

DEPARTMENT OF
COMMUNITY HEALTH SCIENCES

MASTERS
PROGRAMS

M.P.H.

M.S.P.H

2011 - 2012

CONTENTS

	<u>Page</u>
I. GENERAL DESCRIPTION	1
II. GENERAL PROGRAM REQUIREMENTS	2
III. MASTER OF PUBLIC HEALTH (M.P.H.) DEGREE	6
A. School of Public Health Core Requirements and Course Waiver Information	6
B. Department Core Courses	9
C. Department Required Courses	9
D. Electives	9
E. Fieldwork	11
IV. MASTER OF SCIENCE IN PUBLIC HEALTH (M.S.P.H.) DEGREE	12
A. School of Public Health Core Requirements	12
B. Department Requirements	12
1. Comprehensive Examination Option	13
2. Masters Thesis Option	13
<u>TABLE I</u> CHS DEPARTMENT CLASSES OFFERED 2011-12	14
<u>APPENDIX I</u> SAMPLE COURSE PLAN	15
<u>APPENDIX II</u> GUIDE TO FIELD EXPERIENCE (CHS 400)	16
<u>APPENDIX III</u> GUIDE TO DIRECTED INDIVIDUAL STUDY (CHS 596)	17
<u>APPENDIX IV</u> COMPREHENSIVE EXAMINATION	18
<u>APPENDIX V</u> AFFILIATION AGREEMENT	18
<u>APPENDIX VI</u> HUMAN SUBJECTS APPROVAL	19
CHS DEPARTMENT FACULTY AND THEIR RESEARCH INTERESTS	20

I. GENERAL DESCRIPTION

The Department of Community Health Sciences focuses on health status and its determinants for individuals within the context of social structure, community, health care systems, and family units. Of particular interest is how health-related behaviors of individuals are affected by and interact with conditions in the social, political, cultural, physical and biological environment to influence health status, with emphasis on identifying, evaluating and discouraging health-damaging behaviors and facilitating health-promoting behaviors. The Department's curriculum seeks to integrate basic and applied public health theories and methods and apply them to real problems of human populations. Assessment, planning and evaluation are common themes in the Department's educational program. The curriculum spans the breadth of Community Health Sciences.

A central core of the CHS program is training for leadership in domestic and international public health practice and research concerning health problems, programs, and policies. The Department offers both professional (M.P.H. and Dr.P.H.) and academic (M.S.P.H. and Ph.D.) degree programs. The CHS masters degree programs (Master of Public Health and Master of Science in Public Health) differ in that the M.P.H. is oriented toward preparing public health practitioners, whereas the M.S.P.H. is a research-oriented degree. On the doctoral level, both the professional Dr.P.H. and the research-oriented Ph.D. are offered.

Graduates of the Department's masters programs generally assume positions in the planning, administration and evaluation of public health programs and policies, both in the United States and abroad, which have as their objective the maintenance and improvement of the health of individuals, families, communities and populations. Graduates of the Department's doctoral programs assume teaching, research, and administrative positions in a wide variety of settings including universities, government agencies, non-governmental organizations, international health agencies, and research centers. The Department also offers articulated degrees in conjunction with the Latin American Studies program and the School of Medicine, and concurrent degrees with the African Area Studies and Islamic Studies programs, the Departments of Asian American Studies and Social Welfare, and the School of Law.

The Department's faculty reflect the multidisciplinary nature of public health practice on both national and international levels. Students in the program likewise come from a variety of disciplinary and professional backgrounds. A minimum of 60 units of graduate and upper division coursework is required for the M.P.H. degree. Candidates with a prior doctoral degree or advanced preparation in a related field may waive certain requirements for the M.P.H. degree, but only after formal consideration and approval by the Department's faculty. Students must document that their prior coursework is relevant to specific requirements in the M.P.H. curriculum.

Information about general rules and requirements appears in the SPH Announcement and the School of Public Health Program Requirements (online at the UCLA website).¹ Students are responsible for the information contained in these documents. Further information may be found at the Department's website: <http://www.ph.ucla.edu/chs>.

¹ The latter is the definitive statement concerning regulations for graduate programs.

See <http://www.gdnet.ucla.edu/gasaa/pgmrq/pubhlth.asp> for the M.P.H. and <http://www.gdnet.ucla.edu/gasaa/pgmrq/comhlth.asp> for the M.S.P.H.

II. GENERAL PROGRAM REQUIREMENTS
FOR
MASTER OF PUBLIC HEALTH (M.P.H.)
AND MASTER OF SCIENCE IN PUBLIC HEALTH (M.S.P.H.)

ADMISSION REQUIREMENTS

Applicants should meet the University requirement of a Bachelor's Degree with a minimum 3.0 grade point average (B) and satisfactory performance on the Graduate Record Exam (GRE) taken within the last five years. There is no minimum combined score requirement for the GRE. As a guideline, the average GRE scores for those offered admission to the school over the past three years are Verbal: 550 and Quantitative: 650. The averages are generally higher for those admitted into the doctoral program than for those admitted into the masters program. The analytical writing section is also reviewed. Foreign students must have a satisfactory TOEFL score, taken within the last three years. Prior work experience in community health or health education is strongly considered in the evaluation of applicants for admission. MCAT or DAT scores are accepted only for applicants already holding M.D. or D.D.S. degrees, or currently enrolled in medical or dental school.

The program usually has many more qualified applicants than can be admitted, so meeting the above minimum requirements does not ensure admission.

For application materials, go to the Student Affairs website at http://www.ph.ucla.edu/students_affairs.html. All application materials for the School's graduate programs are available online for electronic submission at www.gdnet.ucla.edu and at www.sophas.org. Students are admitted to the M.P.H. and M.S.P.H. programs in the Fall Quarter only.

LENGTH OF STUDY PERIOD

The M.P.H. and M.S.P.H. degrees are normally obtained after six quarters of full-time study. The M.P.H. also requires a 400-hour internship, usually completed in the summer between the first and second years. The length of the course of study depends upon the academic background and experience of the candidate.

ACADEMIC COURSE LOAD

A normal load is 12 units per quarter; a minimum of 8 and maximum of 17.5 units are permitted. Only graded courses (i.e., not Pass/Fail or Satisfactory/Unsatisfactory) can be counted toward the degree requirements. Courses taken outside the School must have applicable content and be approved by blue petition (see page 3) to count toward the degree requirements. Students must petition to take additional units above the quarterly maximum allowed. A blue petition (available in the Student Affairs Office) must be signed first by the student's advisor, then by the Chair/Vice Chair before it is filed in the Student Affairs Office.

COURSE AND UNIT REQUIREMENTS

A full course is defined as four units. A total of at least 60 graduate and upper-division units, taken for a grade (not Pass/Fail or Satisfactory/Unsatisfactory) is required for graduation. All students must take at least six full graduate courses. For the M.P.H. degree, **at least eight units must be 400-series courses.** Only one 596 course (four units) may be applied toward the six graduate courses. The 597 and 598 courses may not be applied toward the M.P.H. degree; four units of CHS 598 may be applied toward the M.S.P.H. degree. Up to eight units taken through UCLA Extension may be applied toward the degree, but this requires a blue petition for approval; Extension courses cannot be taken while a student is enrolled in the Department.

Normally two years or six quarters are needed to complete the 60 units of coursework required. No fewer than 32 units must be taken in the Department. A maximum of 12 elective units from outside the Department may count toward the 60 units.

It is possible, but not routine, for candidates with a prior doctoral degree or advanced preparation in a related field to waive certain requirements for the M.P.H. degree. Candidates must document how their previous doctoral work is relevant to specific requirements in the M.P.H. curriculum, and the request and documentation must be formally considered and approved by the Department's faculty.

ADVISORS

Students are assigned a Faculty Advisor on the basis of probable compatibility of interests and availability of faculty. This assignment is made upon admission to the program. Because students' interests mature and change as they progress through the program, the student and/or the advisor may decide that the student should either change advisors *or* work with a different faculty member on independent study courses (CHS 596). Such changes can be initiated only after consultation with, and approval by, the original and new faculty advisors. Formally changing advisors requires a blue petition.

COURSE WAIVER

Students who have recently completed courses equivalent to one or more of the required School core courses may request a waiver examination (see pages 7-8). Requests for waiver examinations for any other courses are considered on a case-by-case basis, and in consultation with the course instructor and the student's advisor. A student who passes a waiver examination waives *only* the course requirement, *not* the units requirement.

BLUE PETITION

The blue petition is a form submitted to explain a student's request to be exempted from any rule or regulation of the masters program. It is the only way to obtain formal approval from the department, the school, the Registrar, or whoever has authority to grant a particular request. A petition to waive a course must be signed by the instructor of record, as well as by the student's advisor and Department Chair. The blue petition is obtained from the Student Affairs Office (SAO). All petitions should be filed as soon as possible.

ENGLISH AS A SECOND LANGUAGE

All non-native speakers of English who are new to UCLA are required to take the English as a Second Language Placement Exam (ESLPE). Students may be exempt from this requirement, or may be required to take up to three courses of the English 33 series according to their performance on the exam. Students may take the exam only twice. Graduate students wishing to take a second text must wait at least one quarter before retaking the exam. Retakes during the same quarter will not be recognized, and the second of the two scores will be used for the placement decision. If needed, ESL course(s) are available to facilitate studies at UCLA. A student who does not fulfill the ESL requirement will not be permitted to graduate. Please see <http://www.wp.ucla.edu> for more information.

STUDENTS WITH DISABILITIES

Students with documented permanent or temporary disabilities are encouraged to consult with the Office for Students with Disabilities (OSD), <http://www.osd.ucla.edu>, (310) 825-1501. The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and facilitate the elimination of physical, programmatic, and attitudinal barriers. Students are advised to register and to make arrangements for accommodations for class (e.g. examinations) and degree requirements (e.g., comprehensive examinations) in advance of the due dates for these requirements.

COMPREHENSIVE EXAMINATION

M.P.H. students *must* successfully pass the CHS Department's Comprehensive Exam. ***Students must advise the Department Administrator (Room 36-071) at the beginning of the quarter in which they wish to take this Comprehensive Examination.*** (For details, see Appendix IV.) Comprehensive exams are held once each Fall and Spring quarter. M.S.P.H. students must complete a master's thesis or pass the comprehensive exam and complete a research paper.

DISQUALIFICATION AND APPEAL

Failure to maintain a 3.0 grade point average may result in dismissal. Students having academic difficulty should immediately consult their advisor to discuss ways of improving their coursework. A student whose grade point average has fallen below this standard must achieve a 3.0 by the end of the following term. Failure to complete required coursework within seven terms of enrollment may result in termination. A student may appeal dismissal directly to the CHS Department (their advisor and the Chair/Vice Chair).

HONORS, AWARDS, AND FELLOWSHIPS

During the year, students receive announcements about the availability of various honorary and financial awards. Some of these awards require a departmental nomination. Students should discuss their eligibility for awards with their advisor.

Limited funds may be available from the School to partially subsidize travel to professional conferences at which students make presentations. Funding varies from year to year. Applications are available at the Student Affairs Office and should be submitted before the conference.

ADVANCEMENT TO CANDIDACY (GRADUATION)

Students who wish to graduate must petition for advancement to candidacy. Advancement to candidacy is a requirement for all M.S. and M.P.H. degree candidates; a workshop about it is held each February. If a student misses the workshop, the petition for advancement to candidacy is available from the Student Affairs Office. It must be completed, signed by the student's advisor and the Chair/Vice Chair, and returned to Student Affairs ***within the first week of the quarter in which the student expects to obtain the degree.*** The deadline for Advancement to Candidacy for fall or winter quarter is generally the first week of that quarter. The Student Affairs Office regularly posts the specific due dates.

EXECUTIVE PROGRAM FOR HEALTH PROFESSIONALS

Health professionals who are unable to pursue a degree program during their regular working hours may earn the M.P.H. degree by completing coursework in summer sessions and in once-a-month weekend sessions during the academic year. Courses are taught by faculty members in the School of Public Health. Applicants are expected to fulfill the minimum overall requirements for admission to the M.P.H. program. In addition, they must have at least three years of professional experience or its full-time equivalent in a health care setting. For further information, contact the Program at (310) 794-7500, or go to the program's website at <http://www.ph.ucla.edu/emph> .

III. MASTER OF PUBLIC HEALTH (M.P.H.) DEGREE

The Master of Public Health is a professional degree in the field of public health. The objective of the program is to have the student acquire broad knowledge related to professional skills with a focus on public health practice.

The M.P.H. degree requires all students to take the four schoolwide core courses, four Department core courses, and four other courses within the Department (see page 8). Elective classes are used to bring the student to the minimum number of required graduate or upper-division units. A maximum of 12 elective units from outside the Department may count towards the minimum number of units.

A. School of Public Health Core Requirements (16 units)

- | | | |
|---------|----------------|--|
| 4 units | ● Biostat 100A | Introduction to Biostatistics (Fall, Spring) |
| | | <i>(Biostat 100A includes both lecture and laboratory sections.)</i> |
| 4 units | ● EHS 100 | Introduction to Environmental Health (Fall, Spring) |
| 4 units | ● Epi 100 | Principles of Epidemiology (Winter, Spring) |
| | | <i>(Epi 100 includes both lecture and laboratory sections.)</i> |
| 4 units | ● HS 100 | Health Services Organization (Fall, Spring, possibly Winter) |

[CHS 100, Introduction to Community Health Sciences, is required only for **non**-CHS majors.]

Notes:

First-year CHS students should take either Biostat 100A in the Fall or Epi 100 in the Winter, because CHS 211B will require one of these two courses as a prerequisite. Additionally, it is preferable to take Biostat 100A in the Fall because undergraduate students are given priority for this course in the Spring.

First-year CHS students should take HS 100 in the Fall, because in the Spring this course has a time conflict with the required course CHS 211B.

Students who complete the UCLA undergraduate minor in Public Health have already completed the four 100-level courses. Accordingly, these students should not retake these courses, but replace them with four additional courses in order to complete the 60 units required for the masters degree. Students must consult with their advisors when selecting these replacement courses. For any courses outside of SPH, students must file a blue petition and have it approved prior to registration. If the petition is not approved, the student must consult with their advisor about selecting other options. Replacement courses within the SPH do not require a blue petition.

Course Waiver Information

● Biostatistics 100A & B--Introduction to Biostatistics

NOTE: Both Biostatistics 100A & B are required for M.S.P.H. students; only 100A is required for M.P.H. students. Biostatistics 100A will be offered in the Fall and Spring quarters and in one summer session; 100B will be offered in the Winter quarter.

The Biostatistics 100A waiver examination will be given on:

Friday, September 16, 2011
Time and Room (TBD), CHS

Students who want to waive the requirement for 100A must: 1) have taken a college-level course equivalent to 100A, AND 2) pass a waiver examination.

To sign up, contact Ms. Roxy Naranjo at rlnaranjo@ph.ucla.edu or (310) 267-2186, in the Biostatistics Department Office, 51-254 CHS, no later than 12:00 noon, Thursday, September 15, 2011. Students must bring a transcript showing that they have had a college-level course equivalent to Biostatistics 100A (including the use of an appropriate statistical software package) when they sign up. Signups are official only after the Chair of the Department of Biostatistics approves the request to take the exam. No written material may be brought to the exam. The exam is closed-book. Calculators are allowed. A page of formulas will be provided; see <http://www.biostat.ucla.edu/course/100a/formulas.pdf>.

Most of the subject matter for Biostatistics 100A is covered in O.J. Dunn and V.A. Clark, *Basic Statistics: A Primer for the Biomedical Sciences*, 3rd edition (D&C), or David Moore and George McCabe, *Introduction to the Practices of Statistics*, 3rd edition (M&M). Relevant material can be found in the following chapters:

<u>Topics</u>	<u>D&C (chapters)</u>	<u>M&M (chapters)</u>
Graphical Methods	3	1.1
Descriptive Statistics; Summaries	3, 4	1.2
Design, Sampling	2	3
Probability, Random Variables, Distribution	5	1.3, 4, 5
Sampling Distributions, Principles of Inference	6	6
Confidence Intervals, Test for Means	6, 7	7.1, 7.2
Inference for Proportions	8, 9	8, 9

Methods for paired enumeration data are not fully covered in these texts, so a supplement is available at <http://www.biostat.ucla.edu/course/100a/paired.htm>.

For Biostatistics 100B, there is no waiver exam. To waive out of the class, a student must present evidence of an equivalent course to the Biostatistics Department and have a blue petition signed.

● CHS 100--Introduction to Community Health Sciences

CHS 100 is required only for non-CHS students in the School of Public Health. Non-CHS students must bring a transcript showing that they have passed a college-level course equivalent to CHS 100 when they sign up to take the exam. **CHS students meet this requirement by taking CHS 210.**

● EHS 100--Introduction to Environmental Health

This course is normally offered Fall, Spring, and Summer quarters. The waiver examination will be given on:

Wednesday, September 14, 2011
12:00-2:00, Room (TBA) CHS

To sign up, contact Ms. Rebecca Greenberg at rgreenberg@ph.ucla.edu or (310) 206-1619, in the EHS Department Office, 56-070 CHS, no later than Wednesday, September 7, 2011. Students must bring documentation of successful completion (B or above) of a course equivalent to EHS 100, and the course description from the course catalog. You may take the waiver examination only after the instructor of EHS 100 has approved your request to do so.

● Epidemiology 100--Principles of Epidemiology

This course is normally offered Winter and Spring quarters. The fall waiver examination will be given on:

Friday, November 4, 2011
2:00-4:00 p.m., Room (TBA) CHS

To sign up, contact Ms. Joy Miller at jdmillier@ph.ucla.edu or (310) 206-3901 in the Epidemiology Department Office, 71-254A CHS, no later than Friday, October 21, 2011. Announcements for the winter waiver examination will be made in the fall quarter. Students must bring proof of a course equivalent to Epi 100 (e.g., photocopy of transcript) and supporting documentation (e.g., course description from school announcement, or course syllabus) when they sign up for the exam. PLEASE NOTE that your signup is official only after the Epidemiology Department Chair approves your request to take the waiver examination. Recommended texts to review: D. Heymann, *Control of Communicable Diseases Manual*, 18th edition, 2008; Leon Gordis, *Epidemiology*, 4th edition, 2008.

● HS 100--Health Services Organization

This course is normally offered Fall and Spring quarters. The exam will be given on:

Friday, September 23, 2011
10:00-12:00, Room 31-262 CHS

To sign up, contact Ms. Jessica Shim at jshim@ph.ucla.edu or (310) 825-7863 in the Health Services Department Office, 31-236A CHS, no later than Friday, September 16, 2011. Students must bring documentation of successful completion (B or above) of a course equivalent to HS 100, and either a course description or a course syllabus. You may take the waiver examination only after the Health Services Department Chair has approved your request to do so. No material(s) may be brought to the exam. Suggested text to review: Phoebe Lindsey Barton, *Understanding the U.S. Health Services System*, 4th edition, 2009.

B. Department Core Courses (16 units)

4 units	● CHS 210 (Fall only)	Community Health Sciences (must be taken in Fall of first year)
8 units	● CHS 211A (Winter only) ● CHS 211B (Spring only)	Program Planning, Research, and Evaluation in Community Health Sciences (must be taken in Winter & Spring of first year)
4 units	● CHS 400	Field Studies in Public Health (400 hours of fieldwork)

NOTE: *In addition to CHS 400, students are required to take one more 400-level course in the CHS Department.*

C. Department Required Courses (16 units)

Students are required to select 2 courses (8 units) from the following Department courses (**no substitutions**):

4 units	● CHS 200	Global Health Problems
4 units	● CHS 231	Maternal & Child Nutrition
4 units	● CHS 247	Population Change & Public Policy
4 units	● CHS 271	Health-Related Behavior Change
4 units	● CHS 282	Communication in Health Promotion & Education
4 units	● CHS 284	Sociocultural Aspects of Mental Health
4 units	● CHS M287	Politics of Health Policy
4 units	● CHS 295	Overview of Emergency Public Health
4 units	● CHS 432	Perinatal Health Care: Principles, Programs, & Policies

and 8 additional units from other CHS Department courses. An additional course in program planning, similar to CHS 211 A&B, is strongly recommended for students in the second year of the program.

D. Electives

No fewer than 32 units must be taken in the Department. A maximum of 12 elective units from outside the Department may count towards the 60 graduate or upper-division units. The remaining units of coursework may be taken entirely within an area of interest in the Department and/or in other Departments of the School of Public Health. The program allows for substantial flexibility, and students are encouraged to consult with their advisors to design a program of study that best prepares them for their intended careers. Students can focus on areas such as:

- aging and life course
- child and family health
- disaster planning and relief
- global health
- health education/promotion
- health policy
- population and reproductive health
- public health nutrition
- social and behavioral sciences
- women's health

Students interested in health education/promotion can select coursework to meet the requirements for the Society for Public Health Education; see http://www.ph.ucla.edu/chs/pdf/HPHE_sum.pdf . Students completing this coursework are prepared to take the Certified Health Education Specialist national exam; see <http://www.nchec.org/> . Students with appropriate prerequisites who are interested in public health nutrition can select coursework to meet the requirements set by the Association of Graduate Faculties in Public Health Nutrition.

Many of the research and training centers affiliated with the School of Public Health are related to the cluster areas. For a listing of these centers, see <http://www.ph.ucla.edu/centers.html> .

For additional information, see the Departmental website at http://www.ph.ucla.edu/chs/degree_programs_offered.htm.

Child and Family Health Leadership Training Program

The Child and Family Health Leadership Training Program is open to all students in the Department of Community Health Sciences. While the Department's focus areas are based on the student's interests and academic, professional or experiential background, this training program emphasizes a specific population of interest to the student. At least 12 units in the training program are recommended. While some of the courses focus on children and families in general, others focus on special populations, such as children with special health care needs, pregnant women and newborns, adolescents, or abused and neglected children. Students with an interest in these and other special populations can tailor their course selections accordingly with the consent of the advisor. For more information, see the Center for Healthier Children, Families and Communities website at <http://healthychild.ucla.edu/ChildandFamilyHealthProgram.asp> .

Certificate in Population & Reproductive Health

The Bixby Program awards certificates to graduating masters students at the UCLA School of Public Health (including the Department of Community Health Sciences) who develop expertise in population and reproductive health. The certificate shows that the student has completed appropriate coursework and fieldwork and has developed competency in population and reproductive health policies and programs, socioeconomic and behavioral factors, program design and evaluation, health education, and ethics and advocacy. For more information, see the Bixby Program website at <http://bixby.ucla.edu/index.asp> .

Global Health Certificate

The UCLA Center for Global and Immigrant Health will award a certificate in Global Health to any UCLA graduate or professional student (including a CHS M.P.H., M.S.P.H., Dr.P.H., or Ph.D. student) who meets the coursework, fieldwork, project, and seminar requirements as described at http://www.ph.ucla.edu/chs/globalhealth/global_health_certificate.php . In conferring a Global Health Certificate, the UCLA School of Public Health recognizes a student's capability to work as a public health or health care professional with a global health perspective. For more information, contact globalhealth@ph.ucla.edu .

E. Fieldwork

Fieldwork Requirements. All students are required to complete a practical fieldwork experience, CHS 400 (4 units), which requires a minimum of 400 hours in the field. Fieldwork takes place in a health agency or organization in the community, under the supervision of a qualified public health professional. Most students arrange to do their fieldwork experience in the summer between the two years of study, but other arrangements are possible. Students must have a GPA of at least 3.0, and must have completed CHS 210 and 211 A&B, prior to conducting fieldwork. The Department maintains a Field Program Office; the Field Program Supervisor is responsible for supervising student fieldwork experiences. See Appendix II for full details and refer to the Field Studies website at <http://www.ph.ucla.edu/fieldstudies/chsdpt.html>.

NOTE: A student must complete all requirements before participating in graduation.

IV. MASTER OF SCIENCE IN PUBLIC HEALTH (M.S.P.H.) DEGREE

The Master of Science in Public Health is a research-oriented degree that emphasizes community or psychosocial research within the general field of public health. It includes either:

Option 1: The development of a research project leading to a masters thesis, or

Option 2: Completion of the Department comprehensive examination and a major written report on a topic selected by the student in consultation with his/her masters committee.

A. School of Public Health Core Requirements (12 units)

4 units	● Biostat 100A	Introduction to Biostatistics
4 units	● Biostat 100B	Introduction to Biostatistics
4 units	● Epidemiology 100	Principles of Epidemiology

NOTE: See M.P.H. requirements for core course waiver information.

B. Department Requirements (48 units)

4 units	● Biostat 406	Applied Multivariate Biostatistics
4 units	● CHS 210 (Fall only)	Community Health Sciences (must be taken in Fall of first year)
8 units	● CHS 211A (Winter only) ● CHS 211B (Spring only)	Program Planning, Research, and Evaluation in Community Health Sciences (must be taken in Winter & Spring of first year)
4 units	● CHS 212	Advanced Social Research Methods in Health (or equivalent course approved by instructor of 212)
4 units	● CHS 213	Research in Community and Patient Health Education
24 units	Electives	Selected in consultation with advisor

**ONLY ONE COURSE OF 4 UNITS MAY BE SELECTED
FROM THE FOLLOWING:**

● CHS 596	Directed Individual Study or Research
● CHS 598	Master's Thesis Research

1. Comprehensive Examination Option

If the comprehensive examination/report option is selected, a Guidance Committee of three Departmental faculty members is appointed. The preparation of a major written research report is required. The Guidance Committee must approve the report and certify successful completion of all degree requirements.

In addition, the student must pass the Department comprehensive exam (offered once each Fall and Spring quarter). A candidate who fails may retake the examination *once*.

2. Master's Thesis Option

If the thesis option is selected, a Thesis Committee is established. The committee approves the thesis prospectus *before* the student files for advancement to candidacy. The thesis must be approved by the Thesis Committee. Approval from the UCLA Human Subjects committee must also be obtained before any data collection or analysis starts (see page 18).

The Master's Thesis Committee is appointed by the Dean of the Graduate Program after consultation with the student and upon nomination by the Chair of the Department. Selection of the Thesis Committee must meet the following requirements:

- 1) A minimum of three (3) UCLA faculty members must be selected from the following ranks:
 - Professor (any rank, regular series)
 - Professor Emeritus
 - Professor-in-Residence (any rank)
 - Adjunct Professor (any rank)
- 2) The Chair of the committee and one other member must hold academic appointments in the student's department or inter-departmental program at UCLA. One of the minimum three members may be faculty from another UC campus who holds one of the above ranks.
- 3) Additional members holding any of the above ranks may be appointed to the committee and shall have the same voting rights and responsibilities.
- 4) Adjunct Professors and Lecturers may be added to the committee, but may not act as Chair.

TABLE I
CHS DEPARTMENT CLASSES OFFERED 2011-2012

As of 6/20/11

FALL 2011		WINTER 2012		SPRING 2012	
132	Health, Disease & Health Services in Latin America (Taub)	100	Introduction to Community Health Sciences (Aneshensel)	100	Introduction to Community Health Sciences (Siegel)
200	Global Health Problems (von Ehrenstein)	M140	Health Issues for Asian Pacific Islanders: Myth or Model? (Kagawa-Singer)	211B	Program Planning, Research, & Evaluation in Community Health Sciences (Wallace/TBA)
210	Community Health Sciences (Kagawa-Singer/Upchurch)	205	Immigrant Health (Wallace)	M216	Qualitative Research Methodology (Kagawa-Singer)
213	Research in Community & Patient Health Education (Morisky)	211A	Program Planning, Research, & Evaluation in Community Health Sciences (Prelip/TBA)	219	Theory-Based Data Analysis (Aneshensel)
M218	Questionnaire Design & Administration (Bourque)	212	Advanced Social Research Methods in Health (Bourque)	225	Writing for Publication in Public Health (Gee)
220	Racism and Public Health: Social Epidemiologic Approaches (Ford)	226	Women's Health & Well-Being (Upchurch)	246	Women's Roles and Family Health (Tavrow)
224	Social Determinants of Nutrition & Health (Wang)	247	Population Change & Public Policy (Gipson)	M250	HIV/AIDS and Culture in Latin America (Taub)
231	Maternal & Child Nutrition (Baer/Herman)	M256	Interdisciplinary Response to Infectious Disease Emergencies: Public Health Perspective (Shoaf)	254	Intentional Disasters: War and Refugees (Halbert)
235	Influence of Social & Physical Environment on Racial Health Disparities (Gee)	258	Cooperative Interagency Management in Disasters (Rottman)	257	Program Planning in Community Disaster Preparedness (Shoaf)
238	Evolving Paradigms of Prevention: Interventions in Adolescence (D'Amico)	M260	Health & Culture in the Americas (Taub)	M264	Latin America: Traditional Medicine, Shamanism & Folk Illness (Taub)
257	Program Planning in Community Disaster Preparedness (Shoaf)	270A	Foundations of Community Health Sciences (Gee)	270B	Foundations of Community Health Sciences (TBA)
273	Social Epidemiology of Chronic Disease (Siegel)	271	Health-Related Behavior Change (Siegel)	283	Evidence-Based Health Promotion Programs for Older Adults (Frank)
286	Doctoral Roundtable in CHS (Glik)	276	Complementary and Alternative Medicine (Goldstein)	286	Doctoral Roundtable in CHS (Glik)
288	Health Communication in Popular Media (Glik)	282	Communication in Health Promotion & Education (TBA)	296	Advanced Research Topics in CHS (von Ehrenstein)
M428	Child & Family Health Program Community Leadership Seminar (DuPlessis/)	286	Doctoral Roundtable in CHS (Glik)	M428	Child & Family Health Program Community Leadership Seminar (DuPlessis)
451	Post-Disaster Community Health (Dorian)	M287	Politics of Health Policy (Roby)	435	Seminar: Advanced Issues in Women's Health (Upchurch)
		M294	Social & Behavioral Factors of HIV/AIDS: Global Perspective (Morisky)	440	Public Health & National Security at the US-Mexico Border (Greenwood/Stratton)
		295	Overview of Emergency Public Health (Dorian)	447	Health & Social Context in the Middle East (Galal)
		427	Reproductive Health in Sub-Saharan Africa (Tavrow)	CM470	Improving Worker Health: Social Movements, Policy Debates, & Public Health (Delp)
		M428	Child & Family Health Program Community Leadership Seminar (DuPlessis)	474	Self-Care and Self-Help in Community Health (Goldstein)
		432	Perinatal Health Care: Principles, Programs, & Policies (Lu)	484	Risk Communications (Glik)
		434A	Maternal & Child Health in Developing Areas (Galal)		
		443	Assessment of Family Nutrition (Harrison/Herman)		
		448	Nutrition Policies & Programs: Domestic & International Perspectives (Baer/Harrison)		
		477	Health Disparities, Health Equity, & Sexual Minority Populations (Ford)		
			New course (von Ehrenstein)		

Bold: MPH required and "2 of 9" courses.

APPENDIX I. SAMPLE COURSE PLAN

Note: This is only an example and does not account for unanticipated changes in course offerings, or for the individualized timing of the field experience.

Sample Course Plan for an M.P.H. Student in the Department of Community Health Sciences

	Fall	Winter	Spring
Year 1	<ul style="list-style-type: none"> ● Biostat 100A ● Health Services 100* ● CHS 210* <p>*Must be taken Fall quarter of first year</p>	<ul style="list-style-type: none"> ● Epidemiology 100 ● CHS 211A* ● Dept. required course** <p>*Must be taken Winter quarter of first year</p> <p>** See page 9, item C.</p>	<ul style="list-style-type: none"> ● CHS 211B* ➤ Elective ➤ Elective <p>*Must be taken Spring quarter of first year</p>
Summer	CHS 400		
Year 2	<ul style="list-style-type: none"> ● Env. Health 100 ● Dept. required course** ➤ Elective <p>** See page 9, item C.</p>	<ul style="list-style-type: none"> ➤ Elective ➤ Elective ➤ Elective 	<ul style="list-style-type: none"> ➤ Elective ➤ Elective ➤ Elective

Note: Electives must include at least one 400-level course in the CHS Department (in addition to CHS 400).

APPENDIX II. GUIDE TO FIELD EXPERIENCE (CHS 400)

Field experience is required for all M.P.H. students. Students are required to complete a minimum of 400 hours of fieldwork and have a GPA of at least 3.0, and must complete CHS 210 and 211 A&B before beginning their fieldwork. Before making arrangements for field placement, a student must consult the Field Program Supervisor, who will advise the student regarding the placement's suitability and the availability of field supervision. *All students must file a field study agreement and work plan with the Field Program Supervisor before the placement begins.*

Basic Purpose of the Field Experience. The field experience gives the student firsthand experience within a health or health-related social service agency or community program in elements of planning, program implementation, and evaluation, and/or policy research, development, and analysis. During the placement, the student will become familiar with the operation of the agency or program, its goals, policies, administrative structure, types of health professionals employed, and population served.

Agency Requirements. Overall, the placement should provide the student with a wide variety of agency experiences. Ideally, the tenor of the placement experience should be one of apprenticeship within the agency, or of collaboration between the student and a "preceptor." The preceptor, an individual within the agency willing to be responsible for giving guidance and advice to the student, is an essential prerequisite for a suitable placement. Preceptors must have an M.P.H. or related graduate degree and at least three years of experience in developing and managing community health programs.

Work Plan. All students are required to complete a fieldwork work plan and contract, which must be approved by the Field Program Supervisor and filed in the Field Program Office before the fieldwork begins.

Report on the Field Experience. The student must submit a written report on the field experience and a log with weekly entries covering the hours worked, people seen, functions performed, problems encountered, etc. An abstract of the project, summary report, and logs are filed with the Field Program Supervisor.

Grade for the Field Experience. The grade will be based primarily on the student's report and discussions between the student and the Field Program Supervisor. In addition, the agency preceptor will complete an evaluation of the student's work which will be considered in the final grade.

Field Studies Information. The student enrolls in the Field Program Supervisor's section of CHS 400 for the quarter during which s/he completes field studies, or for the following quarter. A Permit to Enroll (PTE) number is required for enrollment; this may be obtained from the Department office.

Field studies materials are available on the Field Studies website:

<http://www.ph.ucla.edu/fieldstudies/chsdpt.html> . This website includes information about fieldwork, requirements, and forms.

APPENDIX III. GUIDE TO DIRECTED INDIVIDUAL STUDY (CHS 596)

The Directed Individual Study is designed to give interested CHS students the opportunity to undertake field research into a problem related to their study objectives. The research project is conducted under the guidance of the student's advisor or another qualified faculty member. The faculty member(s) of record assign(s) the final grade. The project usually represents the work of an individual student, but joint research projects may be approved, provided that clear-cut responsibilities are demarcated.

The form of a Directed Individual Study is flexible, and various models are acceptable. Often its emphasis is on: **a)** identification of a significant problem in public health science or practice in any field of the Department's interests; **b)** development and implementation of a research design; **c)** analysis and presentation of the data obtained in terms of significance and implication for the study setting and potential for application. Original data can be collected by observation, from questionnaires, or from records, or existent data sets may be analyzed to answer a question of interest to the student.

Carrying out the Directed Individual Study usually requires that a student, the advisor of record, and any other faculty with whom the student(s) is/are working do the following:

1. Discuss and decide upon a problem of *particular interest to the student*.
2. With the help of the advisor, select an agency/field setting or data set where the question can practically be investigated.
3. Ascertain whether the site can, in fact, be used.
4. If necessary, submit forms to the Human Subjects Committee. To avoid delays, this should be done at least 6 weeks before the research project is started.
5. Develop, periodically discuss and, if necessary, modify the research plan. The first part of this process can be completed as part of the requirements for CHS 211 A&B, if desired.
6. Conduct the study.
7. Complete a written report on the Directed Individual Study.

Directed Individual Studies can address either general or specific questions; e.g., the effectiveness of a new family planning service or an evaluation of a Health Department Clinic (general); the role of the pediatrician in counseling parents of handicapped children; the utilization of nutrition counseling by pregnant Mexican-American women (specific). Whatever the scope, the student should develop a sound method of collecting and analyzing data relevant to the research questions posed.

Time Frame. Students who are interested in conducting a Directed Individual Study should start to think about potential content areas and sites in which the Directed Individual Study can be carried out as soon as they begin the M.P.H. degree program. A typical student might begin to develop a content area as part of one or more courses taken during the first two quarters at the School. Exploration of a topic may be generated by exposure to subject matter as part of a class, term papers or other exercises designed to fulfill class requirements, discussion with advisors or other students, and/or by exposure to clinical or work settings. When possible, students should use CHS 211 A&B as a forum for "practicing" their ideas within the format of a research design. This design can sometimes be adapted and/or modified for use in completing the Directed Individual Study. Data for analysis of the problem are sometimes collected during the summer, particularly if the student plans to do the study outside the United States. Analysis of the data, interpretation, and write-up are usually completed during the second year of residence.

All students are urged to consult their advisors, other faculty members, and their fellow students while planning and implementing their Directed Individual Studies.

Human Subjects Approval. Please see Appendix VI.

APPENDIX IV. COMPREHENSIVE EXAMINATION

The M.P.H. Comprehensive Examination is given twice a year, during the Fall and Spring quarters. The date and time (a Friday, halfway through the quarter) are announced during the first week of the Fall and Spring quarters. Students who are not enrolled in classes during the quarter that they take the exam must pay a filing fee (contact the Student Affairs Office), but will not be charged regular or professional school fees for that quarter. *Students are responsible for notifying the CHS Department office when they are ready to take the exam.*

Students will be eligible to take the exam only if they have completed (or are currently enrolled in no more than two of) their Schoolwide core, Department core, and Department required courses and have a GPA of at least 3.0. The exam draws on knowledge from all required courses. This examination will be in the form of problem-solving exercises involving the application of the knowledge and methodologies acquired in the CHS courses to simulated situations. The written examination will be marked Pass or Fail.

A student who fails the exam must retake it at a regularly scheduled exam date. **Students may retake the exam only once.** A student who wishes to appeal a failing grade on the comprehensive exam should direct the appeal to the Department Masters Committee, and consult with the chair of that committee about the appeal process. Please note that you must pass the comprehensive exam to be allowed to participate in the graduation ceremony.

APPENDIX V. AFFILIATION AGREEMENT

UCLA requires that Affiliation Agreement contracts be processed for students who are engaged in field studies with outside agencies.

A student taking a field training course (CHS 400) should provide the Field Program Supervisor with the following information regarding the agency with which the field training is being done:

1. The full name and address of the affiliate agency.
2. The name and title of a person at the affiliate agency (who may or may not be the preceptor) authorized to sign the Affiliation Agreement. This is usually an administrative official.
3. The name and title of the preceptor, if different from the person authorized to sign the Affiliation Agreement.
4. The nature of the affiliate agency.
5. The type of training the student will receive.

This information must be submitted to the Field Program Supervisor, before or at the time of the student's enrollment for the quarter in which the field training course is being taken. *This is the responsibility of the student.*

The Field Program Supervisor will complete the necessary forms and submit them to the Student Affairs Office. The Student Affairs Office will log the information, send the proper forms (5 copies) to the agency, process the form, and return a completed original to the agency. A listing of current affiliation agreements is on file in the Student Affairs Office and in the Field Program Supervisor's office.

APPENDIX VI. HUMAN SUBJECTS APPROVAL

A student must secure written approval from the Human Subjects committee *prior to undertaking any study* involving human subjects, and after consultation with his/her advisor. The student will be required to submit an outline of the proposed study, using the appropriate forms available from the Dean's Office or from the Office for the Protection of Research Subjects website: <http://ohrpp.research.ucla.edu> . This will apply to the Directed Individual Study (CHS 596) and to other field research studies. If the student determines that an exemption is warranted, a "Statement of Exemption" form must be submitted for approval. *It is the student's responsibility to complete and submit the Human Subjects Committee Approval Application or exemption at least six weeks prior to the proposed date of commencement of research.*

CHS DEPARTMENT FACULTY AND THEIR RESEARCH INTERESTS

Core Faculty

CAROL ANESHENSEL, Ph.D.
Professor
anshns1@ucla.edu

Disparities in mental health risk, especially gender and SES; social stress and psychosocial resources such as social support; impact of neighborhood structure, caregiving; adolescent and aged populations.

LINDA B. BOURQUE, Ph.D.
Professor
lbourque@ucla.edu

Natural, technological and human-initiated disasters; intentional and unintentional injury; ophthalmic clinical trials (e.g., PRK, LASIK); and research methodology with particular attention to the design, data processing and analysis of data collected with questionnaires in population-based surveys.

CHANDRA FORD, Ph.D.
Assistant Professor
clford@ucla.edu

Social epidemiology, in particular racism-related factors as social determinants of health; health disparities/health inequities; HIV/AIDS prevention; Critical Race Theory; sexual minority health; access to care.

OSMAN GALAL, M.D., Ph.D.
Professor
ogalal@ucla.edu

International health policies; health in developing countries with particular emphasis on the Middle East; growth and development in children; schoolchildren's health and nutrition as related to education.

GILBERT C. GEE, Ph.D.
Associate Professor
gilgee@ucla.edu

Racism and other forms of structural oppression (e.g., ageism, classism); racial and ethnic health disparities; stressors at the individual and community level; environmental justice.

JESSICA GIPSON, Ph.D., M.P.H.
Assistant Professor
jgipson@ucla.edu

International reproductive health; fertility preferences; family planning; unintended pregnancy; abortion; HIV/AIDS; influence of gender and socio-cultural context on couple communication, reproductive decision-making and outcomes; mixed-method research.

DEBORAH GLIK, Sc.D.
Professor
dglk@ucla.edu

Health communication research including implementation and evaluation of an FAS prevention campaign; pretesting and scripting of bioterrorism preparedness messages; risk communication for environmental hazards; entertainment media advocacy in areas of childhood disease prevention, injury prevention, smoking, and disaster preparedness; development of multimedia health curricula for children, patients, and providers.

MICHAEL S. GOLDSTEIN, Ph.D.
Professor
msgoldst@ucla.edu

Sociology of medicine and health promotion; complementary and alternative medicine.

GAIL HARRISON, Ph.D.
Professor
gailh@ucla.edu

International health and nutrition; pediatric and maternal nutrition; dietary and nutritional status assessment.

MARJORIE KAGAWA-SINGER, Ph.D., M.A.,
M.N., R.N.
Professor
mkagawa@ucla.edu

Health disparities in cancer control among diverse ethnic populations, theoretically through the development of cross-culturally valid concepts and measures using qualitative research methods, and applied through intervention studies, primarily in Asian American communities; cultural competency training for health professionals; end-of-life care in multicultural populations.

SNEHENDU B. KAR, Dr.P.H., M.Sc.
Professor
kar@ucla.edu

Health promotion, communication & education, multi-cultural issues in health promotion, empowerment of women & leadership development; Asian American studies; international health; indicators of health promotion and primary health care.

VIRGINIA C. LI, Ph.D., M.P.H., Professor
vcl@ucla.edu

International health emphasizing women's reproductive health and HIV prevention in China; reproductive health indicators for rural areas of developing countries. Presently piloting a reproductive health website for rural health workers and teachers in poor counties in China.

MICHAEL C. LU, M.D., M.P.H.
Associate Professor
mclu@ucla.edu

Racial-ethnic disparities in birth outcomes; current projects include an NIH-funded collaborative research network on child health disparities, developing a framework for monitoring the quality of maternal health care in California, and developing a blueprint for improving birth outcomes in Los Angeles County.

DONALD E. MORISKY, Sc.D., M.S.P.H., Sc.M.
Professor
dmorisky@ucla.edu

Planning and evaluation of patient- and community-based health education programs; international health; adherence to medical recommendations; STI/HIV-AIDS prevention; hypertension, diabetes, and tuberculosis control (adolescents and adults).

CHARLOTTE G. NEUMANN, M.D., M.P.H.
Professor
cneumann@mednet.ucla.edu

Child health and nutrition in the U.S.A. and developing countries; functional outcomes of micronutrient deficiencies and food-based solutions. PI and co-investigator on a number of obesity prevention programs in the Los Angeles Unified School District and promotion of improved diet and exercise in the school setting.

ANNE PEBLEY, Ph.D.
Professor
pebley@ucla.edu

Demographic and population policy; maternal and child health; social determinants of health behavior.

KIMBERLEY SHOAF, Dr.P.H.
Associate Professor in Residence
kshoaf@ucla.edu

Public health impact of disasters; program planning and evaluation; international health; health in the Latino community.

JUDITH M. SIEGEL, Ph.D., M.S.Hyg.
Professor, Department Vice Chair
jmsiegel@ucla.edu

Psychological response to natural and human perpetrated disasters; health promotion in minority communities, with particular emphasis on chronic disease prevention.

DAWN UPCHURCH, Ph.D.
Professor
upchurch@ucla.edu

Women's health and well-being over the life course; complementary and alternative medicine (CAM) and women's health, especially Traditional Chinese Medicine and women's reproductive health during mid-life; biosocial models of health; social demography; adolescent reproductive health.

ONDINE VON EHRENSTEIN, Ph.D., M.P.H., M.S.
Assistant Professor
ovehren@ucla.edu

Global pediatric and maternal health; cognitive development, respiratory diseases, pregnancy outcomes; environmental and lifestyle factors; epidemiology; child-focused research in low-income countries and communities.

STEVEN P. WALLACE, Ph.D.
Professor, Department Chair
swallace@ucla.edu

Access to health care and health equity for older people; inequities in health status and in the use of long-term care for Latino, African American, Asian American, and American Indian elders; organizational capacity-building projects in communities of color; equity of access for the elderly to health resources within and between countries in Latin America.

MAY C. WANG, Dr.P.H., R.D.
Associate Professor in Residence
maywang@ucla.edu

Social and physical environmental determinants of diet-related conditions with a focus on childhood obesity; immigrant food-related behaviors; evaluations of nutrition programs for children.

Adjunct Professor/ Field Program Supervisor

MICHAEL PRELIP, D.P.A., M.P.H., C.H.E.S.
mprelip@ucla.edu

Development and evaluation of the Nutrition Friendly Schools and Community Model; evaluation of the school-based nutrition programs of the Los Angeles Unified School District; health communication research focusing on Fetal Alcohol Syndrome prevention and a number of immunization campaigns. Lead faculty for the Pacific Public Health Training Center (PPHTC), a collaborative effort among the Schools of Public Health at UCLA, UCB, SDSU, Loma Linda University, and the University of Hawaii School of Nursing that develops training to meet the needs of the public health workforce.

Affiliated Faculty

HALLE M. ATEN, Ph.D.
Lecturer
halleaten@gmail.com

Psychological and learning disabilities; improved self-awareness and coping skills for college students.

MARION TAYLOR BAER, Ph.D., R.D.
Adjunct Associate Professor
mtbaer@ucla.edu

Nutrition policies and programs (domestic); maternal and child health; access to care, especially primary and preventive care, for children with special needs; nutritional status of children with developmental disabilities.

DIANA BONTÁ, R.N., Dr.P.H.
Adjunct Associate Professor
diana_bonta@hotmail.com

Public health leadership and program development; managerial and policy solutions to community health issues.

E. RICHARD BROWN, Ph.D.
Professor
erbrown@ucla.edu

Public health policy; health care policy; access to health care.

ALINA DORIAN, Ph.D.
Adjunct Assistant Professor
adorian@ucla.edu

Emergency public health (domestic & international); disaster relief; health education and health systems management; child health; reproductive health.

HELEN DUPLESSIS, M.D., M.P.H.
Adjunct Associate Professor
hduplessis@verizon.net

Managed care; prenatal care and substance abuse.

DANIEL ERSHOFF, Dr.P.H.
Adjunct Professor
daniel.ershoff@boehringer-ingenheim.com

Survey research methods; HMOs; smoking cessation; applied evaluation research; cost-effectiveness analysis.

JANET C. FRANK, Dr.P.H..
Adjunct Assistant Professor
jcfrank@ucla.edu

Geriatrics and gerontology education and program evaluation; aging and health behavior; health promotion for older adults; translating geriatrics research into higher-quality health care practice.

TIFFANI BROWN GARNETT, M.P.H.
Lecturer
TGarnett@saonet.ucla.edu

College student health and wellness promotion and education; mind/body connection; stress reduction education; college alcohol use; fostering intergroup relations with respect to diversity and social justice issues in college and community settings.

KIMBERLY GREGORY, M.D., M.P.H.
Professor in Residence
gregory@cshs.org

Health services research; maternal quality of care; cesarean delivery (appropriateness); VBAC; health disparities in pregnancy outcomes.

NIKITA GUPTA, M.P.H.
Lecturer
ngupta@saonet.ucla.edu

Enhancement of student well-being through wellness education: stress management, meditation, cognitive theory, identity development. Campus harm reduction activities including alcohol risk minimization and peer health education program development.

RON HALBERT, M.D.
Adjunct Professor
halbert@ucla.edu

Epidemiology of chronic respiratory disease; pharmaceutical and biotech industry; intentional disasters.

MARTINE U. HALL, M.S.
Lecturer
martine@orl.ucla.edu

Student residential life; alcohol and drug intervention; healthy eating; career and financial advisement; graduate school admission; diversity issues; conflict resolution and mediation; time management and study skills.

DAVID HEBER, M.D., Ph.D.
Professor
dheber@mednet.ucla.edu

Clinical nutrition and obesity; endocrinology and metabolism; cancer; women's health.

DENA HERMAN, Ph.D., M.P.H., R.D.
Adjunct Assistant Professor
dherman@ucla.edu

Maternal and child health; nutritional assessment with a focus on dietary quality; food security; health disparities of underserved populations; international nutrition.

ROBERT KIM-FARLEY, M.D., M.P.H.
Professor in Residence
rkimfarley@ph.ucla.edu

Medical Epidemiologist with the Centers for Disease Control and Prevention (CDC) on assignment to the Los Angeles County Department of Health Services Bioterrorism office. Reduction, elimination and eradication of communicable diseases in populations; use of epidemiology for evidence-based health policy; preparedness for and response to the natural occurrence, accidental release, or deliberate use of biological agents that affect health.

SUSAN D. KIRBY, Dr.P.H., M.P.H.
Lecturer
susan@kirbys.com

Working with health-related organizations to integrate social marketing and health communication into programmatic and organizational change efforts; research and evaluation for social marketing projects.

JOEL D. KOPPLE, M.D.
Professor in Residence
jkopple@labiomed.org

General nutrition; amino acid metabolism; nutrition in acute and chronic renal failure; nutrition in maintenance hemodialysis and chronic peritoneal dialysis patients; nutrition in renal transplant recipients; metabolic response to exercise training.

EVE LAHIJANI, M.S., R.D.
Lecturer
elahijani@saonet.ucla.edu

Nutrition, fitness, body image and disordered eating; health promotion and risk reduction for students; program development and intervention.

CATHY LANG, Ph.D., M.P.H.
Lecturer
clang@ucla.edu

Health communication research, in particular the design and evaluation of digital and traditional forms of health education materials.

VANESSA LUKE, M.A.
Lecturer
vluke@saonet.ucla.edu

College student learning and development, cognitive theory, mind/body connection; stress reduction education; media/visual anthropology; performance studies; cinema arts and cultures; identity formation.

GIA MARSON, Ed.D.
Lecturer
gmarson@caps.ucla.edu

Psychology and eating disorders; individual and group therapy; empirically supported, peer-led, eating disorders prevention.

KRISTEN MCKINNEY, Ph.D.
Lecturer
kmckinney@saonet.ucla.edu

Student learning and development, particularly mental health and identity formation; program evaluation and assessment of learning outcomes.

CAROLYN A. MENDEZ-LUCK, Ph.D.
Adjunct Assistant Professor
camendez@ucla.edu

Informal caregiving; health and aging of Latino populations; health insurance coverage and access to care for racial/ethnic minorities.

RENA ORENSTEIN, M.P.H.
Lecturer
rorenstein@saonet.ucla.edu

College student health and wellness promotion and education; mind/body connection; stress reduction education; college alcohol use.

MICHAEL G. ROSS, M.D., M.P.H.
Professor
mikeross@ucla.edu

Pregnancy, prenatal care and fetal development.

MARY JANE ROTHERAM-BORUS, Ph.D.
Professor in Residence
rotheram@ucla.edu

Child and community psychology and psychiatry. Design, implementation and dissemination of cognitive behavioral interventions for multiple populations, including high risk youth and families. Development and implementation of programs promoting healthy lifestyles for families, and decreasing risk of negative health and mental health outcomes for high risk populations. Research interests also include HIV/AIDS prevention with adolescents, suicide among adolescents, homeless youths, assessment and modification of children's social skills, ethnic identity, group processes, and cross-ethnic interactions.

STEVEN ROTTMAN, M.D.
Adjunct Professor
rottman@ucla.edu

Emergency medicine and disaster relief; infectious diseases; preparing public health agencies for man-made and natural disasters; interaction of public health other emergency management agencies; EMS systems and prehospital care.

WENDELIN SLUSSER, M.D., M.S.
Adjunct Associate Professor
wslusser@mednet.ucla.edu

Breastfeeding policy and promotion; international maternal and child health; child nutrition with a focus on school based intervention programs; Pediatric Residency Education with a focus on Community Pediatrics.

SAMUEL STRATTON, M.D., M.P.H.
Adjunct Professor
strattos@ucla.edu

Health risk assessment for local community disaster hazards using verified models; defining priority rural Public Health issues including demographics of access to health care at the US-Mexico Border; health care sector capacity in public health disasters, or the ability of the acute health care system to develop "surge" capacity in disasters; exploration of current research techniques and methods used in public health disaster research.

BONNIE TAUB, Ph.D.
Lecturer
btaub@ucla.edu

Medical anthropology; disease and health services in Latin America.

PAULA TAVROW, Ph.D.
Adjunct Assistant Professor
ptavrow@ucla.edu

Reproductive health in sub-Saharan Africa, particularly of adolescents; community-based approaches to improve women and children's health in sub-Saharan Africa; performance of health providers in under-resourced clinics and hospitals.

M. CRISTINA TIRADO, Ph.D.
Adjunct Associate Professor
cristinatirado@ucla.edu

Health, food and nutrition security adaptation strategies to climate change; health impact assessment of agriculture and trade policies; risk-benefit analysis of food consumption, food production and new food technologies on health and environmental health; global food safety.

JOANNE VALLI-MARILL, Ph.D.
Lecturer
jvallim@ucla.edu

Evaluation and educational assessment tools and programs.

PAOLO VELASCO, M.A.
Lecturer
pvelasco@saonet.ucla.edu

College student learning and development; stress reduction education; mind/body connection; intergroup dialogue; educational benefits of diversity; campus climate assessment practices; college experiences of students from foster care.

PAMELA VIELE, Ph.D.
Lecturer
pviele@saonet.ucla.edu

College student development, particularly mental health and identity formation.

VALENTINE VILLA, Ph.D.
Adjunct Associate Professor
vvilla@ucla.edu

Gerontology and aging; social, health, and economic issues affecting minority elderly and their families.

Emeritus Faculty

Isabelle F. Hunt, Dr.P.H., Professor Emerita
Alfred K. Neumann, M.D., M.P.H., Professor Emeritus
Marian Swendseid, Ph.D., Professor Emerita