B. Degenholtz, Ph.D.

Associate Professor of Health Policy & Management, Graduate School of Public Health; Associate Director of Research, Center for Bioethics and Health Law. Research Interests: long-term care and aging; bioethics.

Julie Donohue, Ph.D.

Assistant Professor of Health Policy & Management, Graduate School of Public Health; Secondary appointment in the Department of Psychiatry. Research Interests: Pharmaceutical policy, mental health, politics of health policy.

Samuel A. Friede, FACHE

Director, External Relations, Assistant Professor of Public Health Practice, Department of Health Policy & Management; Director, Governance Initiative, Health Policy Institute, Graduate School of Public Health. Research Interests: Healthcare governance; hospital administration; integrated delivery systems and networks.

Rachel Garfield, Ph.D.

Assistant Professor, Health Policy & Management, Graduate School of Public Health. Research Interests: health services research & policy; politics and health policy; state health policy & financing; research methods in health policy; organization/financing health care in the U.S.

George Huber, J.D.

Associate Dean for Public Policy, Professor of Public Health Practice and Of Counsel, University of Pittsburgh. Research Interests: Health Law, Management and Structure of Healthcare Organizations, and Public Health Policy.

Judith R. Lave, Ph.D.

Department Chairperson and Professor of Health Economics, Department of Health Policy & Management, Graduate School of Public Health; Co-Director, Center for Research on Health Care. Research Interests: health care financing, costs of graduate medical education, health insurance, health care for children, economics of mental health, cost of illness.

Michael Lin, Ph.D.

Assistant Professor of Health Policy & Management, Graduate School of Public Health. Research Interests: Health services quality; health care regulation; organizational theory; strategic management.

Beaufort B. Longest, Ph.D.

M. Allen Pond Professor of Health Policy & Management; Director, Health Policy Institute; Graduate School of Public Health. Research Interests: Health policymaking, strategic management and governance in healthcare organizations, and the roles of healthcare organizations as corporate citizens.

Margaret A. Potter, J.D.

Associate Professor of Health Policy & Management; Associate Dean for Practice, Graduate School of Public Health. Research Interests: Public Health Practice, Public Health Law.

Wesley M. Rohrer, Ph.D., M.B.A.

Assistant Chair in the Department of Health Policy & Management; Assistant Professor, Health Policy & Management, Graduate School of Public Health; Secondary Appointment in Health & Rehabilitation Sciences in the Department of Health Information Management. Research Interests: Organization studies; ethics and leadership in health care; evaluation research in community health.

Patricia McGovern Sweeney, J.D., M.P.H., R.N.

Assistant Professor, Department of Health Policy and Management, Graduate School of Public Health.

Research Interests: Health Law, Public Health Law and Ethics

Yuting Zhang, Ph.D.

Assistant Professor, Department of Health Policy & Management, Graduate School of Public Health.

Research Interest: pharmacoeconomics.

Staff

Tina M. Grossett - Department Administrator

Elly Bresz - Research Administrator

Monica Costlow, J.D. - Policy Analyst, Pennsylvania Medicaid Policy Center

Linda S. Kalcevic, M.L.I.S. - Health Policy Institute Administrator

Peggy Kernan - Administrative and Technical Assistant

Kristin Lazzara, MHA - Program Coordinator, Student Services, Doctoral Programs

Aiju Men, M.S. - Research Analyst

Donna Schultz - Program Administrator, Student Services, Masters Programs

Cecile Tirpak - Secretary

Jamie Ferguson - Research Associate

Executive-in-Residence

The purpose of the Executive-in-Residence Program is to foster better relationships between the Health Administration Program and the world of practice for the advantage of both the students and faculty of the Program.

JAMES M. COLLINS, Executive in Residence, Academic Year 2009-2010

James M. Collins came to St. Clair in April 2006 as only the third President & Chief Executive Officer in St. Clair's 55-year history. Previously, he was President & Chief Executive Officer of The Western Pennsylvania Hospital since 1999.

Previously, Mr. Collins had served since 1996 as Senior Vice President of Managed Care & Strategic Development for The Western Pennsylvania Healthcare System, the parent corporation of The Western Pennsylvania Hospital. From 1998, he concurrently served as President & Chief Executive Officer of another of its subsidiaries, Suburban General Hospital.

After his residency, Mr. Collins served from 1989 to 1995 as Vice President of The Western Pennsylvania Hospital, where his responsibilities included the major clinical, ancillary and support functions, as well as academic departments. In 1992, the American College of Healthcare Executives recognized him with the Regent's Award for Early Career Achievement.

Mr. Collins earned a master's degree in health administration in 1987 from the University of Pittsburgh, where he was a fellow at the Health Policy Institute. He also earned a bachelor's degree from the University of Pittsburgh in 1981.

Mr. Collins is a member of several professional organizations, including the American College of Healthcare Executives, and is currently a member of the Board of Directors of the United Way of Allegheny County.

Executive in Residence - 2002 through 2008

2008-2009	<i>LESLIE DAVIS</i>	President of Magee-Womens Hospital of UPMC (University of Pittsburgh Medical Center)
2007-2008	<i>THOMAS PRISELAC</i>	President and Chief Executive Officer of the Cedars-Sinai Health System
2006-2007	<i>DAVID HUNTER</i>	Former Chairman of Navigant Consulting, Inc.'s Healthcare Management Committee
2005-2006	<i>THOMAS TIMCHO</i>	President and Chief Executive Officer of Jefferson Regional Medical Center
2003-2005	<i>MICHAEL BLACKWOOD</i>	President & CEO, Gateway Health Plan
2002-2003 (Inaugural)	<i>JOHN ZANARDELLI</i>	Executive Director and Chief Executive Officer for United Methodist Services for the Aging (UMSA)

Master of Health Administration (MHA)

The primary purpose of the MHA Program curriculum is to provide graduate-level education that equips students with enduring and transferable skills, values and conceptual abilities sufficient to facilitate entry into and advancement within management and leadership roles in health care, health policy and public health. Upon graduation, students seek positions in Post-graduate Residencies and Fellowships or seek employment in institutional and system/network management.

The curriculum requires 60 credits of full-time study over five academic terms including a full-time Management Residency for the MHA degree. The program can also be completed on a part-time basis and students are expected to make forward progress toward the completion of the degree on a timely basis.

The Curriculum consists of the GSPH School's public health core courses, a broad array of courses in health care system organization and management, health policy and economics, leadership, and professional development activities. The MHA Program also provides the student opportunities for transition to the world of practice through the Executive in Residence, the required Management Residency, assignment of a professional health care leader as a Mentor, and an expanded orientation program.

The Master's Essay is a requirement of the MHA program and the Graduate School of Public Health. No MHA student can graduate without successfully completing a Master's Essay. It is an important educational component of the MHA program since the essay provides students an opportunity to integrate the major components of the GSPH learning experience. Students apply the principles of public health, health administration, and health policy to a formal inquiry and analysis of a problem or issue relevant to health administration and their career interests. The essay allows the student to demonstrate his/her mastery of health policy and management concepts, principles, and theoretical models gained from formal coursework. The student is expected to demonstrate professional-level proficiency in expository writing, clear and logical thinking, and appropriate use of analytical tools and research methods.

The Management Residency is a required one-credit course of approximately three months in duration, taken at the midpoint of the curriculum, usually scheduled for Summer Term (May through August). This course is designed so that students spend one academic term in a health care organization, serving in an educationally appropriate career development position under the direction of a preceptor. A preceptor is a professional in the field of health management or administration who is respected by peers and willing to mentor and to share knowledge and insights with students. The Residency may be served in a variety of health care, public health or related settings.

Master of Health Administration (MHA)

Learning Objectives

The learning objectives for the MHA degree program are closely linked to the accreditation criteria established by CAHME. The following learning objectives are separated into curricular and professional development objectives.

Curricular (Instructional) Objectives

Upon completion of the MHA program, the graduate will be able to:

- Use the concepts and tools of epidemiology and biostatistics in the analysis of health care needs of the target community or service population and in the development of appropriate health services to address those needs
- Understand the other core disciplines of public health (behavioral and community health, environmental and occupational health, epidemiology, human population genetics, and infectious diseases) to enhance decision-making in managing the health of the population or community to which the health care organization is accountable
- Apply knowledge of the structuring, marketing, and positioning of the health care organization to achieve its optimal performance
- Use the concepts and tools of financial management to sustain organizational viability and effectiveness under alternative financing mechanisms and reimbursement policies
- Demonstrate leadership, interpersonal, and communication skills (oral and written) in managing human resources and health professionals in diverse organizational environments
- Perform effectively in work teams, both as a leader and a follower
- Demonstrate understanding of the design, functions, and staffing of health management information systems
- Apply knowledge of information resources and technologies in collecting, accessing, analyzing, and using health information and business-relevant data in managerial decision-making
- Apply basic statistical, quantitative, and economic concepts and tools to support analysis and decision-making
- Understand the basic legal and regulatory principles and constraints affecting the health care organization, to facilitate informed decision-making
- Identify situations and issues that require more expert judgment and consultation (e.g., legal counsel, statistical and economic analysis)
- Demonstrate knowledge of the primary ethical values underlying health care delivery (i.e., respect for persons, beneficence, non-maleficence, and justice, in managerial decision-making)

- Apply information relevant to the assessment of the health status of a population, the determinants of health and illness, and health risks in effective implementation of health services to a given population or service area
- Apply knowledge of the context and process of health policymaking at the federal and state levels of government in the U.S. in informed policy discussions
- Demonstrate understanding of selected contemporary federal and state health policy issues
- Apply policy competencies in analyzing and influencing the health policymaking process at the federal and state levels of government
- Understand the processes of health policy formulation and implementation to enhance decision-making relevant to the strategic direction and management of the health care organization
- Apply knowledge from the social and behavioral sciences in designing, organizing, staffing, financing, and managing health care systems
- Understand the benefits and challenges of managing a diverse staff in addressing the implications of gender, ethnic, racial, socioeconomic, age, and lifestyle diversity within the service population
- Identify, define, and apply relevant business and health outcome measures, process-to-outcome relationships, and methods for process improvement, to enhance and sustain the quality of health care services and outcomes

Professional Development (Socialization) Objectives

Upon completion of the MHA program, the graduate will have developed the professional skills, competencies, and characteristics to:

- Identify, effectively access, and build relationships within a network of professional contacts
- Initiate and sustain an effective learning relationship with a professional mentor(s)
- Adopt a professional demeanor, dress, and behavior that comports with prevailing norms and standards for executive management in health care organizations
- Develop and present an effective portfolio of career-related products that supports the graduate's job search and longer term career plan
- Synthesize and apply classroom and experiential learning in both (1) an intensive, supervised, on-site experience in a health care or related organization, i.e., the management residency or practicum, and (2) the integrative capstone experience, i.e., the management or policy analysis project (master's essay)
- Assess his/her leadership strengths and deficiencies in developing a plan for life-long learning and professional development

MHA CURRICULUM
Academic Year 2009-2010

Courses	Course #	Course Title	Credits
Fall Term			
EPIDEM	2110	Principles of Epidemiology	3
BIOST	2011	Principles of Statistical Reasoning	3
HPM	2012	Financial Management Foundations for Healthcare and Public Health	3
HPM	2105	Health and Medical Care Organization	2
HPM or HPM	2125 or 2028	Health Economics or Microeconomics Applied to Health	3
PUBHLT	2014	Public Health Overview	1
PUBHLT	2022	The Dean's PH Grand Rounds	0
		Total Credits	15
Spring			
HPM	2029	Health Management Information Systems	2
HPM	2216	Health Insurance: Financing Health Care	3
HPM	2207	Quality Assessment	2
HPM	2106	Leadership, Professionalism & Career Development	1
HPM	2037	Essay-HA	1
HPM	2017	Quantitative Methods in Health Care	3
EOH	2013	Environmental Health & Disease	3
PUBHLT	2022	The Dean's PH Grand Rounds	0
		Total Credits	15
Summer			
HPM HPM	2115 or 2025	Management Residency or Practicum	1
		Total Credits	1
Fall			
HPM	2010	Organization Studies: Theory/Applications in Health Care	3
HPM	2135	Health Policy	2
HPM	2142	Managing the Health of Populations	3
HPM	2014	Applications & Issues in Financial Management of Health Care Institutions	3
HPM	2130	Health Law & Ethics	2
		Electives	2
		Total Credits	15
Spring			
HPM	2049	Human Resource Management/Labor Relations	2
HPM	2145	Marketing Health Services	2
HPM	2150	Strategic Management of Health Services Organizations	3
HPM	2037	Essay-HA	1
BCHS	2509	Social and Behavioral Sciences and Public Health	3
		Electives	3
		Total Credits	14
GRAND TOTAL CREDITS 60			

Master of Public Health (MPH) in Health Policy & Management

The MPH degree program in the Department of Health Policy & Management provides advanced education for recent graduates, entry-level and mid-career professionals to facilitate their career development as leaders and managers, health professionals, policy analysts and advocates for various roles and contexts in public health and health care.

The curriculum includes the Graduate School of Public Health (GSPH) core courses, the required MPH core courses and those courses required in one of the tracks: Health Policy, Health Care Program Management or Public Health Agency Management. Additional requirements include elective courses offered within and outside the Schools of the Health Sciences.

The Master's Essay is a requirement of the MPH program and the Graduate School of Public Health. No MPH student can graduate without successfully completing a Master's Essay. It is an important educational component of the MPH program since the essay provides students an opportunity to integrate the major components of the GSPH learning experience. Students apply the principles of public health, health administration, and health policy to a formal inquiry and analysis of a problem or issue relevant to health administration and their career interests. The essay allows the student to demonstrate his or her mastery of health policy and management concepts, principles, and theoretical models gained from formal coursework. The student is expected to demonstrate professional-level proficiency in expository writing, clear and logical thinking, and appropriate use of analytical tools and research methods.

Master of Public Health in Health Policy & Management (MPH)

Learning Objectives

Three program concentrations are offered within the new MPH in health policy and management. Program objectives common to all tracks are specified, followed by learning objectives specific to each concentration.

Program Objectives Common to All Concentrations

Upon completion of the MPH in health policy and management, the graduate will be able to:

- Use the concepts and tools of epidemiology and biostatistics in (1) the analysis of the health status and health care needs of the target community or service population and (2) the development of appropriate public health interventions and/or health services to address those needs
- Understand the other core disciplines of public health (behavioral and community health, environmental and occupational health, epidemiology, human population genetics, and infectious diseases) to enhance decision-making in managing the health of the population or community to which the public health or health care services organization is accountable
- Describe the basic structures and processes of the U.S. system of health and medical care
- Apply knowledge of the context and process of health policymaking at the federal and state levels of government in the U.S. in informed policy discussions
- Demonstrate understanding of selected contemporary federal and state health policy issues
- Apply policy competencies in analyzing and influencing the health policymaking process at the federal and state levels of government
- Apply the basic concepts and tools of financial and managerial accounting and finance in the allocation and control of financial resources, including interpretation of the financial statements, financial ratio analysis, cost behavior and decision-making, break-even analysis, budgeting, and variance analysis
- Synthesize and apply classroom and experiential learning in both (1) a supervised, on-site experience in a health care or public health organization (practicum) tailored to the professional development needs of the student already working in the field; and (2) an integrative, capstone experience (master's essay)

Program Objectives-Health Policy Concentration

Upon completion of this program concentration, the graduate will be able to:

- Apply knowledge of the context and process of health policymaking at the federal and state levels of government in the U.S. in informed policy discussions

- Demonstrate understanding of selected contemporary federal and state health policy issues
- Apply policy competencies in analyzing and influencing the health policymaking process at the federal and state levels of government
- Articulate the critical issues facing the U.S. health care system and public health
- Present an overview of the major contemporary health policies addressing at least one of these issues
- Apply policy research tools and methods and analytical reasoning to evaluate the effects of a prevailing or proposed legislative or regulatory initiative
- Apply knowledge of the relationships between the design of insurance plans, the utilization of health care services, and the equity and efficiency with which the health care system operates
- Assess the differences between traditional approaches to health insurance and consumer-driven health care
- Understand the logic of the Medicare administrative pricing system in assessing alternative health financing arrangements
- Apply economic theory and tools to better understand the organization and delivery of health care, especially in the U.S.
- Incorporate economic analysis with basic tools of epidemiology, biostatistics, finance, and health policy to examine the health of populations through their health care structures and markets, finance, and outcomes
- Apply economic analysis to assess the effectiveness of public health interventions in improving the health of populations

Program Objectives-Public Health Management Concentration

Upon completion of this program concentration, the graduate will be able to:

- Design and implement a cost-effective public health program, project, or intervention, including obtaining and coordinating required financial and staff resources
- Manage, monitor, and assess the effectiveness and quality of the public health program, project, or intervention
- Apply best practices of human resource management and supervision within a public health agency in a manner that is ethical, legally compliant, and responsive to the motivational and growth needs of his/her employees
- Demonstrate ability to apply effective financial management processes and controls in a public agency context consistent with the Audit and Accounting Guidelines (e.g., agency budgeting, financial reporting) of the American Institute of Certified Public Accountants
- Conduct an environmental analysis of the public health agency's strengths and weaknesses (internal) and opportunities and threats (external), including identification of its key constituencies and accountabilities

MPH CURRICULUM
Health Policy Track
 Students Enrolled Academic Year 2009-2010

Courses	Course #	Course Title	Credits
Fall			
BIOST	2011	Principles of Statistical Reasoning	3
EPIDEM	2110	Principles of Epidemiology	3
HPM	2125	Health Economics	3
HPM	2105	Health and Medical Care Organization	2
HPM	2135	Health Policy	2
PUBHLT	2014	Public Health Overview	1
		Total Credits	14
Spring			
BCHS	2509	Social and Behavioral Sciences and Public Health	3
HPM	2037	Essay-HA	1
EOH	2013	Environmental Health & Disease	3
HPM	2216	Health Insurance: Financing Health Care	3
HPM	2064	Health Policy Analysis	2
		Electives	3
		Total Credits	15
Summer			
HPM	2025	Practicum	1
HPM	2001	Introduction to Leadership, Management and Policy for Public Health	3
		Total Credits	4
Fall			
HPM	2130	Health Law & Ethics	2
HPM	2063	Political Strategy and Health Policy	2
PUBHLT	2016	Capstone: Case Series	2
PUBHLT	2015	Public Health Biology	2
HPM	2037	Essay-HA	1
		Electives	3
		Total Credits	12
GRAND TOTAL CREDITS 45			

MPH CURRICULUM
Master of Public Health in HPM Pharmacy Administration Track
(PharmD Students only)
 Students Enrolled Academic Year 2009-2010

Courses	Course #	Course Title	Credits
Fall			
BIOST	2011	Principles of Statistical Reasoning	3
EPIDEM	2110	Principles of Epidemiology	3
HPM	2012	Financial Management Foundations for Healthcare and Public Health	3
PHAD	5900	Pharmacy Management I	2
PHAD	5901	Pharmacy Management II	2
PUBHLT	2014	Public Health Overview	1
		Total Credits	14
Spring			
BCHS	2509	Social and Behavioral Sciences and Public Health	3
EOH	2013	Environmental Health & Disease	3
HPM	2055	Managing Health Programs & Projects	3
HPM	2049	Human Resource Management/Labor Relations	2
HPM	2145	Marketing Health Services	2
		Total Credits	13
Summer			
HPM	2025	Practicum (Use Rx Mgt Rotations)	1
HPM	2001	Introduction to Leadership, Management and Policy for Public Health	3
		Total Credits	4
Fall			
HPM	2130	Health Law & Ethics	2
HPM	2142	Managing the Health of Populations	3
PUBHLT	2016	Capstone: Case Series	2
HPM	2135	Health Policy	2
HPM	2037	Essay-HA (Use Management Project)	2
PHAD	5902 5903	Electives (Substitute Pharmacy Management III and IV)	4
		Total Credits	15
GRAND TOTAL CREDITS 46			

MPH CURRICULUM
Public Health Agency Management Track
 Students Enrolled Academic Year 2009-2010

Courses	Course #	Course Title	Credits
Fall			
BIOST	2011	Principles of Statistical Reasoning	3
EPIDEM	2110	Principles of Epidemiology	3
HPM	2105	Health and Medical Care Organization	2
PUBHLT	2015	Public Health Biology	2
PUBHLT	2014	Public Health Overview	1
		Total Credits	11
Spring			
PIA	2104	Financial Management (Public Sector)	3
EOH	2013	Environmental Health & Disease	3
HPM	2055	Managing Health Programs & Projects	3
HPM	2049	Human Resource Management/Labor Relations	2
BCHS	2572	Risk Communication	3
		Total Credits	14
Summer			
HPM	2025	Practicum	1
HPM	2001	Introduction to Leadership, Management and Policy for Public Health	3
BCHS	2509	Social & Behavioral Sciences & PH	3
		Total Credits	7
Fall			
HPM	2131	Public Health Law & Ethics	2
HPM	2081	Public Health Agency Management	3
PUBHLT	2016	Capstone: Case Series	2
HPM	2135	Health Policy	2
HPM	2037	Essay-HA	2
		Electives	2
		Total Credits	13
GRAND TOTAL CREDITS 45			

Juris Doctor / Master of Public Health (JD/MPH) Joint Degree

The MPH portion of the JD/MPH Joint Degree Program is housed within the Department of Health Policy & Management. The Department offers a joint degree program with the School of Law, the JD/MPH Program in law and health policy. Graduates of this four and ½ - year program receive the Juris Doctor (JD) degree and the Master of Public Health (MPH) degree. In pursuing the Graduate School of Public Health portion of the JD/MPH degree, students have the option of selecting between two areas of concentration: 1) health policy & management and 2) public health sciences.

The joint degree was established in recognition of the extensive and increasing connections between law and health services, both public and private, in the United States. In recent years, due to the threat of bioterrorism and emerging infectious diseases, the need to balance individual rights and public protection has made public health law an even more vital professional focus for attorneys. The objective of this specialized educational program is to provide graduates with an interdisciplinary background in law, public health science, and health policy, to prepare them to address issues and situations affecting personal and public health. Graduates of this joint-degree program are academically prepared for roles in the public or private sector, advising policymakers, or in the practice of law with private clients, serving as in-house counsel for health organizations and systems, or as attorneys representing state, county, and local health departments.

Students enrolled in the JD/MPH program receive integrated training in law and public health. To be eligible to receive both the JD and MPH degrees individually, students would have to earn a combined credit-hour total of 133 credits (88 for the JD, usually completed in six full-time semesters, and 45 for the MPH, usually completed in three semesters). However, students enrolled in the JD/MPH joint degree program are permitted to apply 12 GSPH credits toward their School of Law credit requirements and may apply 8 School of Law credits toward the 45 credits required at GSPH. Typically, the student completes the first year of law school before registering for courses in public health. Neither degree is granted prior to the fulfillment of all requirements for the joint degree program. The Public Health portion of the JD/MPH: Academic Advisor is Patricia Sweeney, JD, MPH, RN.

Juris Doctor / Master of Public Health (JD/MPH) Joint Degree

Learning Objectives

Learning Objectives

The purpose of this joint degree program is to provide students enrolled in the School of Law the opportunity to complete a tailored MPH degree while completing the JD. Upon completion of this joint program, the graduate will have the academic foundation to pursue a legal career with a specialization in health care or public health law. Specifically, upon completion of the MPH component of this joint degree program, the student will be able to:

- Use the concepts and tools of epidemiology and biostatistics in (1) the analysis of the health status and health care needs of the target community or service population and (2) the development of appropriate public health interventions and/or health services to address those needs
- Understand the other core disciplines of public health (behavioral and community health, environmental and occupational health, epidemiology, human population genetics, and infectious diseases) to enhance decision-making in managing the health of the population or community to which the public health or health care organization is accountable
- Describe the basic structures and processes of the U.S. system of health and medical care
- Apply knowledge of the context and process of health policymaking at the federal and state levels of government in the U.S. in informed policy discussions
- Demonstrate understanding of selected contemporary federal and state health policy issues
- Understand how the legal system interacts with the health care services and public health systems
- Apply legal principles and precedents relevant to health law to the analysis of specific cases
- Understand the basic concepts and tools of financial and managerial accounting and finance as they are relevant to legal and regulatory compliance of the health care or public health organization
- Apply economic theory and tools to better understand the organization and delivery of health care in the U.S.
- Understand the logic of the Medicare administrative pricing system in assessing alternative health financing arrangements

University of Pittsburgh Graduate School of Public Health
 Department of Health Policy and Management and the
 University of Pittsburgh School of Law
 JD/MPH Joint Degree program
 7/15/09

Program update resulting from GSPH Core Course Revisions - Fall 2008

I. GSPH CORE CURRICULUM - required

EPID 2110	3 cr.	Principles of Epidemiology
BIOS 2011	3 cr.	Principles of Statistical Reasoning
BCHS 2509	3 cr.	Social and Behavioral Science and Public Health
EOH 2013	3 cr.	Environmental Health and Disease
PH 2014	1 cr.	Public Health Overview
PH 2015	2 cr.	Public Health Biology
PH 2016	2 cr.	Capstone: Problem Solving in Public Health
Subtotal	17 cr.	

II. MPH-HPM CORE CURRICULUM - required

HPM 2105	(2 cr.)	Health and Medical Care Organizations
HPM 2001	(3 cr.)	Introduction to Leadership, Management, and Policy for Public Health OR may substitute
HPM 2081	(3 cr.)	Public Health Agency Management
HPM 2135	(2 cr.)	Health Policy
HPM 2300	(3 cr.)	Health Law Field Experience
HPM 2037	(2 cr.)	Master Essay: Credit fulfilled by meeting School of Law Upper-level writing requirement
HPM	(2 cr.)	Public Health Law and Ethics
Subtotal	14 cr.	

III. HEALTH POLICY AND MANAGEMENT TRACK CURRICULUM (option A)

HPM 2012	(3 cr.)	Financial Management Foundations
HPM 2055	(3 cr.)	Managing Health Programs and Projects
HPM 2145	(2 cr.)	Marketing Health Services
HPM 2049	(2 cr.)	Human Resource Management
HPM 2029	(2 cr.)	HMIS
HPM 2064	(2 cr.)	Health Policy Analysis
Must select	6 cr.	

III. PUBLIC HEALTH SCIENCES TRACK CURRICULUM (option B)

BCHS 2563	(3 cr.)	Community Health Assessment
BCHS 2520	(3 cr.)	Theories of Health Behavior and Health Education
BCHS 2558	(3 cr.)	Health Program Evaluation
BCHS 2579	(2 cr.)	Emergency Preparedness and Disaster Response
BCHS 2599	(3 cr.)	Public Health Approach to Women's Health
EOH 2180	(1 cr.)	Introduction to Risk Sciences
EPID 2160	(2 cr.)	Epidemiology of Infectious Disease
EPID 2161	(1 cr.)	Methods of Infectious Diseases Epidemiology
EPID 2220	(2 cr.)	Environmental Epidemiology
EPID 2260	(2 cr.)	Epidemiologic Basis of Disease Control
Must select	(6 cr.)	

Total - MPH/GSPH	37 cr.	GSPH and HPM core and 6 cr. from Option A or B
Total - MPH/LAW	8 cr.**	School of Law credits accepted (plus 2 credits for HPM 2037 fulfilled by completion of Upper-level writing requirement at School of Law)

TOTAL - MPH	45 cr.	<u>Credit change effective 2007/08</u>
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** Credits will be accepted for courses earning a grade of B- or better from the following list of courses:

5201 Administrative Law - 3 Credits
5540 Advanced Constitutional Law: Constitutional Theory - 2 Credits
5206 Agency and Partnership - 3 Credits
5207 Antitrust - 3 Credits
5917 Antitrust Seminar - 2 Credits
5464 Bioethics and Law - 3 Credits
5980 Bioethics and Health Law Clinical Practicum - 3 Credits
5112 Business Organizations - 3 Credits
5521 Conflict & Multi-Cultural America Seminar - 2 Credits
5301 Constitutional Law: First Amendment - 3 Credits
5536 Constitutional Law: Current Issues Seminar - 2 Credits
5539 Constitutional Law and 21st Century Racial Realism - 2 Credits
5214 Corporate Finance - 2 Credits
5296 Corporate Governance - 2 Credits
5413 Corporate Reorganization - 3 Credits
5817 Corporate Taxation - 3 Credits
5731 Current Issues in Health Law I - .5 Credits
5831 Current Issues in Health Law I - .5 Credits
5730 Current Issues in Health Law II - .5 Credits
5830 Current Issues in Health Law II - .5 Credits
5427 Elderly and the Law - 2 Credits
5330 Employee Benefits - 3 Credits
5216 Employment Discrimination - 3 Credits
5340 Environmental Law - 3 Credits
5247 Environmental Policy & Politics - 2 Credits
5383 Health Care Antitrust - 1 Credit
5811 Health Care Business Transactions and Finance - 3 Credits
5408 Health Care Fraud and Abuse - 1 Credit
5395 Health Law & Policy - 3 Credits
5496 Health Law Practicum: Policy Perspectives - 4 Credits
5418 Immigration Law - 2 Credits
5923 Information Privacy Law Seminar - 2 Credits
5324 Insurance - 2 Credits
5314 Labor Law: Private Sector - 3 Credits
5119 Law and Science - 2 Credits
5237 Legislation - 2 Credits
5283 Mental Health Law - 2 Credits
5355 Nonprofit Tax Exempt Organizations - 2 Credits
5083 Reproduction, Sexuality and The Law - 2 Credits
5563 Taxation of Private Foundations - 2 Credits
5300 Topics in Food and Drug Law - 1 Credit
5238 U.S. Races and the Justice System - 3 Credits

Master's Essay Guidelines
Department of Health Policy & Management
Graduate School of Public Health
University of Pittsburgh
2009/2010

Requirement

All MPH and MHA students must complete a 2-credit Master's Essay to satisfy the School's graduation requirements.

Rationale

The Master's Essay is required to fulfill the Council on Education for Public Health (CEPH) accreditation requirement that all the professional degree Programs in the School provide an integrative experience that provides the student an opportunity to synthesize and apply the knowledge, methods and practices learned in the curriculum in the form of a scholarly essay, based on the student's independent research, presumably of publishable quality. The Commission on Accreditation of Health Management Education (CAHME), the agency which accredits our MHA Program, also requires that the MHA curriculum include an integrative experience, entailing an applied project or study with relevance to the world of practice.

Content

The focus and content of the Essay should be relevant to the disciplinary base of the student's Department and problems or issues relevant to the profession. **Furthermore, the student must explicitly justify the public health relevance of the study.** Otherwise the specific content will be determined by the student's scholarly and/or career interests in collaboration with his/her Primary Essay Advisor.

Committee Composition

GSPH academic policy requires that the Master's Essay research be guided by a faculty Committee including the student's Primary Essay Advisor and at least one other faculty member outside his/her Department. The primary advisor must be among the Department's designated core faculty while the "second reader" must have a primary appointment in another academic unit in the University. For the MHA, Master's Essay (the Applied Integrative Project) the student's on-site project sponsor or mentor in the host organization (which might be the Residency or Practicum site) will be encouraged to serve on the Essay Committee as a 3rd member. A 3rd member may also be appropriate for the MPH student's Master's Essay depending upon the nature of study.

Process Guidelines

All full-time MHA and MPH students will register for one credit of their two-credit Master's Essay requirement in the second (Spring) term of their program. At a minimum the student will be expected to identify a faculty Essay Advisor during this term and consider alternative essay topics in light of her/his professional interests and career goals. All MHA students and those MPH students intending to focus their Essays on an applied, work-site based project will be required to submit the Master's Essay Proposal Form no later than the end of the Summer Term, having complete their Management Residencies and Practicum experiences. This will provide an opportunity to identify a work-site related project and potential on-site resource person who in most cases would be invited to participate as a 3rd member of the Master's Essay Committee.

Students must submit the proposal form, having identified a specific topic and a 2nd faculty reader with the required signatures, before being permitted to register for the following (Fall) term. This process is designed to insure that the student engages in thoughtful planning for the Essay and has adequate time and resources to design and implement a study of professional quality.

Students should register for the final Essay credit in the term in which they expect to complete the work.

NOTE: *The student may be prohibited from registering for his/her final academic term unless this reporting requirement has been satisfied. This process is designed to insure that the student initiates his/her essay to provide sufficient time to plan and implement a study of professional quality.*

Institutional Review Board/Protection of Human Subjects

All research conducted by faculty, staff and students in the University of Pittsburgh is subject to review, approval and monitoring by the University of Pittsburgh Institutional Review Board (IRB). Most studies implemented by students in our Department will be considered as exempt studies by IRB definition. Some students are in fact excluded from IRB review, e.g., those not involving human subjects, literature reviews and analyses, etc. **However, we will proceed under the assumption that all student research studies, funded or unfunded, are subject to review and approval by the IRB staff.** All students in the Department must demonstrate that they have completed an on-line IRB Certification before they begin their Masters Essay. More information on the University IRB process is provided in the Appendices of this document.

Design/Methodology

MPH students in the Department of HPM should follow the Master's Essay requirements for the MPH Program School-wide. However, the subject matter should be grounded in one of the various disciplines relevant to health policy and organization management. A number of alternative approaches may be used to design your study, including the following:

- Original Investigation
- Position (Advocacy) Paper
- Management or Policy Analysis
- Program Evaluation/Evaluation Research
- Case Study
- Grant Proposal (external funding)
- Meta-analysis of a focused Literature Review

Please note that your topic, design and methodology must be approved by your Essay Advisor before you proceed with the study as evidenced by your submission of the Master's Essay Proposal Form. If applicable, IRB approval must also be obtained and documented.

MHA Program

The MHA Program's accreditation body, the Commission on Accreditation of Healthcare Management Education (CAHME) requires that MHA curricula must provide an integrative

experience that provides students an opportunity to synthesize and apply the knowledge, competencies and tools developed in their program of studies. It was the recommendation of the on-site accreditation team during the most recent re-accreditation of our MHA Program that we consider other forms of integrative experience that would be more appropriate to a professional management program than the traditional scholarly paper.

Consequently, the HPM Faculty has determined that completing a management or policy-oriented project affiliated with a sponsoring health care organization would best serve this purpose. Please note that this policy applies to all MHA students graduating during the academic year 2008-09 and beyond. Exceptions must be approved by the Academic Advisor and the Department Chair.

One likely source of projects for the applied study is the organization serving as host for the student's Management Residency or Practicum. In this case the student's on-site supervisor or mentor would in most cases be named to the student's Essay committee. Beyond the expectation that the project be anchored in the world of practice, the student will have some latitude in selecting a topic and designing the study so long as the design and methodology are consistent with the objectives of the study and the nature of the data to be collected. However, the final approval of the primary academic advisor and the organizational sponsor will be required before the student initiates his/her study. **This is especially critical if human subjects are involved in the study design.** Some of the methods and designs likely to be appropriate for this applied organizational study include:

1. Survey instruments
2. Qualitative methods, e.g., in-depth interviews, focus groups, process observation
3. Quantitative methods, e.g., financial, cost/benefit analysis
4. Management or policy analysis
5. Case study (single or comparative)

Other designs and appropriate methods may be considered depending on the nature of the selected project. However, if the MHA student chooses not to base his/her study on a topic, issue or problem linked to a health care or related organization as a project sponsor, he/she must obtain the prior approval of the Department Chair and/or his/her designee. Please note that your topic, design and methodology must be approved by your Essay Advisor and you must submit the Master's Essay Proposal form before you proceed with your study.

MASTER'S ESSAY PROPOSAL FORM

Please complete and return this form to Wesley Rohrer, Ph.D.
by the end of the summer term and must be submitted prior
registering for Fall Term 2.

CONTACT INFORMATION:	
NAME:	
MAILING ADDRESS: (include: street, city, state, zip)	
HOME PHONE:	WORK PHONE:
CELL PHONE:	EMAIL:
ESSAY COMMITTEE:	
PRIMARY ESSAY ADVISOR:	
ESSAY READER:	
THIRD COMMITTEE MEMBER (if applicable):	
ESSAY:	
TARGET DATE FOR COMPLETION OF ESSAY:	
PROPOSED ESSAY TITLE:	
BRIEF OUTLINE OF YOUR ESSAY TOPIC:	
STUDENT SIGNATURE:	DATE:
FACULTY ADVISOR SIGNATURE:	DATE:
ASSISTANT CHAIR SIGNATURE:	DATE:
COMMITTEE APPROVED BY MARY DERKACH, ASSISTANT DEAN FOR STUDENT AFFAIRS, GSPH:	DATE:

Please turn this form into Donna

Graduate School of Public Health
Report on Requirements for Master's Degree*

Name of Student _____ PeopleSoft # _____

Dept/Program _____ Degree _____

REFER TO ATTACHED COMMITTEE REQUIREMENTS
(Please indicate requirements fulfilled and sign.)

A.-----
I/we certify that the student has passed the following examinations:

_____ Comprehensive Examination on _____ **All MS students.**
Must be taken one month prior to the last day of the term in which the degree is to be granted.

_____ Final Oral Examination on _____ **All students submitting a thesis.**

B.-----
I/we approve the following essay/thesis submitted by the student on: _____
Essay or Thesis Title: _____

C.-----
I/we certify that the student has completed all the requirements for graduation with the _____ degree in _____ (Requirements include courses, credits, culminating experience, exams, etc.)

D.-----
_____ Completed the Exit Survey on _____ (Effective beginning 8/2008
Graduation. Only signature of Student Services Coordinator is required.)
Signature: _____

Faculty Committee Members: PLEASE HAVE NAMES TYPED AFTER SIGNATURES INCLUDING DEPT. CHAIR

<u>Signature</u>	<u>Department</u>	<u>Date</u>
1. _____ Thesis Chair/Advisor OR Essay Advisor	_____	_____
2. _____ Thesis Committee Member/Essay Reader	_____	_____
3. _____ Thesis Committee Member/Essay Reader	_____	_____
4. _____ Thesis Committee Member/Essay Reader	_____	_____

Approved: _____
Department Chair Date

Concurrence: _____
HPM Assistant Chair, Health Management Education Date

***Students on provisional status are not eligible to take master's examinations.**
HPM Students Complete: Top of page, section B and Obtain Committee signatures and turn the form in to Donna Schultz who will complete C, D, and obtain Dept. Chair and concurrence signatures and then turn it in to Office of Student Affairs.
DEPARTMENT LIAISONS SEND COMPLETED FORMS TO THE OFFICE OF STUDENT AFFAIRS, 114 PARRAN HALL
Rev. 7/08

Institutional Review Board

Student Research Guide

Student Research with Human Subjects

This page has been designed to introduce students to the University of Pittsburgh Institutional Review Board. We have attempted to assemble, in one place, basic information relevant to most student research projects that involve human subjects. Please keep in mind that this is a summary; more detailed information can be found by linking to relevant sections of our online IRB Reference Manual.

Welcome letter for students and new faculty from the IRB Director

What is an 'IRB'?

How do I know whether my project requires IRB review and approval?

What Is Required For IRB Submission?

How Do I Determine Whether My Study Falls Into The "Exempt" Or The "Expedited" Review Category?

Criteria for an Exempt Study

Criteria for an Expedited Study

Consent Process

"Question & Answer" Consent Form Style

"Letter" Consent Form Style

Conducting Research at Sites Other than the University / UPMC

Contact Information for the IRB Student Research Liaison

What is an 'IRB'?

Institutional Review Boards (IRBs) have been established by the federal government to protect the rights and welfare of human subjects participating in research activities. The IRB ensures that physical, psychological, and social risks to research subjects are minimized, and that the risks associated with the research are commensurate with the importance of the research and/or the knowledge to be gained. Consistent with the ethical principles of the Belmont Report, the IRB also ensures that research subjects receive accurate, complete, and comprehensible information about the nature of the research and any associated risks, as well as their rights as research subjects. In addition, the IRB reviews human research activities to ensure that the University, affiliate institutions, and investigators are compliant with the ethical standards and the regulations governing human subject research. These regulations are summarized in the Code of Federal Regulations (45 CFR 46) from the U.S. Department of Health and Human Services and from the Food and Drug Administration (21 CFR 50; 56).

How do I know whether my project requires IRB review and approval?

The University of Pittsburgh IRB reviews all projects that meet two criteria: (1) The project must be "**research**," and (2) the project must include "**human subjects**." The federal regulations provide definitions for each of these terms, and those are the definitions that we use.

Research is defined as "...a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge" (45 CFR 46.102.d). Thus, a case report on a single individual would not meet the definition because one could not generalize from that single case. A completely unstructured discussion with several people ('tell me what it was like to be a feminist in Berkeley in the 1960s') would not meet the definition because the investigation is not 'systematic.' On the other hand, an open-ended interview that includes a number of probing questions to ensure that all interviewees address the same topics would be considered to be systematic and would meet the definition of research – so long as sufficient people were interviewed to provide some assurance that the resulting information was generalizable.

A *Human Subject* is defined as "...a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, **or** (2) identifiable private information" (45 CFR 46.102.f). Thus, individuals are considered to be a human subject if the researcher interviews them or asks them to complete an experiment, or if the researcher obtains private information about them (e.g., medical information by reviewing their medical records).

IRB oversight is required only when a project meets the criteria for **both** research **and** human subjects involvement. For example, a project that **only** analyzes data from publically available databases would not require IRB oversight because there is no interaction with the individuals whose data are being studied, and the information being studied is not private (by definition; it is publically available!).

Many classroom projects that are designed solely to instruct students about research methods and data collection procedures would not require IRB oversight because they would not result in generalizable knowledge. Nevertheless, such projects should be supervised by a faculty member; in most instances, an 'introductory script' should be developed and used to inform anyone who participates in such a project that this is a student project and that they are not obligated to participate.

If you have any doubt as to whether a project requires IRB oversight, please contact the **IRB Student Research Liaison**, Ms. Michelle LeMenager via e-mail (lemenagerms2@upmc.edu). Also, because some Schools and Departments mandate that all research projects obtain an IRB approval letter, the IRB Office can review your project and make a formal determination that your project does not meet the criteria for human subjects research. For this determination, you must complete the relevant form on the Exempt web page.

What Is Required For IRB Submission?

A detailed description of the submission process can be found in the on-line IRB Reference Manual.

The University of Pittsburgh permits (encourages!) students to serve as Principal Investigators for research projects. However, when a student (and this includes graduate and post-graduate fellows and medical residents who do not have faculty status) is listed as the Principal Investigator, the IRB submission will require the inclusion of a University of Pittsburgh **Faculty Mentor** who completes a Faculty Mentor Assurance Form.

All investigators listed on an IRB protocol (and this includes Faculty Mentors) must first obtain certification in **research integrity (Module 1)** and in **human subjects research (either Module 2a or 2b)** by completing the Internet-Based Studies in Education and Research training programs. These can be accessed by clicking **ISER Website**. Two human subjects training modules are now available: one for biomedical researchers (Module 2A), and one for social / behavioral researchers (Module 2B). The IRB will not approve a protocol unless **all** listed investigators (including Faculty Mentors) have completed both the research integrity and the human subjects' certification requirements. Co-investigators from other institutions can submit evidence that they have completed a similar program at their institution.

At the University of Pittsburgh, the IRB makes a distinction between three types of reviews. Minimal risk studies that meet certain requirements can be reviewed administratively by members of the IRB office staff. These types of reviews are known as '**exempt**' or '**expedited**,' depending on whether they meet certain other requirements, as described below. Most student projects will fall into one of those two categories. Studies that are considered to be more than minimal risk will require what is known as a '**full board review**,' where a committee of experts evaluates the project during a monthly meeting and makes a determination as to whether subjects are adequately protected from research risks.

Any study that is not exempt – that is, requires either expedited or full board review – must first undergo a formal scientific review. All departments or research units should have a system in place for this review. Students conducting their thesis or dissertation research can submit a letter from the committee chair, or from their faculty mentor; that will meet this IRB requirement.

How Do I Determine Whether My Study Falls Into The "Exempt" Or The "Expedited" Review Category?

Criteria for an Exempt Study:

The code of federal regulations identifies several different categories of research as being exempt from Federal Policy for the Protection of Human Research Subjects. Clicking on each of the categories below will bring up a table listing basic criteria, as well as the appropriate IRB **exempt application form**. Two copies of the relevant form need to be completed, signed by the student (and Faculty Mentor), and delivered to the IRB Office.

"Exempt" Research Categories:

- Educational strategies, curricula, or classroom management methods
- Tests, surveys, interviews, or observations of public behavior
- Existing data, documents, or records
- Existing data - Retrospective Medical Record Review
- Research with biological specimens
- Data Coordinating and Other Ancillary Centers

General characteristics of all exempt research include the following:

- With very few exceptions, private identifiable information **cannot** be recorded by the investigator or members of the research team
- Research participants **do not** sign a consent form, but in most instances, an "informational script" is used
- Prior scientific review by a School or Departmental review committee is **not** required

Most student projects that are exempt will fall into one of three categories: A relatively small number will qualify for the 'education' exemption; many more will qualify for the 'tests, surveys, interviews, or observations of public behavior' exemption. A third category that is often used by student researchers is the one for secondary data analyses, although many of those may meet the criteria for no human subjects involvement and the investigator may wish to complete that application.

Please note that the 'education' exemption only applies if the research is actually conducted with students (children or adults) in a classroom or analogous educational setting, where the primary purpose of the study is either to study normal educational practices or to evaluate instructional techniques. Interviews with educational administrators, for example, would fall into the second exempt category ('tests, surveys, interviews, or observations of public behavior').

Also note that the exempt category for 'tests, surveys, interviews, or observations of public behavior' is limited to research subjects who are adults – 18 years of age or older. The only exception to that is when observations of public behavior are being conducted; in only that very limited instance can children can be included.

Criteria for an Expedited Study:

Studies that don't fall into the exempt categories may be expedited if two criteria are met: first, the study must be 'minimal risk' (i.e., "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests"); second, the study must fall into one of several specific categories. Most student projects that are not exempt fall into what is known as expedited category 7:

"Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies."

Please note that a project cannot be expedited if identification of the subjects and/or their responses would reasonably place them at risk for criminal or civil liability or would be damaging to their financial standing, employability, insurability, or reputation, or would be stigmatizing. Thus, whenever this type of sensitive information is to be collected, the researcher must ensure that reasonable and appropriate protections are implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.

Expedited IRB applications should be submitted using the standard IRB coversheet, and should follow the requirements for preparing a formal IRB protocol, as described in Chapters 2 and Chapter 7 of the IRB Reference Manual. Note that all expedited studies require signed informed consent from each subject, unless the IRB has granted a waiver of documentation of informed consent.

Consent Process

All investigators have an ethical (and legal!) responsibility to obtain a research subject's voluntary consent to participate in a study. For studies that do not fall into one of the exempt categories, this process is facilitated by using a written 'consent form' which must be reviewed by the potential research subject and then signed by him or her. No research activity can begin until the subject's written informed consent can be obtained.

According to the Federal Regulations, a consent form must include the following elements (note that this listing has been edited to apply specifically to minimal risk student projects):

- A statement that the study involves research [the term 'research study' must be included in this description!], an explanation of the purposes of the research, the procedures that will be followed, and the approximate amount of time required by the subject
- A description of any reasonably foreseeable risks or discomforts to the subject; the possibility of a breach of confidentiality is a risk, and must be included
- A description of any benefits the subject might expect; if there are none, that should be stated
- A description of how the confidentiality of research records will be maintained
- Contact information for an individual who can answer questions about the research study (usually, this is one of the investigators or the faculty mentor), as well as the number of the phone number of the Human Subjects Protection Advocate
- A statement that participate is voluntary, refusal to participate will not result in any penalty or loss of benefits to which the subject is entitled, and the fact that the subject can discontinue participation at any time without any penalty

If there is a possibility that the subject may be charged for some or all of the procedures (unusual in student research), or that the investigator may terminate the subject from participation during the study, or that significant new findings which emerge during the study may affect the subject's willingness to participate, these issues should also be addressed in the consent form – if applicable.

The University of Pittsburgh IRB permits several different consent form 'styles.' The most common form today is the so-called **"Question and Answer"** format. Many student researchers prefer to use the simpler **"Letter"** format. Regardless of which style is used, all consent forms should be on Departmental or School letterhead. An example of each format can be access by clicking on the links above.

Conducting Research at Sites Other than the University / UPMC

When research is conducting at sites outside of the University of Pittsburgh or UPMC, the IRB requires the investigator to obtain documentation that he or she has permission to conduct the study at that site. In some instances (e.g., when research is conducted in certain school districts), the permission of an additional IRB may be required. Please be aware that obtaining these permissions may prolong the time needed for the University of Pittsburgh IRB to review and approve a protocol. More details may be obtained from the **Reference Manual**, or from the **IRB Student Research Liaison**, Michelle LeMenager.

Note Michelle will be covering this position until the end of September while the normal IRB Student Liaison, Erin Holmes Grabowski, is on extended leave

Copied from the IRB Website: <http://www.irb.pitt.edu/Student%20Research.htm>

Department of Health Policy & Management

Master's Essay Titles 2009-2003

MASTER'S ESSAY TITLES CLASS OF APRIL 2009		
Melissa Clutter	MPH	Adapting a Hospitalist Program for a Hospital to Improve Public Health
Adam Critchlow	MHA	Lean Thinking in Health Care
Wade Ebersole	MHA	Coordinating a Better Health Systemz
Janet Fan	MHA	Steps to a Healthy Community
Erica Franko	MHA	Challenges to Electronic Health Record Implementation: A Stakeholder Perspective
Dana Metcalf	MHA	Routine HIV OPT-Out Testing as an Integral Component of Public Health
Jeffrey Kohler	MHA	Workforce Succession Strategic Plan: VHA Pittsburgh
Anna Oberacker	MHA	Employee Satisfaction in Health Care: Evaluation of Management's Role and the Impact on the Patient
Hyang Suk Oh	MHA	The Influence of Directors of Nursing's Leadership Style on Patient Safety
Kristin Powers	MHA	Reducing Catheter-Associated Urinary Tract Infections: An Evaluation of Allegheny General Hospital's Successful Program
Caleb Wallace	JD/MPH	Ethics and Practices of the Pharmaceutical Industry in the Developing World

MASTER'S ESSAY TITLES CLASS OF DECEMBER 2008		
Benjamin Anderson	MPH-Pharm	Comparison of Immunization Rates between a Hospital-Based Outpatient Pharmacy Immunization Delivery Program and a General Medicine Clinic
Jennifer Boekeloo	MPH	How Much Difference Does 15 Years Make? Prospects for National Health Care Reform in 2008
Nicole Cerussi	MPH-Pharm	Effect of an Email Feedback System on Employee Tardiness
Peter Frey	MPH	Employer-Sponsored Health Insurance
Carrie Akella Jenkins	MHA	Cross-Border Public Health Preparedness
Amy Jones	MPH	Understanding Unwarranted Geographic Variation of End-of-Life Care in the ICU and How to Reduce Associated Healthcare Spending
Anwar Jamal Robinson	MPH	Increasing Preliminary Preventive Oral Health Measures for Low Income African-American Children in Cleveland, Ohio

MASTER'S ESSAY TITLES CLASS OF APRIL 2008		
Sara Barada	MHA	The Effects of War on Public Health and Healthcare System Response: A Case Study of Lebanon Crisis, Summer of 2006
Sidney Coupet	MPH	Introduction to Osteopathic Medicine in Haiti: The Impact of an International Health Program for the Osteopathic Profession
Rajeswari Dandapani	MHA	Application of Perfecting Patient Care and Chronic Care Model in a Local Community Healthcare Center to Improve Delivery of Diabetic Care
Laura Duncan	MHA	Medication Errors
Jamie Ferguson	MHA	Quality Assessment and Indicators in Pediatric Health Care Settings: Focusing on Agency for Health Care Research and Quality Pediatric Quality Indicators
Claire Folan	MPH	Health Care Reform in the United States: State-Level Reform Reports
Joedell Gonzaga	MPH-Pharm	Real-time Data Reporting to Improve Medication Charging
Dana Hattaway	MHA	Transforming Care at the Bedside: Special Focus on UPMC McKeesport
Michael Heise	MHA	Survey Assessment of Pandemic Influenza
Shamika Johnson	MPH	A Comparative Look at the Maine and Massachusetts Health Reform Infrastructure and their Respective Impact on Health care and the Uninsured
Abdul Malik	MHA	Does Electronic Medical Records Improve Quality of Care
Katie McMillen	MPH-Pharm	A Study of Order Entry time after Implementation of an Electronic Administration Record
Andrea Grana Phillips	JD/MPH	A Proposed New Requirement for Securing Emergency Evacuation for Individuals with Disabilities in Public Entities
Sajith Pillai	MHA	Continuous Quality Improvement in Family Medicine Practice to Reduce Pre-term Birth and Low Birth Weight
Salma Riaz	MHA	An Analysis of Increased Patient Wait Times in Hospital Emergency Departments
Jennifer Skoko	MHA	The Implications of Simulation-Based Medical Education
Jillian Williams	MHA	Pet Therapy in an Acute Care Setting
John Zaharoff	MHA	CARF-CCAC Aging Services Network Accreditation and a Case Study of Presbyterian Seniorcare

MASTER'S ESSAY TITLES CLASS OF DECEMBER 2007		
Ayesha Aziz	MPH	Impact of Trade Related Aspects of Intellectual Property Rights (TRIPS) on Access to Medicines in Developing Countries
Michael Bentz	MPH	Understanding the Prevalence of Forensics Psychiatry Services within the U.S. Population: A Description of Need in 200 Law Contacts
Jennifer Geiselhart	JD/MPH	Cultural Competency Education as a Tool to Decrease Health Care Disparities in the Limited English Proficient Population
Lauren Mills	MPH	Enhancing Accessibility and Services for People with Disabilities at UPMC South Side Through the Development of the Hospitals Accessibility Plan with Recommendations for Action
Barbara L. Valaw	MPH	Care of Dementia in Assisted Living Facilities (with Particular Emphasis on Pennsylvania

MASTER'S ESSAY TITLES CLASS OF APRIL 2007		
Catherine Acquah	MHA	Employer Mandates: A Practical Approach to Expand Health Insurance Coverage to the Uninsured
Justin Brower	MHA	Improving Provider Compliance with Documenting Surgical Informed Consent Using Procedure-Specific Informed Consent Forms
Jennifer Dee	MHA	Technology and Electronic Communication in the Primary Care Pediatric Setting: The Key to Patient Satisfaction and Quality of Care
Erik Frazier	MHA	Creating a Culture of Patient Safety
Nicole Hannisick	MHA	Employee Retention in Healthcare can make all the Difference
Ty Lellock	MHA	Construction of New VA Pittsburgh Buildings and Implementation of Green Building Certification
Rachna Maranchi	MHA	The Management of Emergency Department Crowding through Effective Utilization of Resources: A Comparative Case Study of Two Pittsburgh Community Hospitals
Adam Melton	MHA	Veterans Administration and the Need to Become a Smoke-Free Organization
Nichole Sarap	MHA	Hospital Medication Errors: Causes and Potential Solutions
Carisa Webb	MHA	An Evaluation of Case Management Need in the Severely Mentally Ill
Mitchell West	MHA	Impairment of Healthcare Executives
Sarah Wright	MHA	Searching for an Assisted Living Facility Using Internet Resources: What is Available to Consumers?

MASTER'S ESSAY TITLES CLASS OF APRIL 2006		
Kaneen Allen	MHA	Colorectal Cancer and Evidence Based Practice
Allison Gaffney	MHA	Analysis of the Medicare 75% Rule and Acute Rehab
Eleonora Solecki	MHA	Elder Opinions and Understanding of Medicare Part D

MASTER'S ESSAY TITLES CLASS OF DECEMBER 2006		
H. Thomas Berlin	MHA	Analysis of A Health System Pay-for-Performance Model: A Program for Health Care Delivery Improvement
Lauren Bradford	MHA	Abstinence-Only Sexuality Education Programs: An Insufficient Attempt to Reduce the Teenage Pregnancy Rate in the United States
Michelle Murawski	MHA	Barriers to Oral Health Care for HIV/AIDS Individuals in Southwestern Pennsylvania

MASTER'S ESSAY TITLES CLASS OF 2005		
Michelle Akers	MHA	Strategic Information Systems in an Outpatient Primary Care Clinic
Heather Barr	MHA	Can this Home be Saved?
Michael Erali	MHA	Assistant Consumer Choice for Assisted Living Residences: A Survey of Available Information on State Websites
Mark Faccenda	MHA	The Agreement on Trade-Relation Aspects of Intellectual Property Rights and Sub-Saharan Public Health: A Policy Recommendation for the Limitation on Patentability and Market Exclusivity for Obvious Drugs
Malay Gandhi	MHA	Employment-Based Health Screenings: Forecasting Employer Medical Expenditures
Kristen Sonon	MHA	An Examination of the Search and Selection of Assisted Living Facilities by Elders
Hsin-Ling Tsai	MHA	Consumer Characteristics Associated with the Effect of Direct-to-Consumer (DTC) Advertising

MASTER'S ESSAY TITLES CLASS OF 2004		
Heba Ali	MHA	Patient and Injury Characteristics of Maltreated Children: Comparison of Emergency Department Visits and Inpatient Admissions
Chih-Ying Chen	MHA	Quality Improvement of a Drug Information Focus on Customer Satisfaction and Patient Outcomes Assessment
Sanjay Galhotra	MHA	The Medical Malpractice Crisis: The Role of "Caps" in the Search for an Efficient and Equitable Tort System
Sameer Kokan	MHA	The Medicare Pharmaceutical Benefit: Help for Today's Seniors or Trouble for America's Future?
Kelly Lavin	MHA	The Impact of the Medicare Prescription Drug Improvement and Modernization Act of 2003 on State Pharmaceutical Assistance Programs
Malgorzata Malinowska	MHA	Root Cause Analysis: A Program Evaluation
April Taylor	MHA	Depression Among Nursing Staff: Implications that Extend Beyond the Employer
Priyadarshini Vader	MHA	Meta-Evaluation of Healthy Steps Program
Michael Walsh	MHA	The Urban Hospital's Role in Community-Wide Preparedness: Defining Issues and Moving Toward Solutions
Su-Fang Yao	MHA	A Case Study of Implementing a Wireless Device System in a Teaching Hospital

MASTER'S ESSAY TITLES CLASS OF 2003		
Stephanie Dorwart	MHA	Overview and Evaluation of the Student Assistance Program in Pennsylvania and Allegheny County
Melissa Halgas	MHA	The Role of Hospitals in Community Health: A Model for Strategic Performance
Audra Reeves	MHA	Separate and Unequal: Mental Health Insurance
Murugan Subramanian	MHA	Analysis of India's Health Care System with Special Focus on the Health Insurance Sector

Independent Studies

If you are selecting a HPM 2205 Independent Study-HA, you must have written agreement from one of the core HPM Faculty that they have agreed to work with you. No registration will be processed without such identification of a faculty sponsor. Elective courses must be approved by the academic advisor.

Department of Health Policy & Management
Proposal for Independent Study

Name: _____ Date: _____

Term/Session Registered: _____ Credits Requested: _____

Title of Independent Study:

Description of Objectives:

Expected Final Product (e.g., paper, article, poster, etc.)

Expected Completion Date: _____

Signature of Student: _____

Signature of Faculty Supervising Independent Study:

_____ Date: _____

Final Review and Approval:

Assistant Chair _____ Date: _____

Department of Health Policy & Management Course Descriptions

HPM 2001 - INTRODUCTION TO LEADERSHIP, MANAGEMENT AND POLICY FOR PUBLIC HEALTH
Description

THE CORE COURSE IS DESIGNED TO GIVE STUDENTS AN OVERVIEW OF THE DISCIPLINES AND COMPETENCIES ASSOCIATED WITH THE FIELD OF HEALTH POLICY AND HEALTH CARE MANAGEMENT. UNDERSTANDING THE ROLE OF LEADERSHIP IN A PUBLIC HEALTH ENVIRONMENT IS A UNIFYING THEME IN THIS COURSE.

HPM 2010 - ORGZTN STDS:THRY/APPLCS HLTH CRE
Description

FOCUS ON THE UNDERSTANDING AND APPLICATION OF FUNDAMENTAL CONCEPTS, PRINCIPLES AND MODELS ASSOCIATED WITH ORGANIZATION THEORY WITHIN HEALTHCARE, REHABILITATION, AND LONG-TERM CARE. CONTENT WILL ENCOMPASS THE TRADITIONAL FOCI OF ORGANIZATION THEORY, E.G. STRUCTURE AND FUNCTIONS, AUTHORITY RELATIONSHIPS, COORDINATION AND CONTROL PROCESSES, AS WELL AS CONSTRUCTS ASSOCIATED WITH RELATED DISCIPLINES OF ORGANIZATION BEHAVIOR E.G MOTIVATION THEORY, LEADERSHIP, ETC. EM PHASIS ON REAL-WORLD APPLICATIONS. ORGANIZATION DESIGN DISCUSSED IN CONTEMPORARY ORGANIZATION STRUCTURES AND PROCESSES.

HPM 2012 - FINCL MGT FDS HEALTH CARE & PH
Description

INTRODUCTION TO SELECTED FINANCE AND ACCOUNTING TOPICS OF HEALTH CARE PROFESSIONAL, SUPERVISOR AND DEPARTMENT HEAD. NO PREVIOUS KNOWLEDGE OF ACCOUNTING OR FINANCIAL MANAGEMENT REQUIRED. FIRST HALF EMPHASIS ON BASIC FINANCIAL ACCOUNTING CONCEPTS TO PROVIDE ORGANIZATION-LEVEL UNDERSTANDING LANGUAGE, CONCEPTS, PROCESSES AND FUNCTIONS OF FINANCIAL MANAGEMENT. SECOND HALF EMPHASIZES MANAGERIAL ACCOUNTING PRINCIPLES AND TECHNIQUES INCLUDING COST ACCOUNTING AND BUDGETING. FOCUS SHIFTS TO DEPARTMENTAL LEVEL FINANCIAL MANAGEMENT AND ROLE OF SUPERVISOR PROCESS INCLUDING BUDGET DEVELOPMENT AND CONTROL.

HPM 2014 - APPLICATIONS AND ISSUES IN FINANCIAL MANAGEMENT OF HEALTH CARE INSTITUTIONS

Description

THIS CURRICULUM IS DESIGNED TO EXPAND ON THE CONCEPTS PRESENTED IN THE FINANCIAL MANAGEMENT FOUNDATIONS FOR HEALTH CARE AND PUBLIC HEALTH COURSE (HPM 2012). THE FOCUS OF THE INSTRUCTION WILL BE LESS BOOK-LEARNING AND, INSTEAD, PRIMARILY BE COMPRISED OF REAL-LIFE, PRACTICAL SITUATIONS FACED IN TODAY'S HEALTHCARE INDUSTRY. TEACHINGS WILL BE A MIX OF GUEST SPEAKERS FROM THE LOCAL AREA'S LEADERS AND THE INSTRUCTOR'S EXPERIENCES. THE FIRST PART OF THE SEMESTER WILL REVOLVE AROUND UNDERSTANDING WHAT'S BEHIND THE DATA CONTAINED IN AN ORGANIZATION'S FINANCIAL STATEMENTS. THE COURSE WILL ALSO COVER ALTERNATIVE REVENUE OPPORTUNITIES, SUCH AS PHILANTHROPIC INITIATIVES AND INVESTMENT EARNINGS. ONCE THESE CONCEPTS HAVE BEEN PRESENTED, THE INSTRUCTION WILL CHANGE ITS FOCUS TO MANAGING WITHIN A HEALTHCARE ORGANIZATION CONCENTRATING ON BUDGETING, DETERMINING HOW/WHAT PROGRAMS TO INVEST IN OR IMPLEMENT, AND BALANCE SHEET MANAGEMENT.

HPM 2017 - QUANTITATIVE METHODS: DECISION TECHNOLOGIES AND OPERATIONS MANAGEMENT IN HEALTH CARE

Description

THIS COURSE GIVES AN INTRODUCTION TO DECISION TECHNOLOGIES AND TO THE ART OF SUCCESSFULLY USING THEM IN PRACTICE. PART I ; FOCUS ON METHODOLOGIES FOR OPTIMIZING AND FOR PREDICTING THE CONSEQUENCES OF DECISIONS. HEALTH CARE APPLICATIONS ARE CONSIDERED: RESOURCE ALLOCATION, SCHEDULING, PROJECT MANAGEMENT. PART II ; FOCUS ON OPERATIONS MANAGEMENT ISSUES IN HEALTH CARE. TOPICS INCLUDE: FORECASTING, INVENTORY MANAGEMENT AND QUALITY CONTROL.

HPM 2025 - HPM PRACTICUM

Description

THE STUDENT MAY REGISTER FOR THE HPM PRACTICUM UPON APPROVAL OF THE FACULTY OF THE DEPARTMENT OF HEALTH POLICY AND MANAGEMENT. THE HPM PRACTICUM IS DESIGNED TO PROVIDE THE STUDENT ALREADY EMPLOYED IN A HEALTHCARE ORGANIZATION WITH EXPOSURE TO EXECUTIVE MANAGEMENT, LEADERSHIP, AND POLICY- MAKING PROCESSES AND ACTIVITIES. TYPICALLY, THE STUDENT WILL COMPLETE THE PRACTICUM AT THEIR EMPLOYING ORGANIZATION.

HPM 2028 - MICROECONOMICS APPLIED TO HEALTH

Description

THIS COURSE IS AN INTRODUCTION TO MICROECONOMICS, THE STUDY OF RESOURCE ALLOCATION WITH PARTICULAR EMPHASIS ON THE ROLE OF MARKETS. THE COURSE FOCUSES ON THE COMPETITIVE MODEL. EXAMPLES OF THE USE OF ECONOMIC CONCEPTS ARE DRAWN PRIMARILY FROM THE HEALTH AND MEDICAL CARE DELIVERY SYSTEMS.

HPM 2029 - HEALTH MANAGEMENT INFORMATION SYSTEMS

Description

THE PURPOSE OF THIS COURSE IS TO PROVIDE FUTURE HEALTH CARE MANAGERS AND POLICY-MAKERS A CONCEPTUAL FRAMEWORK FOR UNDERSTANDING AND MANAGING AN INTEGRATED HEALTH MANAGEMENT INFORMATION SYSTEM (HMIS). PRIMARY ATTENTION WILL BE GIVEN TO THE OVERALL ARCHITECTURE OF HMIS AND ISSUES RELATED TO HEALTH INFORMATION MANAGEMENT. THE COURSE FOCUSES ON THE HEALTH CARE MANAGER'S ROLE IN THE DESIGN, IMPLEMENTATION AND CONTROL OF AN EFFECTIVE HMIS. INSTRUCTIONAL METHODS INCLUDE LECTURES BY REGULAR FACULTY AND GUEST RESOURCES, CLASS DISCUSSION, CASE ANALYSES AND AN APPLIED FIELD SITE STUDY.

HPM 2037 - ESSAY-HA

Description

THE ESSAY IS DESIGNED TO PROVIDE THE STUDENT WITH AN OPPORTUNITY TO INTEGRATE THE MAJOR COMPONENTS OF THE HEALTH ADMINISTRATION LEARNING EXPERIENCE. THE STUDENT IS EXPECTED TO DEMONSTRATE ANALYTICAL ABILITY AND TECHNICAL PROFICIENCY IN EXPOSITORY WRITING.

HPM 2049 - HUMAN RESOURCES MANAGEMENT FOR HEALTH CARE AND PUBLIC HEALTH PROFESSIONALS

Description

THIS COURSE ENCOMPASSES BOTH PERSONNEL ADMINISTRATION AND LABOR RELATIONS CONCEPTS, PROCESSES AND ISSUES PRESENTED WITHIN A BROAD HUMAN RESOURCE MANAGEMENT PERSPECTIVE. THE EMPHASIS OF THE COURSE IS ON BEHAVIORAL IMPLICATIONS OF LEGAL-REGULATORY, ECONOMIC, CULTURAL, AND TECHNICAL FORCES AFFECTING THE MANAGEMENT OF PEOPLE IN HEALTH CARE ORGANIZATIONS VIEWED AS AN OPEN SYSTEM. PERSPECTIVES OF ORGANIZATION THEORY AND BEHAVIOR, PERSONNEL AND LABOR LAW WILL BE APPLIED TO THE ANALYSIS OF HUMAN RESOURCE/LABOR RELATIONS PROBLEMS AND EFFECTIVE MANAGEMENT AND SUPERVISORY PRACTICE.

HPM 2055 - MANAGING HEALTH PROGRAMS AND PROJECTS

Description

THE PURPOSE OF THIS COURSE IS TO PREPARE STUDENTS TO EFFECTIVELY MANAGE HEALTH PROGRAMS AND PROJECTS. THE COURSE IS LECTURE/DISCUSSION BASED, BUT WITH AMPLE ANALYTICAL AND WRITTEN ASSIGNMENTS. EXTENSIVE USE IS MADE OF INTERNET RESOURCES. A CONCEPTUAL MODEL OF CORE (STRATEGIZING, DESIGNING, AND LEADING) AND FACILITATIVE (COMMUNICATING, MANAGING QUALITY, MARKETING, AND DECISION-MAKING) MANAGEMENT ACTIVITIES IS USED TO STRUCTURE THE COURSE.

HPM 2063 - POLITICAL STRATEGY AND HEALTH POLICY

Description

THIS COURSE PROVIDES PRACTICAL KNOWLEDGE TO HELP STUDENTS UNDERSTAND AND OPERATE IN THE POLITICAL SYSTEM IN WHICH HEALTH POLICY IS FORMULATED AND IMPLEMENTED. IT IS DESIGNED TO BUILD ON OTHER COURSES THAT TEACH STUDENTS POLICY ANALYSIS BY OFFERING INSTRUCTION IN: RECOGNIZING THE IMPORTANCE OF POLITICAL ISSUES SUCH AS AGENDA SETTING, INTEREST GROUPS, IDEOLOGY, AND POLITICAL PARTIES IN HEALTH; ANALYZING THE POLITICAL ENVIRONMENT FOR DIFFERENT HEALTH POLICIES; AND DEVELOPING POLITICAL STRATEGIES TO ACHIEVE CHANGE IN THOSE POLICY AREAS. WEEKLY CLASS MEETINGS ARE A MIXTURE OF LECTURE AND DISCUSSION. FURTHER, STUDENTS WILL PRACTICE SKILLS IN POLITICAL ANALYSIS THROUGH CASE STUDIES OF POLITICAL STRATEGIES IN HEALTH POLICY. THE FOCUS OF THE COURSE IS ON U.S. HEALTH POLICY, BUT THE SKILLS ACQUIRED ARE RELEVANT TO INTERNATIONAL SETTINGS AS WELL.

HPM 2064 - HEALTH POLICY ANALYSIS

Description

THE AIMS OF THIS COURSE ARE TO PROVIDE STUDENTS WITH 1) AN OVERVIEW OF THE U.S. HEALTH CARE DELIVERY SYSTEM AND CURRENT POLICY CHALLENGES, AND 2) AN INTRODUCTION TO POLICY ANALYSIS TOOLS USEFUL FOR DEFINING POLICY PROBLEMS, ASSESSING ALTERNATIVE SOLUTIONS AND EXAMINING EFFECTS OF HEALTH POLICIES. THE FRAMEWORK USED FOR ACHIEVING THESE AIMS WILL BE TO CONSIDER HEALTH POLICY FROM THE PERSPECTIVE OF THE MAIN STAKEHOLDERS IN THE SYSTEM: PATIENTS, PROVIDERS, HEALTH PLANS, SUPPLIERS (E.G. PHARMACEUTICAL AND MANUFACTURING INDUSTRY), AND PAYERS. COURSE MATERIALS INCLUDE A POLICY ANALYSIS TEXT BOOK, PEER-REVIEWED ARTICLES, AND CASE STUDIES OF CONTEMPORARY HEALTH POLICY ISSUES.

HPM 2065 - HEALTH POLICY AND DEVELOPMENT (Cross-listed with PIA)

Description

THIS COURSE WILL COVER SIX THEMATIC AREAS:

1) THE LINKAGES BETWEEN HEALTH AND DEVELOPMENT. 2) OVERVIEW OF THE GLOBAL BURDEN

OF DISEASE. 3) CHILD, WOMEN AND ENVIRONMENTAL HEALTH. 4) GLOBAL HEALTH ISSUES (E.G., PATENT PROTECTION FOR HIV/AIDS DRUGS, INCENTIVES FOR DEVELOPMENT TB/MALARIA TREATMENT. 5) HEALTHCARE REFORM AND FINANCING. 6) FAMILIARITY WITH HEALTH DATA SOURCES FOR DEVELOPING COUNTRIES.

HPM 2081 - PUBLIC HEALTH AGENCY MANAGEMENT

Description

THE COURSE PUBLIC HEALTH AGENCY MANAGEMENT FOCUSES ON THE AREAS OF KNOWLEDGE AND SKILLS NECESSARY TO MANAGE PUBLIC HEALTH AGENCIES. THE COURSE COVERS TOPICS SUCH AS CORE FUNCTIONS AND PUBLIC HEALTH PRACTICE, LEGAL BASIS FOR PUBLIC HEALTH, PUBLIC HEALTH INTERVENTIONS, CONFIGURING HEALTH DEPARTMENTS, FUNDAMENTALS OF MANAGEMENT THEORY AND APPLICATION, AGENCY BUDGETING AND PUBLIC HEALTH CONSTITUENCIES. CLASSES INCLUDE A LECTURE AND CLASS DISCUSSION OF A CASE STUDY OR RELATED QUESTION. THE CLASS ENDS WITH A FINAL GROUP REPORT AND GROUP PRESENTATION OF A CLASS PROJECT RELATIVE TO THE DEVELOPMENT OF A COUNTY HEALTH DEPARTMENT.

HPM 2105 - HEALTH AND MEDICAL CARE ORGANIZATION

Description

THIS COURSE TOUCHES UPON THE STRUCTURE OF HEALTH CARE DELIVERY SYSTEMS AND PREVAILING PATTERNS AND METHODS OF DELIVERY OF HEALTH AND MEDICAL CARE SERVICES. IT REVIEWS THE HISTORICAL, ETHICAL, AND LEGAL BASIS OF CONSUMER BEHAVIOR. THE COURSE COVERS PERSONNEL AND FACILITIES, ORGANIZATION, FINANCING, AND QUALITY ASSESSMENT WITH SPECIAL ATTENTION GIVEN TO MANAGED MEDICAL CARE. STUDENTS DEVELOP SKILLS IN ANALYZING CONTEMPORARY POLICY ISSUES FROM AN INTERDISCIPLINARY VANTAGE.

HPM 2115 - HEALTH POLICY AND MANAGEMENT RESIDENCY

Description-HPM Students Only with Permission of the HPM Faculty

THE COURSE IS DESIGNED TO PROVIDE THE STUDENT WITH AN EDUCATIONAL EXPERIENCE IN THE STUDENT'S FIELD OF INTEREST. IT IS A FIELD EXPERIENCE PERFORMED UNDER THE SUPERVISION OF A PRECEPTOR (I.E., A RESPECTED PROFESSIONAL MANAGER IN THE HEALTH FIELD). POTENTIAL SITES INCLUDE A BROAD RANGE OF ORGANIZATIONS SUCH AS HOSPITALS, MULTI-UNIT SYSTEMS, HMO'S, CONSULTING FIRMS, INSURANCE ORGANIZATIONS, HEALTH POLICY AND PLANNING AGENCIES, AND HEALTH DIVISIONS OF CORPORATIONS.

HPM 2125 - HEALTH ECONOMICS

Description

EXAMINES THE MARKET FOR MEDICAL SERVICES, WITH THE VIEW THAT THE SPECIAL NATURE OF THE MARKET DEMANDS CAREFUL ECONOMIC ANALYSIS RATHER THAN THE ABANDONMENT OF ECONOMIC PRINCIPLES. TOPICS INCLUDE THE DEMAND FOR HEALTH AND THE DERIVED DEMAND FOR HEALTH/MEDICAL CARE AND INSURANCE, THE SUPPLY OF MEDICAL SERVICES (PHYSICIAN AND HOSPITAL IN PARTICULAR), THE ROLES OF UNCERTAINTY AND INFORMATION, AND THE PROBLEMS OF PRICING, PRODUCTION, AND DISTRIBUTION OF HEALTH AND MEDICAL SERVICES.

HPM 2130 - HEALTH LAW AND ETHICS

Description

THE PURPOSE OF THIS COURSE IS TO INTRODUCE STUDENTS TO THE LEGAL AND ETHICAL ISSUES WHICH IMPACT THE ADMINISTRATION AND DELIVERY OF HEALTH SERVICES. THIS COURSE IS

DESIGNED TO PROVIDE STUDENTS WITH THE PRACTICAL KNOWLEDGE NEEDED TO IDENTIFY LEGAL ISSUES INHERENT IN HEALTH CARE AND PUBLIC HEALTH ADMINISTRATION AND TO UNDERSTAND THE LEGAL RAMIFICATIONS OF ADMINISTRATIVE AND MANAGEMENT DECISIONS. THROUGH LECTURE AND CLASS DISCUSSION FOUR MAIN SUBJECT AREAS ARE PRESENTED: AN INTRODUCTION TO THE LEGAL SYSTEM, LEGAL ISSUES IN MANAGING HEALTH CARE ORGANIZATIONS, REGULATING QUALITY OF CARE AND PUBLIC HEALTH LEGAL AUTHORITY. SPECIFIC COURSE TOPICS INCLUDE: SOURCES OF LAW, THE COURT SYSTEM AND LEGAL PROCEDURES, PROFESSIONAL AND INSTITUTIONAL LIABILITY, GOVERNMENTAL REGULATORY METHODS, ANTITRUST LAW, CORPORATE COMPLIANCE PROGRAMS, EMERGENCY CARE, AND ISSUES CONCERNING INFORMED CONSENT, CREDENTIALING OF MEDICAL PROFESSIONALS, CONFIDENTIALITY OF HEALTH INFORMATION, TERMINATION OF CARE, FAMILY PLANNING, AND PUBLIC HEALTH LAW.

HPM 2131 - PUBLIC HEALTH LAW AND ETHICS

Description

THE PURPOSE OF THIS COURSE IS TO INTRODUCE STUDENTS TO PUBLIC HEALTH LAW AND POLICY AND THE LEGAL ENVIRONMENT IN WHICH PUBLIC HEALTH IS PRACTICED. THE COURSE IS DESIGNED TO FAMILIARIZE STUDENTS WITH THE PROCESS BY WHICH LAWS ARE CREATED, INTERPRETED AND ENFORCED, AND TO INTRODUCE THEM TO THE SUBSTANTIVE AREAS OF LAW MOST RELEVANT TO THE FIELD OF PUBLIC HEALTH. THROUGH LECTURE, CASE ANALYSIS, CLASS DISCUSSION AND STUDENT PRESENTATIONS, FIVE MAIN CONTENT AREAS WILL BE PRESENTED. 1) THE LEGAL BASIS FOR PUBLIC HEALTH PRACTICE; 2) THE LAW AND CORE PUBLIC HEALTH FUNCTIONS; 3) THE LAW AND CONTROLLING AND PREVENTING DISEASES, INJURIES, AND DISABILITIES; 4) PUBLIC HEALTH EMERGENCY LAW; AND 5) THE ETHICAL ISSUES IMPACTING PUBLIC HEALTH PRACTICE.

HPM 2132 - EMERGENCY PREPAREDNESS LAW AND ETHICS

Description

THE PURPOSE OF THIS COURSE IS TO INTRODUCE STUDENTS TO EMERGENCY PREPAREDNESS LAW. THE COURSE IS DESIGNED TO FAMILIARIZE STUDENTS WITH THE PROCESS BY WHICH LAWS ARE CREATED, INTERPRETED AND ENFORCED, AND TO INTRODUCE THEM TO THE SUBSTANTIVE AREAS OF LAW MOST RELEVANT TO THE FIELD OF EMERGENCY PREPAREDNESS. THROUGH WEB BASED MODULES, CLASS LECTURE, CASE ANALYSIS, CLASS DISCUSSION, CLASS EXERCISES AND STUDENT PAPERS, SIX MAIN CONTENT AREAS WILL BE PRESENTED. 1)THE LEGAL FRAMEWORK FOR PREPAREDNESS AND RESPONSE; 2) LEGAL DUTIES UNDER THE NATIONAL RESPONSE FRAMEWORK; 3)PUBLIC HEALTH EMERGENCY LAW; 4) THE CONSTITUTIONAL CONSTRAINTS ON PREPAREDNESS LAW;5) EMPLOYER/EMPLOYEE EMERGENCY PREPAREDNESS ISSUES; AND 6) LIABILITY AND LEGAL PREPAREDNESS. THIS COURSE IS APPROVED AS AN ELECTIVE FOR THE CERTIFICATE IN PUBLIC HEALTH PREPAREDNESS.

HPM 2135 - HEALTH POLICY

Description

AN INTRODUCTION TO FEDERAL AND STATE LEGISLATIVE, ADMINIS TRATIVE, AND BUDGET SYSTEMS AS THEY AFFECT HEALTH SERVICES. THE COURSE FOCUSES ON THE STUDY OF SELECTED HEALTH POLICIES, CONSIDERING THEM IN THEIR HISTORICAL PERSPECTIVE, PRESENT STATUS, AND FUTURE DIRECTION WITHIN THEIR SOCIAL, ECONOMIC, AND POLITICAL CONTEXTS.

HPM 2142 - MANAGING HEALTH OF POPULATIONS

PREQ: EPIDEM 2110 and BIOST 2011

Description

THIS COURSE PROVIDES STUDENTS WITH SKILLS AND EXPERIENCE APPLYING ANALYTIC TECHNIQUES TO THE MANAGEMENT OF THE HEALTH OF POPULATIONS. CONTENT INCLUDES HEALTH ASSESSMENT, EVALUATING HEALTH IMPROVEMENT PROGRAMS, AND ASSURING THE QUALITY OF HEALTH CARE SERVICES.

HPM 2145 - MARKETING HEALTH SERVICES

Description

ANALYSIS OF CONCEPTS VITAL TO THE CREATION OF SUPERIOR COMPETITIVE MARKETING PLANNING STRATEGIES FOR HEALTH SERVICES PROVIDERS. EMPHASIS, USING PRINCIPLES OF EPIDEMIOLOGY, ON EFFECTIVE MEASUREMENT OF NEED IN SERVICE AREA.

HPM 2150 - STRATEGIC MGT OF HLTH SERVC ORGNS

Description

THIS "CAPSTONE" COURSE FOR THE PROGRAM STRESSES THE APPLICATION AND INTEGRATION OF KNOWLEDGE AND TECHNIQUES LEARNED IN THE CONTEXT OF SPECIFIC FUNCTIONS AND DISCIPLINES FOCUSES ON IDENTIFYING STRATEGIC ISSUES IN COMPLEX ENVIRONMENTS, AND FORMULATING REALISTIC RESPONSES. THE EMPHASIS THROUGHOUT IS ON UNDERSTANDING HOW TO IMPROVE THE MAJOR PATTERNS OF RESOURCE ALLOCATION WITHIN THE ORGANIZATION IN ORDER TO CREATE LASTING VALUE.

HPM 2204 - PRACT MEDICAL GROUP PRACTICE MGT

Description

COURSE IS DESIGNED TO PROVIDE STUDENTS WITH A GENERAL UNDERSTANDING OF THE MANAGEMENT OF MEDICAL GROUP PRACTICE -- INCLUDING A CONCEPTUAL FRAMEWORK, OPERATIONAL ISSUES FOR THE PRACTICE MANAGER, FINANCIAL MANAGEMENT AND CONTROL, COMPETITIVE FORCES OF MEDICAL GROUP PRACTICE, STRATEGIC POSITIONING AND POLITICAL ISSUES FACING THE PRACTICE EXECUTIVE. SUBJECTS COVERED WILL PROVIDE STUDENTS WITH ANALYTICAL SKILLS TO EVALUATE DAY-TO-DAY MANAGEMENT AND STRATEGY, FINANCIAL AND POLITICAL MATTERS ENCOUNTERED IN THE MANAGEMENT OF A MEDICAL GROUP PRACTICE.

HPM 2205 - INDEPENDENT STUDY-HA

Description - HPM Students Only

STUDENTS WITH MAJOR INTERESTS IN SPECIALIZED AREAS PARTICIPATE IN INDIVIDUAL STUDY, RESEARCH ACTIVITIES, OR ADVANCED READINGS WITH A SPECIFIED FACULTY MEMBER.

HPM 2207 - QUALITY ASSESSMENT

Description

EXAMINES THE DEFINITION OF QUALITY IN HEALTHCARE FROM THE PERSPECTIVES OF PROVIDERS, HEALTH PLANS AND CONSUMERS. HEALTHCARE STANDARDS OF JCAHO, NCOA, AND HEDIS ARE REVIEWED. THE ROLE OF CLINICAL PATHWAYS, OUTCOME MEASURES, TECHNOLOGY AND THE INTERNET ARE EXPLORED AS THEY IMPACT THE QUALITY OF HEALTHCARE.

HPM 2214 - FUNDAMENTALS OF HEALTHCARE GVRNC

Description

THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH A SENSE OF THE RESPONSIBILITIES OF GOVERNING BOARDS OF VOLUNTARY HOSPITALS AND TO ENABLE THEM TO INTERRELATE WITH THEIR BOARDS APPROPRIATELY AND CONSTRUCTIVELY. THE SUBSTANCE OF INTERRELATIONSHIPS BETWEEN GOVERNING BOARDS AND MANagements IS AS VARIED AS ARE THE FORMS OF THE ORGANIZATIONS TO WHICH THEY RELATE AND THE PERSONALITIES OF THE INDIVIDUALS INVOLVED. SUBJECTIVE PERCEPTIONS ARE OFTEN MORE IMPORTANT THAN FORMAL RULES AND EFFECTIVE GOVERNANCE IS MORE ART THAN SCIENCE. THE COURSE PROVIDES GUIDELINES TO THIS ART.

HPM 2216 - HEALTH INSURANCE: FINANCING HEALTH CARE

Description

COURSE EXAMINES THE CONCERNS AND PRACTICES OF PRIVATE HEALTH INSURANCE; THE RELATIONSHIPS AND ACTIVITIES ESTABLISHED BY THE INSURANCE CONTRACTS AMONG THE INSURER, INSURED, AND PROVIDERS; THE INSURING PROCESS OF MARKETING, UNDERWRITING AND PRICING; THE INTERRELATIONSHIPS OF PRIVATE AND PUBLIC INSURANCE PROGRAMS; AND THE VARIED GOVERNMENT ACTIVITIES RELATED TO INSURANCE. THE OBJECTIVE OF THIS COURSE IS TO INCREASE UNDERSTANDING OF THE ACCESS, FUNDING, AND INSURING ISSUES SURROUNDING HEALTH CARE AND TO EXPLORE THE ALTERNATE STRATEGIES BEING PURSUED IN RESPONSE TO ENVIRONMENT.

HPM 2217 - CLINICAL DECISION ANALYSIS

Description

THIS COURSE PROVIDES AN INTRODUCTION TO THE USE OF DECISION SCIENCES IN HEALTH CARE. IN ADDITION TO DEVELOPING A CONCEPTUAL UNDERSTANDING OF MEDICAL DECISION-MAKING, THE COURSE WILL DEVELOP TECHNICAL SKILLS IN DECISION ANALYSIS INCLUDING THE CREATION/EVALUATION OF DECISION TREES, THE USE OF SENSITIVITY ANALYSIS, AND THE INCORPORATION OF SPECIFIC PATIENT PREFERENCES THROUGH THE USE OF UTILITY ANALYSIS. THE ADVANTAGES AND DISADVANTAGES OF FORMAL MATHEMATICAL MODELS FOR THE ANALYSIS OF CLINICAL CONDITIONS WILL BE PRESENTED. EXAMPLES FROM CURRENT MEDICAL LITERATURE WILL BE DISCUSSED.

HPM 2218 - INTEGRATED DELIVERY SYST NETWORK

Description

COURSE WILL EXPLORE THREE ASPECTS OF INTEGRATED DELIVERY SYSTEMS: 1) EFFORTS TO DEVELOP VERTICALLY INTEGRATED SERVICES 2) INTEGRATION OF PHYSICIAN AND HOSPITAL SERVICES, AND 3) INTEGRATION OF PAYOR AND PROVIDERS. STUDENTS ENROLLED IN THE COURSE WILL COMPLETE AN IN-DEPTH ANALYSIS OF A SUCCESSFULLY OPERATING INTEGRATED SYSTEM.

HPM 2220 - COST EFFECTVNS ANAL HLTH CARE

Description

PROVIDES AN INTRO TO AND DEVELOPS TECHNICAL SKILLS IN THE ECONOMIC EVALUATION OF HEALTH CARE PROGRAMS. A BRIEF INTRO TO THE ECONOMIC FOUNDATION OF COST EFFECTIVENESS AND COST BENEFIT ANALYSIS IS FOLLOWED BY AN EXAMINATION OF THE METHODOLOGIES INVOLVED IN PERFORMING COST EFFECTIVENESS ANALYSES. TOPICS INCLUDE: DEFINITIONS OF COST AND BENEFITS, EFFECT OF THE PERSPECTIVE OF THE ANALYSIS, CALCULATION OF COST-EFFECTIVENESS RATIOS, PERFORMANCE OF SENSITIVITY ANALYSIS,

DISCOUNTING OF COSTS AND BENEFITS, AND DISCUSSIONS OF CURRENT CONTROVERSIES IN CONDUCT OF COST-EFFECTIVENESS ANALYSIS.

HPM 2300 - HEALTH LAW FIELD EXPERIENCE

Description

REQUIRED PLACEMENT IN A LAW FIRM OR IN A HOUSE COUNSEL OFFICE IN A HEALTH ORGANIZATION OR SYSTEM, A PUBLIC HEALTH AGENCY, OR A HEALTH POLICY AGENCY.

Courses for HPM Doctoral Level Students

HPM 2821 - CURRENT TOPICS IN HEALTH ECONOMICS

Description

THE PURPOSE OF THE COURSE IS TO PROVIDE STUDENTS WITH EXPOSURE TO CURRENT TOPICS IN THE FIELD OF HEALTH ECONOMICS FROM THE PERSPECTIVE OF ACTIVE RESEARCHERS. A SERIES OF HEALTH ECONOMISTS WILL BE INVITED TO DELIVER SEMINARS ON A CURRENT RESEARCH PROJECT OF THEIR OWN, ADDRESSING THE THEORETICAL BACKGROUND, METHODOLOGY AND PRACTICAL IMPLICATIONS OF THEIR FINDINGS. STUDENTS WILL GAIN A BROAD PERSPECTIVE ON THEIR FIELD OF HEALTH ECONOMICS AND THE RANGE OF TOPICS AND METHODOLOGIES USED BY RESEARCHERS.

HPM 3064 - HEALTH POLICY ANALYSIS

Description

THIS COURSE IS THE DOCTORAL VERSION OF HPM 2064. DOCTORAL STUDENTS HAVE SUPPLEMENTAL READING AND WRITING REQUIREMENTS FOR THIS COURSE. THE AIMS OF THIS COURSE ARE TO PROVIDE STUDENTS WITH 1) AN OVERVIEW OF THE U.S. HEALTH CARE DELIVERY SYSTEM AND CURRENT POLICY CHALLENGES, AND 2) AN INTRODUCTION TO POLICY ANALYSIS TOOLS USEFUL FOR DEFINING POLICY PROBLEMS, ASSESSING ALTERNATIVE SOLUTIONS AND EXAMINING EFFECTS OF HEALTH POLICIES. THE FRAMEWORK USED FOR ACHIEVING THESE AIMS WILL BE TO CONSIDER HEALTH POLICY FROM THE PERSPECTIVE OF THE MAIN STAKEHOLDERS IN THE SYSTEM: PATIENTS, PROVIDERS, HEALTH PLANS, SUPPLIERS (E.G. PHARMACEUTICAL AND MANUFACTURING INDUSTRY), AND PAYERS. COURSE MATERIALS INCLUDE A POLICY ANALYSIS TEXT BOOK, PEER-REVIEWED ARTICLES, AND CASE STUDIES OF CONTEMPORARY HEALTH POLICY ISSUES.

HPM 3135 - HEALTH POLICY

Description

THIS COURSE IS THE DOCTORAL VERSION OF HPM 2135. DOCTORAL STUDENTS HAVE SUPPLEMENTAL READING AND WRITING REQUIREMENTS FOR THIS COURSE. THE COURSE ASSISTS STUDENTS IN DEVELOPING OR ENHANCING KEY *“PACKETS”* OF KNOWLEDGE, SKILLS, AND ABILITIES (WHICH FORM COMPETENCIES) SUFFICIENT TO PERMIT THEM TO BETTER ANALYZE AND CREDIBLY PREDICT RESULTS OF THE HEALTH POLICYMAKING PROCESS IN THE UNITED STATES AND TO LEARN MORE ABOUT HOW TO EXERT INFLUENCE IN THE HEALTH POLICYMAKING PROCESS AS PART OF THEIR PROFESSIONAL ROLES.

HPM STUDENT INFORMATION

SUMMER 2009 RESIDENCIES

ORGANIZATION	PRECEPTOR AND TITLE	RESIDENT	Degree
Children's Institute	David Miles President & CEO	Cicerchi, Rachel	MPH
City of Hope National Medical Center, Duarte, California	Virginia Opiare, COO and Shirley Johnson, Chief Nurse & Patient Services Officer	Pessolano, Francis	MHA
Cleveland Clinic	Chad Kunkle, Administrator Department of Clinical Operations	Goffman, Rachel	MHA
Colorado Hospital Association, Denver	Steve Summer, President & CEO and Gail Finley, Vice President of Policy Analysis and Strategic Planning	Gonzales, Elizabeth	MPH
Gateway Health Plan	Vicki Huffman, Vice President, Health & Member Services and Michael Blackwood President & CEO	Cipa, Jackie	MPH
Grady Memorial, Atlanta	Mike Young President & CEO	Goyal, Vishal	MPH
Northwestern Memorial, Chicago	Nick Rave Interim Vice President of Operations	Kundu, Juli	MHA
UPMC Braddock/McKeesport	Cindy Dorundo President	1) Karloski, Angela 2) Santo, Brian	MHA MPH
UPMC Cancer Centers	Susan Frank Vice President & Chief Operating Officer	Bird, Kyle	MHA
UPMC PSD Clinical Support Services	Edward Harrison Vice President, Clinical Support Services	Demmler, Sara	MHA
UPMC PSD Dept. of Medicine	Valerie Trott Executive Administrator and Deborah Winn-Horvitz Administrator	Chaluvadi, Sandhya	MPH
UPMC PSD Dept. of Surgery	Ed McQuade Executive Administrator	Butler, Kelly	MHA
VA Pittsburgh Healthcare System	Terry Gerigk-Wolf Director & CEO and Carla Sivek, Associate	1)Janoff, Sarah 2)Wilson, Kathleen 3) Kratz, Christina	MPH MHA MHA
The Western Pennsylvania Hospital	Christy Wenger VP, Operations	Singla, Neha	MHA
WPAHS Planning	Mark LaRosa VP, Planning	Mahar, Emily	MPH

HPM STUDENT INFORMATION

2008-2009 PRACTICA

<i>Student</i>	<i>Site</i>
Buchanan, Mari	Highmark
Chowdavarapu, Sharath	Magee of UPMC
Ncube, Collette	Allegheny Dept. of Health
Turner, Jessica	Jewish Healthcare Foundation
Wagner, Brian	Ultrasound Research Lab, U. Pittsburgh

HPM STUDENT INFORMATION

POST-GRADUATE PLACEMENTS

2008-2009 Graduates			
Carrie Akella Jenkins	Project Administrator	Johns Hopkins Medicine International	Baltimore, Maryland
Benjamin Anderson	Graduate Medical Resident II	UPMC	Pittsburgh Pennsylvania
Jennifer Boekeloo			Moved to Michigan
Nicole Cerussi	Pharmacy Practice Management Resident	UPMC-Presbyterian	Pittsburgh, Pennsylvania
Melissa Clutter	Practice Administrator	Southwestern PA Pulmonary and Sleep Medicine, Ltd.	Washington, Pennsylvania
Adam Critchlow	Program Specialist in the Office of Systems Redesign	VA Pittsburgh Health System	Pittsburgh, Pennsylvania
Wade Ebersole	Administrative Fellowship	Veterans Affairs Medical Center	Madison WI
Janet Fan			
Erica Franko	Senior GME Manager for Radiation Oncology and Hematology Oncology	UPMC	Pittsburgh, Pennsylvania
Peter Frey	Administrative Coordinator	Automated Health Systems	Pittsburgh, Pennsylvania
Amy Jones	Administrative Officer for the Department of Education	VA Pittsburgh Health System	Pittsburgh, Pennsylvania
<i>Ian Joos*</i>	Fiscal Administration Supervisor	Veterans Affairs Medical Center	Pittsburgh, Pennsylvania
Jeffrey Kohler	Employee and Labor Relations Specialist	Veterans Affairs Medical Center	Pittsburgh, Pennsylvania
Dana Metcalf			
Anna Oberacker	Operations Integration Fellow	Johns Hopkins	Baltimore, Maryland
Hyang Suk Oh			
Kristin Powers	Planning Analyst in the Department of Strategic Planning and Business Development	West Penn Allegheny Health System	Pittsburgh, Pennsylvania
Anwar Jamal Robinson			
<i>Brian Santo*</i>	Healthcare Compliance Attorney, Senior Associate	Booz Allen Hamilton	Rockville, MD
<i>Richard Schein*</i>	Assistive Technology Project Coordinator	VA Polytrauma Rehabilitation Center Assistive Technology Labs	Richmond, VA; Tampa, FL; Palo Alto, CA; and Minneapolis, MN
Caleb Wallace	Staff Attorney	UPMC Health Plan	Pittsburgh, Pennsylvania

**Not yet graduated*

HPM STUDENT INFORMATION

MENTORS

CURRENT MENTORS OF CONTINUING STUDENTS, 1 of 3		
STUDENT	DEGREE SOUGHT	MENTOR
Bird, Kyle	MPH	Terry Gerigk-Wolf Director VA Pittsburgh Healthcare System
Bongiovanni, Nicholas	MHA	N/A
Buchanan, Mari (formerly Vandenburg)	MHA	Virginia Mielnicki Wright Consultant Highmark
Butler, Kelly	MHA	Deborah Brodine President Community Provider Services, UPMC
Chaluvadi, Sandhya	MPH	Louis Goodman Vice President, Human Resources UPMC
Chowdawarapu, MD, Sharath	MPH	Dan Brooks, MD VP, Community Health Services Heritage Valley Health System
Cicerchi, Rachel	MPH	James Pieffer Vice President Presbyterian Seniorcare
Cipa, Jacqueline	MPH	Dawn Gideon President and CEO The Western Pennsylvania Hospital
Cohick, Marisa	MHA	Alan Green
Demmler, Sara	MHA	Cindy Dorundo President UPMC Braddock
Fessides, Kari	MHA	Deborah Redmond Vice President of Ambulatory Services UPMC Presbyterian-Shadyside
Goffman, Rachel	MHA	James Collins President St. Clair Hospital
Gonzales, Elizabeth	MPH	Jeannette South-Paul Professor and Chair University of Pittsburgh Department of Family Medicine
Goshea, Phelicia	MPH	Diane Frndak VP Organizational Excellence WPAHS
Goyal, Vishal	MPH	Krishna Kambhampati. MD VP Medical Affairs Alle-Kiski Medical Center
Grosch, Travis	MPH	N/A
Hahn, Michael	MPH	N/A

CURRENT MENTORS OF CONTINUING STUDENTS, 2 of 3

STUDENT	DEGREE SOUGHT	MENTOR
Helman, Julie	MHA	John Lovelace Vice President, Medicaid Programs UPMC Health Plan/CCBH
Hughes, Jacqueline	MHA	Michael Blackwood President Gateway Health Plan
Inks, Alyshia	MHA	Kelly Burns Director, Radiology Access & Support UPMC Health System
Janoff, Sarah	MPH	Beth Shiring Executive Vice President of Operations Cancer Treatment Services International
Karloski, Angela	MPH	Thomas Timcho President & CEO Jefferson Regional Medical Center
Kratz, Christina	MHA	Michael Flanagan Senior Vice President & COO St. Clair Hospital
Kundu, Anjali	MHA	Valerie Trott Executive UPMC Health System PSD Dept. of Medicine
Lee, Min Jeong	MHA	Deborah Winn-Horvitz Administrator UPMC Health System PSD Dept. of Medicine
Little, Jeffrey	MPH	Ed Klamon Past President, Western Pennsylvania Hospital
Mahar, Emily	PharmD	Anna Roman VP, Admin Services & Phys Rel UPMC Health System
McCloud, Kati	MPH	Fred Peterson Vice President Hospital Council of Western Pennsylvania
McMillen, Katie	MHA	N/A
Micale, Frank	MPH	N/A
Moten, Marriyam	MHA	Mona Melhem, MD Associate Director VA Pittsburgh Healthcare System
Ncube, Collette	MPH	Gregory K. Peaslee Senior Vice President, Human Resources UPMC Health System
Proctor, Kevin	MPH	N/A
Sangodeyi, Olu R.	MPH	N/A
Santo, Brian	MPH	Michelle Jegasothy Corporate Secretary & Assistant Counsel, UPMC Health System

CURRENT MENTORS OF CONTINUING STUDENTS, 3 of 3		
STUDENT	DEGREE SOUGHT	MENTOR
Schein, Richard	MPH	Sue Cox Vice President, Clinical Services UPMC Rehabilitation
Singla, Neha	MPH	Robert Blosat Senior Vice President, Clinical Operations & Physician Services Corporate Administration, UPMC
Staplefoote, Bessie	MHA	Nancy Zionts Vice President Jewish Healthcare Foundation
Tassaro, Elizabeth	MPH	Jeanne Casilli Vice President, Strategic Bus. Dev. Children's Hospital of UPMC
Turner, Jessica	MHA	Robert Kennedy Vice President, Government Relations & Community Health UPMC
Wagner, Brian	MPH	Chuck Davis Program Administrator for Imaging Services UPMC Presbyterian
Wein, Jillian R.	JD/MPH	N/A
Wilson, Kathleen	MHA	Al Condeluci Chief Executive Officer UCP of Pittsburgh/CLASS

Professional Dress and Conduct

Both the MHA and MPH Programs are considered to be professional preparation programs of graduate education. Accordingly, professional (business) dress and conduct is expected as the norm. Although casual attire is appropriate for most classes, we encourage students to look and behave maturely and professionally throughout their formal educational experience. For activities in which you and your colleagues are interacting with representatives from the health care system or other constituency organizations, you should wear business dress unless advised otherwise. This is especially important for activities in which you are a guest, visitor or applicant for a residency or practicum placement or employment with an external organization.

While serving in your Management Residency or Practicum, you should observe the policies and practices of your sponsoring organization relevant to your conduct and dress.

Responsiveness and Communication

Students will receive various communications regarding fellowship/ residency/ practicum opportunities; course information; class cancellations; etc. via EMAIL. **Email is our primary source of communication with you.**

Please make sure that any changes to your email contact information are reported to Donna Schultz (dschultz@pitt.edu)

Due to the important/time sensitive nature of such communications, we expect that HPM Students will respond in a timely fashion to requests and deadlines

designated in any Departmental or GSPH-wide correspondence. Important messages will be flagged when possible. Please check your Pitt email frequently. Note: important announcements/tuition bills from the University will come to you via your PITT email account.

POLICIES

Academic Integrity: Student Obligations

Student Obligations

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she: (see [note](#) concerning more appropriate invocation of *University of Pittsburgh Student Code of Conduct and Judicial Procedures*)

1. Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
3. Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
4. Engages in unauthorized possession, buying, selling, obtaining, or use of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
5. Acts as a substitute for another person in any academic evaluation process.
6. Utilizes a substitute in any academic evaluation proceeding.
7. Practices any form of deceit in an academic evaluation proceeding.
8. Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
9. Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
10. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.

11. Submits the work of another person in a manner which represents the work to be one's own.
12. Knowingly permits one's work to be submitted by another person without the faculty member's authorization.
13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.
14. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
15. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another student.
16. Violates the canons of ethics of [here refer to relevant discipline or disciplines.]

(EXCERPTED FROM THE GSPH WEBSITE)

Student Code of Conduct

<http://www.studentaffairs.pitt.edu/usjs/code.html>

Schoolwide Probation and Dismissal Policy and Procedures

Scope

The provisions of this policy pertain to dismissal and probation for academic reasons and are developed in conformance with the University Council on Graduate Study's **Regulations Governing Graduate Study at the University of Pittsburgh** ("Regulations"). This policy aims to provide a means of establishing and maintaining basic standards and requirements for graduate work at GSPH and is applicable to all GSPH students.

The GSPH academic performance policy consists of the schoolwide policy and auxiliary policies established by GSPH departments to address specific items not covered by the schoolwide policy. Departmental policies, although they may differ in details, conform to the fundamental principles of the GSPH schoolwide policy. Policies and procedures pertaining to non-academic performance are covered by the University Student Code of Conduct and/or Academic Integrity guidelines.

1. Failure to Maintain Minimum Grade Point Average (3.00)

A GSPH student whose cumulative grade point average (GPA is the same as QPA) falls

below 3.00 is immediately placed on academic probation, and the student, advisor, and department chairperson are notified by the GSPH Student Performance Committee. The student may be permitted to take additional coursework over no more than two terms (part-time students: a maximum of an additional 18 credit hours) to reach a GPA/QPA of 3.00. (See Regulations, page 26, "Academic Standards.")

2. Failure of Core Courses or Required Departmental Courses

All master's degree students and doctoral students must pass (S or better; C or better) the GSPH core courses required by their programs. Students are given at most two opportunities to register for and pass department core, school core, or other courses required by their programs.

3. Failure to Make Normal Progress Towards Degree (Completion of Courses)

Except in unusual circumstances (e.g. medical leave of absence) students may not accumulate more than 15 credits of unresolved G grades. A student approaching 15 credits of unresolved G grades will receive a memo from the Admissions and Student Performance Committee, and the student and his/her advisor will be asked to submit a plan for timely resolution of the grades. A student will not be permitted to register for additional credits until the G grades are converted as a result of completion of course work. Because the University requires resolution of G grades within one year, requests for change of G grades more than a year old must be accompanied by an appeal by the student's department and must be approved by the Assistant Dean before they are submitted to the Registrar's Office.

4. Failure of Master's or Doctoral Program Examinations

The Regulations describe the requirements for master's and doctoral examinations. Departments may determine the format and content of the examinations within the broad University guidelines and should provide students with formal written guidelines, and each department is responsible for specifying the procedure for administration of the master's comprehensive examination. Master's students on provisional status may not take a comprehensive examination. (Regulations, page 33.) Examining committees for the doctoral overview/prospectus meeting and the final doctoral defense must be unanimous in their recommendation that a student be passed (Regulations, pp.39, 41) . If those committees do not unanimously vote to pass a student, the matter will be sent to

the department chair, and, if necessary, to the dean for resolution. Students who fail a doctoral or master's examination (doctoral overview or defense: less than unanimous vote to pass; other exams: see department standards), will be permitted one re-take of the examination. If a student fails a re-take, the student's department chair, if he feels that a second re-take is justified, may appeal to the Dean on the student's behalf. More specific rules governing program examinations are covered by departmental academic performance policies.

5. Inability to Conduct Research

Faculty are responsible for guiding the research of a student accepted for participation in a research project, and for meeting the advising requirements set forth in the document "Elements of Good Academic Advising." No faculty member is obliged to accept a particular student to his/her research team. The student, not the faculty advisor, is expected to: (1) design and plan the research project; (2) conceptualize and formulate the hypothesis and methodology; (3) perform data analysis; and (4) write an acceptable essay or dissertation.

Primary responsibility for determining whether a student has demonstrated the ability to apply research methods and to conduct independent research as appropriate to the discipline rests with the student's academic and research advisors (including the master's or doctoral committees). However, in order that evaluation of a student's work be fair and objective, failure to demonstrate the ability to conduct research must be well-documented by the faculty advisor(s) and reviewed by: (1) a committee convened by the chair and consisting of other departmental faculty and students, or; (2) if the student has already formed one, the doctoral committee. Upon the recommendation of these committees, the department chair may notify the Admissions and Student Performance Committee of his decision to dismiss the student, and if the ASPC concurs, the department chair must notify the student of his/her dismissal. A student dismissed because of inability to conduct research may appeal the dismissal by filing a written appeal with the department chair. The chair will bring the student's appeal to the attention of the ASPC, which will set up an ad hoc committee consisting of four faculty (two from the student's department and two from other GSPH or University departments) and at least one student. If the ad hoc committee disagrees (by majority vote) with the department's decision to dismiss, the Dean will have the final word.

6. General Appeal Process

A student may appeal a decision to dismiss for any reason by filing a written appeal with his/her department chair. (Procedure for dismissal because of inability to conduct research is described in previous section.) The department chair must then bring the appeal to the attention of the ASPC, which will meet with the department chair and student's advisor to discuss it. ASPC must then bring its recommendation to the Dean, who can affirm or reverse the recommendation. The Dean's decision is final, and this appeal exhausts all remedies available to the student within GSPH. Although a student may choose to contact the Provost's Office, there is no automatic appeal to the Provost as there is in academic integrity cases.

7. Periodic Review and Documentation

All academic difficulties described above must be documented in writing at each stage and should begin as soon as problems arise. The requirement for documentation applies to all degrees, academic programs, and academic shortcomings. Maintaining documentation of student academic problems is primarily, although not exclusively, the responsibility of the academic advisor and the student's department.

All students should be given periodic departmental reviews of academic progress and constructive feedback. As problems are documented, students should receive written notice of documentation, as well as the opportunity to respond to written notice.

8. Departmental Policies and Default Clause

Each department may develop its own policy with respect to the number of pass votes required for a student to pass a master's examination or a doctoral preliminary or comprehensive examination. If departments do not specify such requirements, by default a unanimous vote will be required for students to pass those examinations.

Approved 12/00 (EXCERPTED FROM THE GSPH WEBSITE)

GRADUATION

There are four graduation dates per academic year: April, June, August and December. Students obtain and complete an Application for Graduation and pick up a graduation packet for the term in which they plan to graduate from the Office of Student Affairs. Deadlines are set for each term for students to complete an "Application for Graduation".

<http://www.pitt.edu/~registrar/Application%20for%20Graduation.pdf> A late fee will be assessed if the deadline date is not met. Students who apply for graduation but find it necessary to postpone must submit a new application for graduation for the next available graduation. GSPH hold's its own graduation convocation and the ceremony is held the weekend of the University Commencement in April.

Students must also be registered for at least one credit in the term in which they are planning to graduate. *Students are ultimately responsible for making sure they complete all academic and administrative requirements for graduation.* It is important that students nearing graduation meet with their academic advisor to go over credits and requirements. Students must meet all requirements for their degree program including courses, essays, practicum/residency, etc. as set forth by GSPH and HPM. Requirements may be modified by GSPH/HPM or as specified by the accrediting organizations. The Final essay must be submitted to the GSPH Office of Student Affairs according to specific formatting and paper guidelines set forth by the University, GSPH, and HPM. Donna Schultz must receive a final copy with all required signatures and **must** receive the "**Report on Requirements form**" with signatures. Each member of your Committee should have a final copy of your essay as well. University commencement is held at the end of April and you will be invited to participate.

After Graduation

Once graduated, you will be one of about 1,000 graduates from the Department of HPM; 200,000 Pitt graduates and over 5,000 GSPH alumni.

There are many ways in which you can maintain contact with GSPH:

- ❖ Keep Donna Schultz (dschultz@pitt.edu) up-to-date on your current email address and contact information. Donna has developed an

alumni job-service and distributes job opportunities regularly as they are received. Also please email job openings in your organization to Donna Schultz.

- ❖ Keep in contact with Sam Friede at friede@pitt.edu should you wish to be a preceptor or mentor.
- ❖ Join the HPM and GSPH Alumni organizations.

GSPH ACTIVITIES

The Graduate School of Public Health sponsors a number of activities. We encourage MHA and MPH students to participate in Dean's Day. Each spring, GSPH students have the opportunity to present their research at the Dean's Day competition. Cash prizes are awarded at both the master's and doctoral level.

Deans Day

- ❖ Dean's Day is an event to showcase and award student research.
- ❖ Students make oral and/or poster presentations, and may receive monetary awards for excellence
- ❖ Students apply and receive notification by the GSPH Dean's Office if they have been selected to participate

New Student Orientation & Picnic

- ❖ The Department of HPM holds its orientation the third week of August and includes tours of healthcare institutions, workshops, and other activities.
- ❖ The Graduate School of Public Health holds its school-wide orientation on the Friday before classes begin. A picnic is also held at the start of the academic year to welcome new students.

GSPH Open House

- ❖ The Graduate School of Public Health holds two school-wide open houses each academic year to present information to prospective applicants. Departments typically ask current students to participate in these events along with Departmental Faculty.

GSPH Visit GSPH (ACCEPTED APPLICANT DAY)

- ❖ GSPH hosts a day in the Spring inviting accepted applicants to visit. Opportunities exist for current students to participate in this event at both the Department and School levels.

GSPH Convocation

- ❖ GSPH holds its annual Convocation and Alumni Dinner the weekend following the end of the spring term. The University Commencement also takes place that weekend. Attendance is optional, and diplomas are not presented at these events. Further information will be distributed from the GSPH Office of Student Affairs.

Add/Drop

After the beginning of the term, if students choose to change their course selections (with permission of Dr. Rohrer), they must complete an Add/Drop Form. They should take these forms to Donna Schultz for processing. All add/drop decisions must be made by a deadline that is established by the University.

Advanced Standing

Generally, a maximum of 6 credits earned in a United States graduate school other than the University of Pittsburgh Graduate School of Public Health may be allowed as advanced standing toward a Masters degree at GSPH. A request for advanced standing must be initiated by the student and approval sought from Dr. Wesley Rohrer, HPM Academic Advisor and must be approved by the GSPH Associate Dean for Student Affairs.

Books

Books are available at the Health Center Book Store on Forbes Avenue. 412/648-8915.

Bus Service: Port Authority Buses and Campus Transportation System

All University of Pittsburgh students, staff and full-time faculty may ride all Port Authority (PAT) [412/442-2000] transit buses, trolleys, and inclines within Allegheny County for FREE 24 hours a day, seven days a week, 365 days a year. Please note that this includes the Saturday mall buses and the Sunday Cultural Buses. Pitt provides fixed bus and shuttle service for Pitt students, faculty, staff to all parts of the Pitt campus. Time schedules with route maps and designated stops are available at the William Pitt Union, the Parking Office in Brackenridge Hall, and Department of Parking, Transportation and Services Administrative Office in Forbes Pavillion. www.pts.pitt.edu 412/648-1223. (also see Parking).

Change of Address/Name

A change of address form must be submitted. Documentation is required for name changes. Contact the University of Pittsburgh Registrar's Office in G-3 Thackeray Hall.

Change of Course/Withdrawal

Adding or dropping a course must be done by deadline date announced each term. The deadline applies even if a course is taught in the second session of a term. No changes in classes can be made after the end of the add/drop period. After that deadline, however, a student may process a "monitored withdrawal form". Agreement from the instructor must be obtained. The student would receive a "W" (Withdrawal) grade and this will appear on the student's transcript. This should only be done in consultation with the instructor and the student academic advisor.

Computing Labs

Campus computing facilities are located at:
230 David Lawrence Hall
1077 Benedum Hall
C114 Sutherland Hall
G-27 and G62 Cathedral of Learning
1E01 Wesley W. Posvar Hall
B40 Alumni Hall

Go to www.technology.pitt.edu for more information. Pre-recorded lab hours are: 412/624-5061.

Elective Courses

Students who are ready to take elective courses, must arrange and appointment with Wesley Rohrer, Ph.D., M.B.A. at 412/624-3125, wmrn@pitt.edu. Dr. Rohrer must approve all electives before a student can enroll. Courses can be taken in a number of different schools including, but not limited to: School of Health & Rehabilitation Sciences; Nursing; Medicine;

Pharmacy; Graduate School of Public & International Affairs; and the Katz Graduate School of Business.

Exemption from GSPH Core Courses

Students requesting exemption from a GSPH Core Course must submit the appropriate form with a transcript and syllabus documenting that the subject of the required course was covered in a similar course taken in another school. This form signed by the student's academic advisor must be hand carried to the instructor of the course and signatures must be obtained. The original signed form must be given to Donna Schultz who will make a copy for the student file and turn in the original to the GSPH Office of Student Affairs.

FT/PT Status

Student time status is a term used by the University to issue tuition invoices and to determine the number of credit hours for which a student is registered. In the Dept. of HPM, full-time status for MHA students is 9-16 credits; full-time status for MPH students 9-15 credits. Part-time status for MHA and MPH students is 1-8 credits. Students who are registered for full-time status pay the full-time flat rate of tuition, students registered for part-time status are assessed the per credit rate of tuition. The exception is the summer term when ALL students registered pay the per credit rate of tuition.

Inactive status occurs when a student has not been registered for a minimum of 1 credit hour in three consecutive terms. If a student is considered inactive, they must reapply to be re-admitted and reinstated in order to continue in a graduate program.

Graduation

Also see the separate Graduation section earlier in this document.

There are four graduation dates per academic year: April, June, August and December. Deadlines are set for each term for students to complete an "Application for Graduation". A late fee will be assessed if the deadline date is

not met. Students must meet all requirements for their degree program including courses, essays, practicum/residency, etc. The Final essay must be submitted to the GSPH Office of Student Affairs according to specific formatting and paper guidelines set forth by the University, GSPH, and HPM. Donna Schultz should also receive a final copy with all required signatures and must received the "Report on Requirements form" with signatures. Each member of your Committee should have a final copy of your essay as well. University commencement is held at the end of April and you will be invited to participate. GSPH hold's its own graduation convocation and the ceremony is held the weekend of the University Commencement. Students who apply for graduation but find it necessary to postpone must submit a new application for graduation for the next available graduation.

Health Science Library System

The Health Sciences Library System is comprised of two libraries:

- ❖ Falk Library of the Health Sciences - 200 Scaife Hall, 412/628-8866
- ❖ Western Psychiatric Institute and Clinic Library - 200 WPIC, 412/624-2378

ID Cards

ID cards are available at the ID Center at Panther Central in Litchfield Towers lobby. There is no initial charge for an ID however a fee is assessed for replacement of a lost or stolen card.

International Students

The Office of International Services (OIS) provides new international students with a full complement of informational materials and programs to facilitate their transition to living in Pittsburgh. Student services available through the Office of International Services are detailed on their website: www.ois.pitt.edu. International Students must check in at OIS with Ms. Genevieve Cook, University of Pittsburgh Immigration Specialist upon arrival in Pittsburgh. Genevieve Cook - Phone: 412/624-7120 Email: gdcook@pitt.edu

Parking

The Parking Services Office Staff is responsible for establishing parking regulations, allocating spaces, issuing parking permits, arranging special event parking and citing violators. Parking permits are available at: 204 Brackenridge Hall, 412/624-4034. Day parking is limited.

Probation

Students are automatically placed on probation when their QPA falls below a 3.0. Continued unsatisfactory performance may result in dismissal from the School. Typically, students are given two full-time semesters to clear the probation. A student may not graduate with less than a 3.0 QPA or a failing grade in a required course.

Quality Point Average

Students are expected to maintain a 3.0 QPA or better to remain in good standing. No student can graduate with a QPA of less than 3.0 or an unresolved "F" or "U" grade. Students have only two opportunities to pass a GSPH Core Course.

Registration for Courses and "HOLDS" on your Account

Students must be officially admitted, readmitted, or reinstated to the University before they are permitted to register for courses. Students in the Department of Health Policy & Management are assigned an academic advisor. To register for courses must complete an enrollment form by MAKING AN APPOINTMENT WITH THEIR ADVISOR PRIOR TO TURNING IN YOUR ENROLLMENT FORM TO DONNA SCHULTZ. The Enrollment Form must have both the academic advisor and student signatures. If you are selecting a HPM 2037 Essay-HA or HPM 2205 Independent Study, you must have written agreement (see forms in the Appendices) from one of the core HPM Faculty that they have agreed to work with you. No registration will be processed without such identification of a faculty sponsor. Elective courses must be approved by their academic advisor. Once a

student selects their courses, they should take the forms to Donna Schultz who will input them into the University Registration System. Students will receive a completed copy of their "official" registration from Ms. Schultz and they may then obtain their University of Pittsburgh Identification Cards from the ID Center in the Towers Dormitories and avail themselves of other University services.

NOTE: If you have a "Financial Hold" on your account you will not be able to register for courses. If you owe tuition, have library fines, have unpaid parking tickets, etc. You will not be able to have a registration processed and may incur late registration fees until you have cleared your debts and had the hold removed.

Late Registration/Late Add/Drop

If students register for courses after the official end of the registration period (i.e., registering for courses after the deadline for registration), they must receive the approval and signature of the academic dean on the Registration Form. In the fall and spring terms, continuing students (students who were registered in the same school at the same level for any term within the last calendar year), will have an earlier registration deadline than new and readmitted students. Continuing students registering after the deadline for new and readmitted students will be charged a Late Registration Fee. In the summer term, all students (continuing and new) have the same registration deadline dependent upon the session(s) in which they are enrolled. If they register after the established deadline, they are assessed Late Registration Fee.

In summary to register:

1. Clear up any financial/other "holds" on your account;
2. Review the GSPH course schedule accessible at:
<http://www.publichealth.pitt.edu/>
3. Contact Dr. Wesley Rohrer to arrange a time to register (or you may contact Donna Schultz if Dr. Rohrer is unavailable);
4. Bring your completed registration form to Donna Schultz for processing;

5. Check your my.pitt.edu account for the E-Bill (tuition invoice);
6. Pay your invoice
7. Make sure you register before the deadline for continuing students:
8. Make sure you process any add/drops before the add/drop deadline.

Registration for Spring Term 2009-2010 (2014)

As of October 2009, University of Pittsburgh students will be undertaking a self-enrollment process for courses in the Spring Term. The University of Pittsburgh will be providing information early in the Fall Term as to the process to register.

Resignation

Students are automatically liable for a percentage of the tuition if they resign from the term. Most students who drop all of their classes (by resignation) before the end of the add/drop period are released from financial liability. If you wish to resign from all of your courses you must contact 412/624-7585. This phone operates 24 hours a day including weekends and holidays.

Statute of Limitations

The requirements for the MHA and MPH degrees must be completed within a period of five calendar years from the time of initial registration for graduate study.

Student Health Service

The Student Health Service is located in Suite 500 Medical Arts Building, 3708 Fifth Avenue. The Student Health Service offers primary health care by appointment. A pharmacy is also available.

Student Organizations

There are a number of organizations to which you can become affiliated. The Student Chapter in HPM; The American Public Health Association; the Association

of Women in Public Health; Global Health Student Association; Minority Student Organization; Pennsylvania Public Health Association; The Healthcare Information and Management Systems Society; GSPH Student Government Association and others. You'll learn more about these during the GSPH Orientation.

Student Study Areas

The Department of Health Policy & Management has an area designated for HPM students only to use for studying A633 Crabtree and the room holds the HPM Student mailboxes as well. The Graduate School of Public Health has a designated student study area on the 7th floor of Crabtree Hall. Computers are available as well. See Bernadette Foley in GSPH Student Affairs to obtain your computer account. A microwave and a sink are available as well.

Student Status

Students must have full (not provisional) status. For those students who have been admitted provisionally, they must fulfill the provision stated in their admission letter. Students must have obtained full status in order to graduate, in addition, they must be registered for at least one credit in the term in which they intend to graduate. Only registered students can avail themselves University services such as: having a Network Authorization Account for computer usage, checking out books from University Libraries and requesting on-line database searches. Registered students are in "active" status.

Transcripts

Official transcripts are available in G-3 Thackeray Hall. *WE ARE NOT PERMITTED TO RELEASE PHOTOCOPIES OF TRANSCRIPTS FROM THE UNIVERSITY OF PITTSBURGH OR ANY OTHER SCHOOL.*

University Counseling Center

The University Counseling Center provides confidential personal counseling for all University students. The Center is located at 334 William Pitt Union.

University Police Department

The University of Pittsburgh offers a proactive approach towards policing. The University of Pittsburgh Police Department provides: 24 hour, 365 days a year response to emergencies and conducting patrols. In the event of an emergency call 811 from a campus phone or 412/624-2121 from a non-campus phone or use one of many “emergency” phones across campus. The office phone number is: 412/624-4040 for more information.

University Writing Center

The Writing Center provides a place for all University of Pittsburgh students, faculty, and staff to come to work on their writing. The Center is staffed by experienced consultants who have been trained to help others with their writing. The services are free to all University of Pittsburgh students.