

Preface

This Handbook offers an overview of the policies and procedures that affect students in the Doctor of Public Health degree program. However, it does not represent a contract with students as policies and procedures presented herein can change without notice. While not an official document, the Handbook is intended to serve as a guideline for the degree program within the context of the *University of Kentucky Regulations and Procedures*. Questions should be directed to the Director of Doctoral Studies or to the Assistant Dean of Admissions and Student Affairs.

University of Kentucky College of Public Health **Mission**

The Mission of the College of Public Health at the University of Kentucky is to provide public health education, research, and service that enhance the health status and quality of life for individuals, families, and communities. The College commits itself to the University's land grant mission and to promoting human and economic development in partnership with public health practitioners and communities, through a diverse model characterized by fairness and social justice.

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Letter from the Acting Dean

Dear Dr.P.H. Students:

I am pleased that you have elected to seek a Doctor of Public Health degree from the College of Public Health, and I welcome you to the University of Kentucky. I am certain that those who have been admitted will play a key role in the development of the College and, more importantly, will utilize the knowledge and skills gained from the degree to make a significant impact on the health needs of the state's population. As the first college of public health in the Commonwealth of Kentucky, we are proud of the opportunity, with your help, to contribute to the improvement in the health status of its citizens.

Public health has had a resurgence of interest among health providers and others over the last several years. As we focus on the premise that prevention of disease is the best approach to controlling costs, increasing access to health care and improving health status, more and more individuals who want to make a contribution to society see careers in public health as an avenue to accomplish their goals.

Since the founding of the Johns Hopkins School of Public Health in 1916, we have seen a growth in the number of schools dedicated to population-based approaches to improving the health of people. Our College of Public Health joins over 30 other established schools, or those in development, to provide education that allows students to pursue careers in public health. When I am asked if there are too many schools of public health, I point out that there are more than 125 schools of medicine dedicated to training students to cure folks once they are ill, but we have only 30 schools whose purpose is to train professionals committed to keeping them healthy in the first place.

Through our efforts in education, research and service, our commitment at the College of Public Health is to make Kentucky, the nation and the world a healthier place to live. We have a new, vibrant and exceptional opportunity to work with the many academic programs and resources of the University to contribute to its efforts to become a top 20 public research university by 2020. We are delighted that you have decided to join us in this exciting venture.

Warm regards,



Thomas W. Samuel, J.D., M.B.A
Acting Dean, University of Kentucky College of Public Health

The University of Kentucky

The University of Kentucky, a land grant institution, was established in 1865. It began offering graduate work in 1870 and awarded its first graduate degrees in 1876. The University is a complex institution with both a liberal arts school and a number of professional schools. As the Commonwealth's comprehensive institution of higher learning, it is charged with a statewide mission in higher education, research, and service. The University ranks among the top 70 U.S. research universities, according to the Carnegie Foundation for the Advancement of Teaching.

From an enrollment of 273 students in 1876, the University has grown to include over 30,000 students. There are 89 program areas awarding doctoral degrees in 54 fields, masters degrees in 93 fields, and 3 specialist degrees. Currently, more than 6,700 graduate students per year are enrolled in these degree programs and other advanced study programs which are centrally administered by the Graduate School. There are over 8,000 faculty and staff members on the Lexington campus alone. UK is the largest single employer in the Lexington-Fayette County area.

The University is organized under a Provost, who is responsible for the academic programs of all colleges. They include Agriculture, Architecture, Arts and Sciences, Business and Economics, Communications, Education, Engineering, Fine Arts, The Graduate School, Human Environmental Sciences, Law, Library and Information Sciences, Social Work, Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, and Public Health. University Hospital, which provides not only comprehensive treatment to patients, but also extensive teaching opportunities for the health professions colleges is located in close proximity to central campus. The University of Kentucky College of Public Health recently concluded a comprehensive self study and awaits a September 2004 site visit from representatives of the Council on Education for Public Health (CEPH). It is anticipated that, as a result of positive action by the CEPH Board in May 2005, the College of Public Health will then become an accredited member of the Association of Schools of Public Health.

The Doctor of Public Health Professional Program

Purpose

The Doctor of Public Health (Dr.P.H.) degree is an advanced professional practice degree designed to prepare students as senior level administrators and policy makers, providing leadership to protect and improve the health of the public. The Dr.P.H. is the highest degree attainable for the public health practitioner. While public health comprises many clinical and professional disciplines, it has a unique focus on entire populations rather than individual patients. Utilizing a multi-disciplinary approach, the Dr.P.H. professional program will provide broad knowledge of five public health disciplines (biostatistics, environmental health, epidemiology, health services management, and health behavior) along with focused knowledge in the student's area of interest. The Dr.P.H. program is consistent with the mission of the Commonwealth of Kentucky Cabinet for Health Services (an affiliate in the program), the 1999-2000 Plan of Work of the Council on Postsecondary Education that identifies public health as one of its four broad social goals for postsecondary education in Kentucky, and recommendations of the National Academy of Sciences Institute of Medicine.

History

The University of Kentucky has provided graduate education in public health since 1988, when the Master of Science in Public Health degree program was approved by the Commonwealth of Kentucky's Council on Higher Education. It was originally designed to provide academic support for medical residents in the department's programs in general preventive medicine and occupational medicine. However, the program was later made available to individuals who met the requirements and demonstrated a career interest in public health. The program offered its first graduate courses that same year, and awarded its first MSPH degree in 1989. There are over 75 graduates of the MSPH program.

With the advent of the University Kentucky School of Public Health, the public health degree officially became the Master of Public Health (M.P.H.) degree in January 2000. The first full M.P.H class of students was accepted for the fall 2000 semester. On September 18, 2000, the Council on Postsecondary Education approved the Doctor of Public Health for inclusion among the programs offered by the University of Kentucky School of Public Health. The first Dr.P.H. class was admitted for the spring 2001 semester. **On May 4, 2004, the University of Kentucky Board of Trustees voted to create the new College of Public Health.**

Location

The University of Kentucky College of Public Health is housed and based in the College of Public Health Building at 121 Washington Avenue. Departmental offices, many of the core faculty, the College's Dean, and the Admissions/Student Affairs Office are also located at that site. Students are advised to familiarize themselves with the Washington Avenue location in order to avail themselves of the services and resources available through the UKCPH's faculty and staff.

The College of Public Health is located in close proximity to a number of public health and health administration organizations. The College is only 30 miles from the state capitol in Frankfort, which has facilitated close interaction with various state agencies, the use of state personnel as preceptors, and the development of research and service contracts. State officials serve on the College's advisory committees and hold voluntary faculty appointments in the College.

Doctor of Public Health Program Description

The **Doctor of Public Health (Dr.P.H.)** is a terminal professional degree. It is designed as a school-wide advanced degree and will require a minimum of 63 semester hours of course work beyond the Master's degree. The Dr.P.H. candidate must have a Master of Public Health, a Master of Science in Public Health, or an equivalent degree. Examples of equivalent degrees are programs related to public health, such as the Master of Arts in Communications, or the Master of Science in Nursing along with course work equivalent to the five basic core courses in the M.P.H. curriculum. Students who have not met the requirement of completing masters degree introductory level courses in each of the five core areas must do so on a non credit basis, with a minimum grade of "B," prior to enrolling in the first doctoral course in each discipline. Students will complete a curriculum spanning the five core areas of concentration offered by the College of Public Health. Typically, a full-time student will require three years beyond the Master's degree to complete the program. The program is designed to accommodate non-traditional, working, part-time, and distance education students. The Dr.P.H. curriculum has been developed to accommodate both part-time and full-time students. The Curriculum specifies prerequisite introductory courses in each of the five core areas of public health (health behavior, biostatistics, occupational and environmental health, epidemiology, and health services management). All Dr.P.H. course work begins at a higher level and assumes introductory level knowledge of this content.*

The Dr.P.H. curriculum includes:

- Twenty-seven semester hours of required course work in the core curriculum, which consists of an advanced course in each of the five core public health areas of concentration (biostatistics, epidemiology, health behavior, and health services management, and occupational and environmental health).
- A second level advanced course in three of the five concentration areas including the course in your area of concentration.
- A research methods course
- Fifteen hours of professional elective course work consistent with your area of concentration.
- A one-hour integrative professional colloquium in six semesters of enrollment.
- Two supervised public health field experiences.
- An integrated capstone option of either a problem-based or research-based project paper demonstrating appropriate discipline understanding.

*The Chair of the Biostatistics Department has established a policy that students completing an acceptable (equivalent to STA 580) introductory statistics course (with a laboratory) in the past five years meet this expectation. Students completing an introductory graduate statistics course more than five years ago must repeat the introductory course or may take a diagnostic examination to demonstrate that they are prepared to move to the first statistics course in the Dr.P.H. Program.

For program and student support services, contact:
John S. Wiggs, M.A., Assistant Dean
Admissions & Student Affairs
University of Kentucky College of Public Health
121 Washington Ave, Room 120
Lexington, KY 40536-0003
(859) 257-5678 x 82096
jsw@uky.edu

For specific questions about program content, contact:

Joel Lee, M.P.H., Dr.P.H.
Prof. and Associate Dean for Academic Affairs
University of Kentucky College of Public Health
121 Washington Ave, Room 110c
Lexington, KY 40536-0003
(859) 257-5678 x 82056
joellee@uky.edu

Dr.P.H. Professional Program Admission

Residency

According to state law, the University of Kentucky and all other state-supported institutions of higher education assess tuition on the basis of Kentucky or non-Kentucky residence. The policy for determining residence is established by the Commonwealth of Kentucky Council on Postsecondary Education. Students who are unsure of their residence status should check with the Registrar's Office (859) 257-3256 before applying for admission.

Admission

The University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status, and will not discriminate on the basis of race, color, religion, sex, marital status, beliefs, age, national origin, sexual orientation, or physical or mental disability.

Students seeking admission to the College of Public Health Dr.P.H. Program must hold a baccalaureate degree and a Masters degree or professional degree from a fully accredited institution of higher learning. All applicants for admission to degree programs in the College of Public Health Dr.P.H. Program must submit official scores on the verbal, quantitative and written portions of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT). Students earning professional degrees may submit the official reports from a standard professional degree admissions examination, i.e., MCAT, DAT, PCAT.

New students applying for admission must have an official transcript sent by each institution of higher learning previously attended. All transcripts must be sent directly to the UKCPH Admissions/Student Affairs Office.

To be official, records must bear the Registrar's signature and/or official seal of the issuing institution. A summary of credits transferred and recorded on the transcript issued by the institution granting the degree will not suffice. Application forms and admissions procedures can be obtained by contacting:

University of Kentucky
College of Public Health
Office of Admissions/Student Affairs
121 Washington Avenue, Room 120
Lexington, Kentucky 40536-0003
(859) 257-5678 X 82096
<http://www.mc.uky.edu/PublicHealth>

Applications must be completed no later than two month before the beginning of the term the applicant intends to begin doctoral work; all application materials (including all transcripts and official scores) must be received by this deadline.

The Dr.P.H. requires all students to hold the MPH, MSPH, or an equivalent degree including five introductory core courses in Public Health. Master's students may not be able to begin immediately a full doctoral program; it may be necessary for them to satisfy prerequisites that they did not complete in their graduate curriculum. Deficiencies and remedies are determined by the Associate Dean of Academic Affairs.

Admission to the College of Public Health Dr.P.H. Program entitles students to take such courses as they desire, provided they have the necessary prerequisites and departmental/instructor approval.

Attendance in the College of Public Health Dr.P.H. Program at the University of Kentucky is not a right. It is a privilege which may be withdrawn by the University or by any area of graduate/doctoral study if it is deemed necessary by the Associate Dean for Academic Affairs for the UKCPH in order to safeguard the University's standards. Students are expected to meet the technical standards of the CPH, those of the area of concentration selected, and the policies and expectations of off-site entities.

Additional Procedures for International Applicants

All non-U.S. citizens, except Permanent Residents of the U.S., should request an Application Form for International Students. Applicants must have excellent grades and rank in the top quarter of their classes. To be considered for entry as a doctoral student, an applicant must hold a Master's degree (Indian students: a first-class record is normally expected although high second-class holders in non-science areas may be considered if they can offer further evidence of having been in at least the top 10 percent of their undergraduate and graduate school graduating class).

When credentials are submitted in support of any application, they should be either the original documents or certified copies (i.e., copies certified or attested as "true copies" by a notary public). An official translation must be attached to these records if they are in a language other than English. Credentials should include a record of all degrees earned, detailing all subjects taken and grades obtained. Grades must be listed in the indigenous system.

GRE/GMAT Requirement. Applications will not be considered without official scores on the verbal, quantitative, and written portions of the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). All scores submitted must be from examinations taken within five years of the application deadline. If the GRE or the GMAT have not been taken, write to the Educational Testing Service (ETS), Box 6000, Princeton, NJ 08541-6000, for information concerning the appropriate examination. The tests are administered throughout the year and test scores generally require six weeks for delivery. It is important, therefore, that the applicant take the appropriate test well in advance of the application deadline in order to allow ample time for scores to be received in the College of Public Health.

Test scores must be sent directly to the University of Kentucky, College of Public Health from ETS. Photocopies can be submitted for use in a preliminary evaluation until official scores are received from ETS.

English Proficiency Requirement. The University of Kentucky requires a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English. (The equivalent score on the computer version of the TOEFL is 213.) The test is administered by the Educational Testing Service (ETS), which publishes the TOEFL Bulletin. The TOEFL Bulletin includes a registration form. Bulletins are available in many locations outside the U.S., usually at American embassies and consulates, offices of the United States Intercultural Communications Agency (ICA), United States educational commissions and foundations, bi-national centers, and many private organizations such as the Institute of International Education (IIE), African-American Institute (AAI), America-Mideast Educational and Training Services, Inc. (AMIDEAST), and American Kor-Asian Foundation.

Students who cannot obtain a TOEFL Bulletin and registration form locally should write, well in advance, to: Test of English as a Foreign Language, Box 6154, Princeton, NJ 08541-6154.

Test scores must be sent directly to the Office of Admissions/Student Affairs, College of Public Health from ETS. Photocopies can be submitted for use in a preliminary evaluation until official scores are received from ETS.

Financial Resources Requirement. Entering international students must certify that they have at least \$20,000* available for each 12-month period of study. It is estimated that this amount will cover the cost of tuition, fees, books and supplies, room and meals, health insurance (explained

below) and incidentals, for a single person. Applicants must certify \$6,000* per year for their spouse and \$4,000* per year for each additional dependent. An I-20 (or IAP-66) is issued to applicants who have been academically accepted only upon receipt of acceptable financial information.

*Subject to change without notice.

Health History Form. All international students must obtain from the U.K. Student Health Service a tuberculin screening test and reading, and complete a health history form, before registration will be allowed. This should be done as soon as possible following arrival on the University campus. (See also Health Services)

Applications for admission by international students must be received by the UKCPH **March 1** deadline for the fall semester. No application will be considered until all supporting documents have been received and the application file is complete. The UKCPH cannot guarantee full consideration of application files that remain incomplete (i.e., missing transcripts or official scores) after March 1 for fall admission.

Special Admission Categories

Post-Baccalaureate Graduate Students

Students who hold a baccalaureate degree from a fully accredited institution of higher learning and who wish to pursue graduate study without a degree objective, and students who do not fulfill the entrance requirements of the College of Public Health Dr.P.H. Program, may apply for admission to the University of Kentucky Graduate School as post-baccalaureate graduate students to pursue prerequisite course work.

An application for admission to the University of Kentucky Graduate School as a post-baccalaureate graduate student should be filed in the Graduate School Admissions Office at least four weeks in advance of the registration date for the term in which the student plans to enroll. Deadlines for application may be found in course schedule catalogues and at the Graduate School website. An original or a photocopy of a transcript showing an awarded bachelor degree must accompany the application. An overall undergraduate grade point average of 2.5 or better and a 3.0 on all previous graduate work (both on a 4-point scale) are required by the Graduate School for admission.

Post-baccalaureate students may take graduate courses for graduate credit. Permission to enter any graduate class as a post-baccalaureate student will be granted only if the student meets the prerequisites for that course and if space is available.

Post-baccalaureate status is not a form of probationary or provisional admission to the Dr.P.H. Program. Graduate students taking post-baccalaureate courses must apply through the regular Dr.P.H. admissions process to be considered for admission to the program.

Provisional Admission

Students wishing to pursue a Dr.P.H. who are temporarily ineligible for regular admission status may be recommended by the Associate Dean for Academic Affairs for provisional admission status in the following cases:

1. Missing transcripts or other requirements for admission such as letters of recommendation;
2. Deficiencies determined by the program;
3. Temporary ineligibility for regular admission status because program only reviews applications once a year.

Doctor of Public Health (Dr.P.H.) Curriculum Planning Sheet

Prerequisite Curriculum

Must complete courses listed below in ALL five areas.

(Hours earned for prerequisite coursework will **not** be applied to the Dr.P.H. degree requirements)

Behavioral Health	Biostatistics	Environmental Health	Epidemiology	Health Services Management
SPH 601 <input type="checkbox"/>	STA 570 or 580 <input type="checkbox"/>	SPH 601 or 602 or <input type="checkbox"/> ES 610 or ES 620 or ES 630	SPH 605 or PM 620 <input type="checkbox"/>	SPH 602 or <input type="checkbox"/> PM 662

Dr.P.H. Core Curriculum, Part A

Must complete ALL five core courses

Behavioral Health	Biostatistics	Environmental Health	Epidemiology	Health Services Management
SPH 940 <input type="checkbox"/> Health Related Behaviors	SPH 930 <input type="checkbox"/> Advanced Biostatistical Methods	SPH 920 <input type="checkbox"/> Advanced Environmental Health	SPH 910 <input type="checkbox"/> Advanced Epidemiology	SPH 950 <input type="checkbox"/> Well Managed Healthcare Org.

Dr.P.H. Core Curriculum, Part B

Must complete three of the following core courses, including course in area of concentration

Behavioral Health	Biostatistics	Environmental Health	Epidemiology	Health Services Management
SPH 941 <input type="checkbox"/> Prof. Seminar in Health Behavior	SPH 931 <input type="checkbox"/> Prof. Seminar in Biostatistics	SPH 921 <input type="checkbox"/> Prof. Seminar in Environ Health	SPH 911 <input type="checkbox"/> Prof. Seminar in Epidemiology	SPH 951 <input type="checkbox"/> Prof. Seminar in P.H. Management

Dr.P.H. Core Curriculum, Part C

Doctoral students must complete ALL of the following

SPH 998	Spec.Tops in PH: Doctoral Research Methods in Public Health
SPH 901	Doctoral Colloquium (repeated each semester of enrollment) <input type="checkbox"/>

Advanced Courses in Area of Concentration (Selectives)

Doctoral Students must complete five courses in area of concentration (Requires advisor approval)

	Behavioral Health	Biostatistics	Environmental Health	Epidemiology	Health Services Management
Advanced PH Elective :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced PH Elective :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced PH Elective :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced PH Elective :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced PH Elective :	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students must complete ALL of the following requirements

SPH 997 <input type="checkbox"/> Doctoral PH Field Practicum I (2)	Comprehensive Determinative Examination <input type="checkbox"/>	SPH 997 <input type="checkbox"/> Doctoral PH Field Practicum II (4)	Major Problem Solving Capstone Project <input type="checkbox"/>
SPH 996 Public Health Project Research (1-12) <input type="checkbox"/>			

Doctor of Public Health Course Descriptions

SPH 901 PUBLIC HEALTH DOCTORAL PROFESSIONAL COLLOQUIUM (1)

The Public Health Doctoral Professional Colloquium is a one hour seminar course designed as the integrative introduction, consideration, and capstone for the Doctor of Public Health (Dr.P.H.) degree. The colloquium is designed to link theory and practice, in the five public health core disciplines (epidemiology, environmental health, biostatistics, health enhancement, and management and practice). The colloquium will emphasize the integration and application of new knowledge and theory, and analytical, critical thinking, and problem solving skills to address the public health problems of the Commonwealth of Kentucky and the nation. This will be accomplished through directed readings, guest presentations, case analysis, field trips, and discussion of current issues. In addition the colloquium will be the forum for discussion and presentation of the required doctoral dissertation or problem-based project paper requirement of all Dr.P.H. students. Course will continue through each semester of the professional years for a total of 6 credit hours.

SPH 910, TOPICS IN ADVANCED EPIDEMIOLOGY: LECTURE AND LABORATORY (3)

Provides the student with an introduction to advanced epidemiologic content areas as well as methods designed to meet the research and practice needs of health professionals. A series of topic-driven lectures, discussions, applied problem sets and case studies will focus on the application of epidemiologic principles used in disease research and intervention studies. This course is taught with a corresponding laboratory each week that emphasizes the content of the course with applied applications using the microcomputer or small group discussions. Problem sets will require the use of statistical and epidemiologic software for the microcomputer. Some content areas of the course will use the Do-Epi software developed by the CDC for teaching epidemiology and computing.

SPH 911 PROFESSIONAL SEMINAR IN EPIDEMIOLOGY (3)

SPH 911 is an advanced course in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the masters' degree level, and the advanced course at the doctoral level. The Professional Seminar in Epidemiology is designed as the opportunity to link academic work in epidemiology with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

SPH 920 (PM 770) ADVANCED ENVIRONMENTAL HEALTH (3)

Is the first required Environmental Health course in one of the five content areas of public health for DrPH candidates. All students enrolling will have completed the prerequisite introductory course at the masters degree level. This Professional Seminar in Environmental Health is designed to provide comprehensive coverage of the principles upon which the Environmental Health field relies. This will be accomplished through text and journal readings, case study, and discussion of the core, emerging, and controversial issues in environmental and public health.

SPH 921 PROFESSIONAL SEMINAR IN ENVIRONMENTAL HEALTH (3)

An advanced, elective course that develops depth in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the masters degree level, and the advanced course at the doctoral level. The Professional Seminar in Environmental Health is designed as the opportunity to link prior academic work in environmental health with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

SPH 930 ADVANCED TOPICS IN BIostatISTICS (3)

Addresses advanced topics in biostatistics for the public health professional. Content emphasizes biostatistical concepts over methodology to prepare students for generalist public health positions. Course topics will address public health problem solving using study design, vital statistics, data, large health surveys, and an overview of multivariate statistics including multiple regression, logistic regression, longitudinal data, survival analysis, and recursive partitioning. Prerequisites: STA 570/580 or equivalent and one semester of calculus.

SPH 931 PROFESSIONAL SEMINAR IN BIostatISTICS (3)

Professional Seminar in Biostatistics is an advanced course in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the masters' degree level, and the advanced course at the doctoral level. The Professional Seminar in Biostatistics is designed as the opportunity to link academic work in biostatistics with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

SPH 940 HEALTH-RELATED BEHAVIORS: MODELS AND APPLICATIONS (3)

Will use both classic and up-to-date works on models of health-related behavior, including the Health Belief Model, the Theory of Reasoned Action, Social Learning Theory, and Protection Motivation Theory, discussing development of the models, similarities and differences, strengths and weaknesses, and suggestions for future model development. Students will assess the extent to which the models explain behavior and behavior change empirically, and how useful they may be (or not be) in the development of primary and secondary prevention interventions, including those implemented within clinical practice. Behaviors to be discussed will include HIV-related risk behaviors, licit and illicit substance use, eating practices, exercise, and other heart disease- and cancer-related behaviors.

SPH 941 PROFESSIONAL SEMINAR IN HEALTH BEHAVIOR (3)

Because Professional Seminar in Health Enhancement is an advanced course in one of the five content areas of public health, all students enrolling will have completed the prerequisite introductory course at the masters' degree level and the advanced course at the doctoral level. This course is designed as the opportunity to link academic work in health enhancement with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

SPH 950 THE WELL MANAGED PUBLIC HEALTH CARE ORGANIZATION (3)

Addresses effective senior management of public and private organizations focusing upon public health. Effective management processes will be addressed through lectures, readings and case studies applying the concepts to public health organizations.

SPH 951 PROFESSIONAL SEMINAR IN HEALTH SERVICES MANAGEMENT (3)

An advanced course in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the masters' degree level, and the advanced course at the doctoral level. The Professional Seminar in Public Health Management and Practice is designed as the opportunity to link academic work in public health management with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

SPH 996 PUBLIC HEALTH PROJECT RESEARCH (0-12)

Residence Credit for the Doctoral Degree. May be repeated indefinitely but may be taken for 0 credit hours for only one semester, while completing major project paper.

SPH 997 FIELD PRACTICUM (2 & 4)

The purpose of the field requirement is to encourage exposure to professional public health practice and the application of didactic knowledge and problem solving in the field. The two doctoral field experiences are required of all students regardless of prior work experience. Doctoral Field Experience I (two hours) will be an introductory one semester, experience for a total of 120 contact hours. Doctoral Field Experience II (four hours) will be an advanced one semester, experience for a total of 240 hours. The field experience time periods are set as minimum expectations; it is assumed that some students will elect to expand their field work activities.

SPH 998 SPECIAL TOPICS IN PUBLIC HEALTH: RESEARCH METHODS IN PH

Focuses on the concepts and methods of health services and public health research. It is structured around the stages of proposal development, including conceptualization of the research question and testable hypotheses, review of the literature, research design, development of measures, data collection and analysis.

SPH 998 SPECIAL TOPICS IN PUBLIC HEALTH: (SUBTITLE REQUIRED) (3)

Addresses contemporary topics of significance to the field of public health. Offered as a formal classroom study of specific topics and problems. May be repeated to a maximum of eight semester hours. Prerequisite: Consent of instructor.

SPH 999 DIRECTED STUDIES IN PUBLIC HEALTH

Study and research on contemporary and specific topics and problems of significance to the field of public health, and the interests of individual students. Offered as an independent study course with consent of instructor. May be repeated to a maximum of eight semester hours. Topics, objective, assignments, readings, and grading criteria will be developed by the instructor for each Special Topics in Public Health offering.

EPIDEMIOLOGY CURRICULUM

All students concentrating in Epidemiology are required to take the following two courses.

SPH 911	Professional Seminar in Epidemiology	
SPH 931	Professional Seminar in Biostatistics	

In addition to these courses, Dr.P.H. students concentrating in Epidemiology must take at least 5 (15 credit hours) of the following courses. Some of these courses may be currently going through the university process for final approval and may be taught under a different, temporary course number.

SPH 610	Injury Epidemiology	3
SPH 612	Infectious/Emerging Diseases Epidemiology	3
SPH 614	Managerial Epidemiology	3
SPH 616	Cardiovascular Disease Epidemiology	3
SPH 617	Environmental/Occupational Epidemiology	3
SPH 618	Special Topics in Gerontology: Epidemiology of Aging (GRN 770)	3
SPH 662	Public Health Response to Terrorism	3
SPH 711	Chronic Disease Epidemiology	3
SPH 718	Special Topics in Epidemiology	1-3

In addition to the regular selective courses in Epidemiology, students may want to take elective courses. The following are some courses that students concentrating in Epidemiology have found useful. However, there are a number of other elective courses that could be valuable:

SPH 535	Databases & SAS Programming	3
SPH 631	Design & Analysis of Health Surveys	3
SPH 632	Mixed Models in Public Health	3
SPH 664	Biostatistics in Clinical Trial	3

Dr.P.H. Academic Policy

The Comprehensive Examination

A comprehensive written examination is required of all Dr.P.H. students. Its purpose is to verify that students have sufficient understanding of, and competence in, their fields to become candidates for the degree. The examination is intended to assess and demonstrate the student's comprehension of all didactic course work prior to proceeding to the capstone project. The comprehensive examination is prepared by department faculty and administered by the doctoral committee; that committee also judges the results of the examination, and may administer an oral follow-up examination when appropriate. A majority vote of the doctoral examination committee in each discipline is required for successful completion of the comprehensive examination. The results of the examination must be reported by the chair of the doctoral committee to the Associate Dean of Academic Affairs within 10 days of its conclusion. If the result is failure, the doctoral committee determines the conditions to be met before another examination may be given. Individual repeat examinations are scheduled with the Department. A second examination must be taken within one year after taking the first examination. Normally, the examination is given after completion of all core, required courses and the five concentration area courses, and in the semester that the student is completing the first practicum field experience. Dates for the comprehensive examination will be scheduled each year in January and June.

In order to be eligible for the comprehensive examination a student:

- a.) must have completed SPH 910, SPH 920, SPH 930, SPH 940, SPH 950, the Research Methods and Colloquium requirements;
- b.) must have completed the Doctoral Seminar in her/his area of concentration (SPH 911, SPH 921, SPH 931, SPH 941, or SPH 951).
- c.) in addition, the student must have completed all other didactic course work, or must be enrolled in all remaining didactic courses in the semester he/she sits for the examination.

The Capstone Problem Solving or Research Project Paper

Following completion of a comprehensive determinative examination covering the didactic material contained in the curriculum and application of this knowledge and problem solving in the field, all candidates for the Dr.P.H. degree will initiate a major project referred to as a Capstone as the alternative to the traditional doctoral dissertation. The capstone project is a problem solving or research requirement designed as the final integrative component of the curriculum, and is intended to build upon the antecedent foundation of course and field work. The capstone project is an applied, independent, original, and demanding project that has the potential to advance professional practice in the student's public health discipline. The project will address a public health problem solving or research topic demonstrating appropriate intellectual rigor and capability as an integrative activity. These projects may be linked to the students required doctoral fieldwork practica; however, this is not a requirement. It is anticipated that the problem-based project will be the predominant method of completing this requirement, although in consultation with faculty, some students may choose a more theory-oriented model more closely resembling a traditional Ph.D. doctoral dissertation. Although the Dr.P.H. is a professional degree, the expectations in rigor associated with this requirement are equivalent to the expectations of a doctoral dissertation in a Ph.D. degree program.

A doctoral committee consisting of College of Public Health and other university professors will judge the written capstone project. Students may also include public health professionals on the committee as appropriate. Following committee approval of the written product, the final requirement to earn the Dr.P.H. degree is an oral examination/presentation to be conducted by the committee as a publicly announced session. The oral examination is both a final evaluation by the committee and an opportunity to share findings with the College's faculty, students, and interested public health practitioners.

A separate detailed Dr.P.H. Capstone Manual addresses process and style for the Dr.P.H. degree capstone requirement.

Institutional Review Boards

The Office of Research Integrity, 859-257-3138 or <http://www.rgs.uky.edu/rso/homepg.htm>, supports the institution in its efforts to promote ethical conduct of research and to comply with federal requirements for educating faculty and students about research misconduct regulations. In accordance with federal and institutional regulations, any undertaking in which a University faculty, staff or student investigates and/or collects data on human subjects for research purposes must be reviewed by either the Medical or Nonmedical Institutional Review Board (IRB). The IRBs are charged with the institutional responsibility for assurance of protection of human subjects involved in research or related activities. The Medical IRB reviews research emanating from the Medical Center and the affiliated VA Medical Center, including the College of Public Health. The Boards have the authority to review, approve, disapprove or require changes in research activities involving human subjects.

As of December – 2003 – All students must complete Human Subjects Training – either CITI (on-line modular format) or the Dunn & Chadwick text based approach. The CITI instructions can be found at http://www.rgs.uky.edu/ori/ORIForms/CITI_instructions.pdf and Dunn & Chadwick can be found at http://www.rgs.uky.edu/ori/ORIForms/Dunn_Chadwick_inst.pdf.

The College of Public Health **requires completion of this training** prior to initiation of capstone project research. IRB submissions should be directed to Office of Research Integrity.

Following is an account of the Tuskegee Syphilis Experiment, which emphasizes the need for the protection of human subjects in scientific experimentation.

The Tuskegee Syphilis Experiment

The United States government did something that was wrong—deeply, profoundly, morally wrong. It was an outrage to our commitment to integrity and equality for all our citizens. . . . clearly racist.
—President Clinton's apology for the Tuskegee Syphilis Experiment to the eight remaining survivors, May 16, 1997

For forty years between 1932 and 1972, the U.S. Public Health Service (PHS) conducted an experiment on 399 black men in the late stages of syphilis. These men, for the most part illiterate sharecroppers from one of the poorest counties in Alabama, were never told what disease they were suffering from or of its seriousness. Informed that they were being treated for “bad blood,” their doctors had no intention of curing them of syphilis at all. The data for the experiment was to be collected from autopsies of the men, and they were thus deliberately left to degenerate under the ravages of tertiary syphilis—which can include tumors, heart disease, paralysis, blindness, insanity, and death. “As I see it,” one of the doctors involved explained, “we have no further interest in these patients until they die.”

Using Human Beings as Laboratory Animals

The true nature of the experiment had to be kept from the subjects to ensure their cooperation. The sharecroppers' grossly disadvantaged lot in life made them easy to manipulate. Pleased at the prospect of free medical care—almost none of them had ever seen a doctor before—these unsophisticated and trusting men became the pawns in what James Jones, author of the excellent history on the subject, *Bad Blood*, identified as “the longest nontherapeutic experiment on human beings in medical history.”

The study was meant to discover how syphilis affected blacks as opposed to whites—the theory being that whites experienced more neurological complications from syphilis whereas blacks were more susceptible to cardiovascular damage. How this knowledge would have changed clinical treatment of syphilis is uncertain. Although the PHS touted the study as one of great scientific merit, from the outset its actual benefits were hazy. It took almost forty years before someone involved in the study took a hard and honest look at the end results, reporting that “nothing learned will prevent, find, or cure a single case of infectious syphilis or bring us closer to our basic mission of controlling venereal disease in the United States.” When the experiment was brought to the attention of the media in 1972, news anchor Harry Reasoner described it as an experiment that “used human beings as laboratory animals in a long and inefficient study of how long it takes syphilis to kill someone.”

A Heavy Price in the Name of Bad Science

By the end of the experiment, 28 of the men had died directly of syphilis, 100 were dead of related complications, 40 of their wives had been infected, and 19 of their children had been born with congenital syphilis. How had these men been induced to endure a fatal disease in the name of science? To persuade the community to support the experiment, one of the original doctors admitted it “was necessary to carry on this study under the guise of a demonstration and provide treatment.” At first, the men were prescribed the syphilis remedies of the day—bismuth, neoarsphenamine, and mercury—but in such small amounts that only 3 percent showed any improvement. These token doses of medicine were good public relations and did not interfere with the true aims of the study. Eventually, all syphilis treatment was replaced with “pink medicine”—aspirin. To ensure that the men would show up for a painful and potentially dangerous spinal tap, the PHS doctors misled them with a letter full of promotional hype: “Last Chance for Special Free Treatment.” The fact that autopsies would eventually be required was also concealed. As a doctor explained, “If the colored population becomes aware that accepting free hospital care means a post-mortem, every darky will leave Macon County . . .” Even the Surgeon General of the United States participated in enticing the men to remain in the experiment, sending them certificates of appreciation after 25 years in the study.

Following Doctors' Orders

It takes little imagination to ascribe racist attitudes to the white government officials who ran the experiment, but what can one make of the numerous African Americans who collaborated with them? The experiment's name comes from the Tuskegee Institute, the black university founded by Booker T. Washington. Its affiliated hospital lent the PHS its medical facilities for the study, and other predominantly black institutions as well as local black doctors also participated. A black nurse, Eunice Rivers, was a central figure in the experiment for most of its forty years. The promise of recognition by a prestigious government agency may have obscured the troubling aspects of the study for some. A Tuskegee doctor, for example, praised “the educational advantages offered our interns and nurses as well as the added standing it will give the hospital.” Nurse Rivers explained her role as one of passive obedience: “we were taught that we never diagnosed, we never prescribed; we followed the doctor's instructions!” It is clear that the men in the experiment trusted her and that she sincerely cared about their well-being, but her unquestioning submission to authority eclipsed her moral judgment. Even after the experiment was exposed to public scrutiny, she genuinely felt nothing ethical had been amiss.

One of the most chilling aspects of the experiment was how zealously the PHS kept these men from receiving treatment. When several nationwide campaigns to eradicate venereal disease came to Macon County, the men were prevented from participating. Even when penicillin was discovered in the 1940s—the first real cure for syphilis—the Tuskegee men were deliberately denied the medication. During World War II, 250 of the men registered for the draft and were consequently ordered to get treatment for syphilis, only to have the PHS exempt them. Pleased at their success, the PHS representative announced: “So far, we are keeping the known positive patients from getting treatment.” The experiment continued in spite of the Henderson Act (1943), a public health law requiring testing and treatment for venereal disease, and in spite of the World Health Organization's Declaration of Helsinki (1964), which specified that “informed consent” was needed for experiment involving human beings.

Blowing the Whistle

The story finally broke in the Washington Star on July 25, 1972, in an article by Jean Heller of the Associated Press. Her source was Peter Buxtun, a former PHS venereal disease interviewer and one of the few whistle blowers over the years. The PHS, however, remained unrepentant, claiming the men had been “volunteers” and “were always happy to see the doctors,” and an Alabama state health officer who had been involved claimed “somebody is trying to make a mountain out of a molehill.”

Under the glare of publicity, the government ended their experiment, and for the first time provided the men with effective medical treatment for syphilis. Fred Gray, a lawyer who had previously defended Rosa Parks and Martin Luther King, filed a class action suit that provided a \$10 million out-of-court settlement for the men and their families. Gray, however, named only whites and white organizations in the suit, portraying Tuskegee as a black and white case when it was in fact more complex than that—black doctors and institutions had been involved from beginning to end.

The PHS did not accept the media's comparison of Tuskegee with the appalling experiments performed by Nazi doctors on their Jewish victims during World War II. Yet in addition to the medical and racist parallels, the PHS offered the same morally bankrupt defense offered at the Nuremberg trials: they claimed they were just carrying out orders, mere cogs in the wheel of the PHS bureaucracy, exempt from personal responsibility.

The study's other justification—for the greater good of science—is equally spurious. Scientific protocol had been shoddy from the start. Since the men had in fact received some medication for syphilis in the beginning of the study, however inadequate, it thereby corrupted the outcome of a study of “untreated syphilis.”

The Legacy of Tuskegee

In 1990, a survey found that 10 percent of African Americans believed that the U.S. government created AIDS as a plot to exterminate blacks, and another 20 percent could not rule out the possibility that this might be true. As preposterous and paranoid as this may sound, at one time the Tuskegee experiment must have seemed equally farfetched. Who could imagine the government, all the way up to the Surgeon General of the United States, deliberately allowing a group of its citizens to die from a terrible disease for the sake of an ill-conceived experiment? In light of this and many other shameful episodes in our history, African Americans' widespread mistrust of the government and white society in general should not be a surprise to anyone. —BB

1. All quotations in the article are from *Bad Blood: The Tuskegee Syphilis Experiment*, James H. Jones, expanded edition (New York: Free Press, 1993).

The Final Examination

The Final Examination includes a defense of the project and may be as comprehensive as the doctoral committee chooses to make it. The examination is a public event, and other public health students and university faculty may attend. *At least 30 days prior to the final examination*, following notification by the major professor (advisor) that the project paper has been distributed to members of the doctoral committee, the Associate Dean of Academic Affairs will advise the UKCPH Dean of the intent to examine. At this time the Dean will appoint a public health practitioner as a core member of the doctoral committee. The specific time and date of the examination must be designated by the Associate Dean for Academic Affairs *at least two weeks prior to the actual examination*. All members of the committee except the outside examiner must have an opportunity to suggest revisions prior to signing the Project Approval Form. Thus, most revisions should have been completed at an earlier time.

The final examination must take place no later than eight days prior to the last day of classes of the semester in which the student expects to graduate. Final examinations are public events and must take place while the University is officially in session. They may **not** be scheduled during the periods between semesters or during the summer.

The Written Project Approval Form, along with an acceptable copy of the project paper, must be presented to the Admissions/Student Affairs office at the time the Final Examination is scheduled. The draft of the project paper submitted must be complete in content, including all footnotes, tables, figures, and appendices. A full bibliography or set of references must be included as must a title page and abstract.

In all decisions, the majority opinion of the members of the doctoral committee prevails. If the committee is evenly divided, the candidate fails. In the event of failure, the doctoral committee recommends to the UKCPH Dean conditions under which the candidate may be re-examined, if re-examination is deemed appropriate. When conditions set by the UKCPH Dean have been met, the candidate may be re-examined. Should any vacancies on the doctoral committee occur between the two examinations, the UKCPH Dean will appoint replacements.

After the final examination is passed, the final copy of the project paper is prepared. Final copies are then submitted in final form, within 30 days, to the Admissions/Student Affairs office along with the signatures of the major professor and the Associate Dean for Academic Affairs. If this deadline is not met, the candidate must undergo a second examination. A third examination is not permitted.

Grades and Grade Point Averages

The official grades of Dr.P.H. students are recorded in the Registrar's Office. The grading in Dr.P.H. courses is done according to the following scale:

A-High achievement 4 grade points per credit
B-Satisfactory achievement 3 grade points per credit
C-Minimum passing grade 2 grade points per credit See [explanation](#) below
E-Failure 0 grade points per credit
P-Pass
F-Fail
I-Incomplete See [explanation](#) below
S-Satisfactory See [explanation](#) below
U-Unsatisfactory See [explanation](#) below

Doctoral students are permitted a maximum of one "C" grade in the curriculum. Earning a second "C" regardless of GPA will result in dismissal from the program.

A grade of "I" (incomplete) may be assigned to a Dr.P.H. student if a part of the work of a course remains undone and if there is a reasonable possibility that a passing grade will result

from completion of the work. If an I grade has not been replaced within the allowable period, the Office of Admissions and Student Affairs shall change the I grade to a grade of E on the student's permanent academic record and adjust the student's grade point average accordingly, unless otherwise approved because of exceptional circumstances by the UKCPH Dean upon recommendation of the Associate Dean for Academic Affairs. **All incompletes ("I" grades) must be replaced by a regular final letter grade within 12 months of the end of the academic term in which the "I" grade was awarded or prior to the student's graduation, whichever occurs first.**

Instructors who assign an "I" grade **must** file with the Assistant Dean for Admissions and Student Affairs information which includes 1) the name of the student, 2) the course number and hours of credit, 3) the semester and year of enrollment, 4) specific information on the work to be completed before a final grade can be assigned, and 5) the time frame in which the specific requirements are to be met (not to exceed 12 months). Dr.P.H. students should consult with the Associate Dean for Academic Affairs concerning procedures relative to the awarding of "I" grades and the conditions under which they may be removed.

A grade of S (satisfactory) may be recorded for students in seminars, independent work courses, and research courses which extend beyond the normal limits of a semester or summer term. This grade may not be given to a student in a course carrying credit if the student has done unsatisfactory work or failed to do a reasonable amount of work, in which case **a grade of U** (unsatisfactory) will be assigned. The project must be substantially continuous in its progress. All S and U grades must be removed prior to the comprehensive examination.

An overall average of B (3.0) on all course work in the program must be attained before a Doctor of Public Health degree may be awarded. All courses, core required and advanced elective, are computed in the doctoral grade-point average.

Once a grade other than "I," S, or U has been reported to the Registrar's Office, it may not be changed unless an error was made at the time the grade was given and recorded, and then only upon the written unanimous approval of the instructor, the Assistant Dean for Admissions and Student Affairs, and the Dean of the UKCPH.

Scholastic Probation

When students have completed 12 or more semester hours of course work with a cumulative GPA of less than 3.0, they will be placed on scholastic probation. Students must attain a 3.0 cumulative GPA during the next twelve credit hours attempted in order to remove the scholastic probation. If probation is not removed, students will be dismissed from the Doctor of Public Health program. Students who have been dismissed from the College of Public Health for this reason may apply for readmission to the College after two semesters. Readmitted students must attain a 3.0 cumulative GPA during the next twelve credit hours attempted in order to remove the scholastic probation. Exceptions to this policy can be made only by the Dean of the UKCPH. Students placed on scholastic probation are not eligible for fellowships or institutional scholarships and may not sit for doctoral qualifying examinations or final examinations.

Termination

The Dean of the UKCPH may terminate enrollment in a particular program for the following reasons:

1. Scholastic probation not removed after subsequent completion of twelve semester hours attempted.
2. Two failures of the comprehensive examination.
3. In cases where the student's doctoral committee recommends termination after the comprehensive examination has been passed, the Academic Affairs Committee will meet to vote on the recommendation. When the Committee concurs and the student dissents, the student will have an opportunity to consult with the Associate Dean for Academic Affairs, after

which a second vote will be taken and a final recommendation will be made to the Dean of the UKCPH.

Acceptable Courses

All courses numbered 900 through 999 may be counted for credit toward the Dr.P.H. degree provided they are approved as an appropriate part of the student's doctoral program by the student's adviser or committee. Courses numbered 800 to 899 in the UKCPH and courses numbered 600 to 799 offered within the University of Kentucky Graduate School may be counted for credit toward the Dr.P.H. degree provided they are approved as an appropriate part of the student's doctoral program by the student's major professor or committee and the Associate Dean for Academic Affairs.

Continuing Education

- No credit will be awarded for continuing education courses requested retroactively.
- Continuing education may be used as a component of an independent study course under the supervision of a faculty member, establishing expectation and criteria for evaluation.
- Continuing education may not be used to meet the MPH core course requirement.
- Continuing education courses should be used for continuing education credit or academic credit, but not both; however the final decision is at the instructor's discretion.
- The exception to the above policies will be formal contracts, such as the Kentucky Public Health Leadership Institute, following review by the Academic Affairs Committee.

Transfer and Waiver of Courses

If plans are made to take courses at other institutions for transfer or to waive courses, students should get approval from the division directors in consultation with the Associate Dean for Academic Affairs to ensure the courses are appropriate. Students who take prior-approved courses at other institutions may transfer up to 9 credit hours toward the Dr.P.H. course of study.

Time Limit for Degrees

Continuous academic progress is expected. All course work, including didactic courses and the Practicum I field experience must be completed within **six** years of the semester of matriculation. Students may formally request a leave of absence for a maximum of 2 semesters in total. Leaves of absence are included within the 6-year limitation for completing coursework.

All degree requirements for the Dr.P.H. must be completed within **five** years following the semester in which the candidate successfully completes the Comprehensive Examination. In the event that all degree requirements are not met during the five-year period, degree candidates who provide evidence of the likelihood of completing the degree during an extension of time may be granted such an extension by the Student Affairs Committee. Requests will be considered only upon written recommendation of the Associate Dean for Academic Affairs after the candidate has **again successfully completed the comprehensive examination process** as currently administered by the program. (Note: Failure to pass the re-examination will result in the termination of degree candidacy; a second re-examination is not permitted.) An extension of no more than five years will be granted.

Students in the College of Public Health on leave-of-absence and in good standing are eligible for readmission no later than within one academic year. If readmission is within one academic year or less, the student must submit written notification to the UKCPH Associate Dean for Academic Affairs at least two months prior to the beginning of the semester the student plans to re-enroll. If the period of inactivity exceeds one year, students must file an application for

readmission by the stated deadlines for new students. Readmission information and forms can be obtained from the UKCPH Office of Admissions/Student Affairs.

Graduation

The Doctor of Public Health degree may be conferred at the close of either semester, but Graduation Recognition Ceremonies are held only in May. Students who are eligible to receive degrees at the end of the fall semester may participate in the previous Graduation Recognition Ceremony. Appropriate academic regalia must be worn. To be eligible for a degree, a student must file Application for Degree Cards in the Admissions/Student Affairs office within 30 days after the beginning of the semester in which they expect to graduate.

Diplomas

Diplomas for Dr.P.H. students will be ordered after certification of the degrees has been completed. If a letter of certification is needed, the Admissions/Student Affairs office will provide one upon written request or to the student in person who comes to the Admissions/Student Affairs office.

Accounts Payable to the University

All outstanding accounts due to the University must be cleared before a degree is awarded.

DrPH Field Practicum Experience

Practice is critical to education. As a professional degree, the Dr.P.H. program values field experience as an integral part of the educational goals. The Dr.P.H. degree curriculum includes two supervised public health field experiences. Field experiences will be consistent with the Association of Schools of Public Health Council of Public Health Practice Coordinators report *Demonstrating Excellence in Academic Public Health Practice*.

Purpose of Field Practicum

The purpose of the field requirement is to encourage exposure to professional public health practice and the application of didactic knowledge and problem solving in the field. The two doctoral field experiences are required of all students regardless of prior work experience. Doctoral Field Experience I (two hours) will be an introductory one semester, experience for a total of 120 contact hours. Doctoral Field Experience II (four hours) will be an advanced one semester, experience for a total of 240 hours. The field experience time periods are set as minimum expectations; it is assumed that some students will elect to expand their field work activities. The experience may complement prior work experience, but students will normally be placed in public health settings doing work other than that which they are employed to do. It is possible to complete a work experience in the student's current work place; however, it must be different activity than employment. Placements will be coordinated with the UKCPH Practicum Director in a variety of settings including local health departments, the Kentucky Department for Public Health, the federal government and other public health settings.

II. Prerequisites

Prior to enrolling in Doctoral Field Experience I, the student must have:

1. selected an area of concentration;
2. completed at least 39 credit hours or on approval by the Associate Dean for Academic Affairs.
3. completed the courses designated by the academic advisor as necessary to the particular field practicum assignment;
4. completed all arrangements with the practicum director and the site preceptor; and
5. obtained the approval of the academic advisor or the Dr.P.H. program director.

III. General Policy

1. One semester's credit hour will be equal to a minimum of 60 completed field practicum hours.
2. Upon completion of the appropriate field practicum hours and after completing all required reports with the practicum director, the student will be given a grade for SPH 997.

B. Student Responsibilities

Student duties are to:

1. In consultation and on approval of the practicum director, determine an appropriate field practicum assignment;

2. Sign a learning contract with the preceptor including objectives and major tasks to be completed during the practicum. This must be forwarded to the practicum director within one week of beginning the practicum;
3. Confer with the preceptor on a regular basis;
4. Confer with the practicum director on a regular basis and inform the director of any problems which may arise;
5. Write interim reports (approx. every 40 hours) on the practicum experience and submit to the practicum director via email or fax.
6. Complete, at the conclusion of the practicum experience, the final report and request preceptor evaluation.

IV. Evaluation

For a more comprehensive discussion of policy and procedures regarding the field practicum experience, and copies of all forms, students and faculty should consult the "Field Practicum Manual. (See Appendix II)

UK and College of Public Health Policies

Student Responsibility

It is the student's responsibility to be informed concerning all regulations and procedures required by the course of study being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not presented by advisers or other authorities. Therefore, the student should become familiar with the College of Public Health Dr.P.H. Program policies, including 1) the requirements for degrees 2) the program offerings and requirements, and 3) all academic policies.

The UKCPH Associate Dean for Academic Affairs should be consulted concerning course requirements, any deficiencies, the planning of a program, and special regulations and degree requirements that may not be listed in the University of Kentucky Bulletin or the Dr.P.H. Student Handbook.

Confidentiality and Disclosure

FERPA, better known as the Family Education Rights and Privacy Act of 1974 (or the Buckley Amendment) provides basic privacy rights to students in regard to their academic transcript. Under FERPA provisions a student has the right to have his or her academic record kept separate and confidential unless he or she consents in writing to have it released. However, FERPA also affords that the College of Public Health may disclose (to University personnel) the student's academic record without the student's consent when the person requesting the information has a legitimate educational interest and the information is used under the following disclosure guidelines and for the purpose of:

1. academic advising
2. writing a letter of recommendation requested by the student;
3. selecting students for honorary organizations;
4. informing community-based faculty members serving as preceptors to improve the quality benefit to each rotation;
5. responding to directive pursuant to law or court order.

Special “Do’s” for Faculty

- Do obtain written permission from the student before sharing educational record information, including grades and GPA, with parents or others outside the institution.
- Do keep only those records pertaining to a student that are necessary for the fulfillment of your teaching or advising responsibilities. Your personal notes are not considered educational records as long as you do not file them with educational records and do not share them with other individuals.
- Do write letters of recommendation as requested by the student, however, if the student requests you discuss personally identifiable information that you obtain from the student's educational record (grades, GPA, etc.) be sure to obtain a written signed release from the student.
- Do review UK policy before responding to a request for educational records. For more information refer to the UK Catalog, Schedule of Classes or <http://www.uky.edu/Senate>.

Special “Don’ts” for Faculty

- Don’t display student scores or grades publicly in association with names, social security numbers, or other personal identifiers. If scores are posted, use a code known only to you and the students.
- Don’t leave graded papers or tests unattended on a desk in plain view in a public area nor allow students to sort through them in order to retrieve their own work.

- Don't circulate a printed class list with student names, identifier numbers, or grades as an attendance roster.
- Don't send notification of grades via email or post card.
- Don't give grades over the phone unless you can verify through a series of questions that you are actually talking to the student.
- Don't place transcripts or degree audits distributed for purposes of advisement in plain view in open mail boxes located in public places.
- Don't discuss the progress of any student with anyone other than the student (including parents, spouses, relatives) without the written consent of the student.
- Don't provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.
- Don't release directory information on a student without checking to see whether the information has been flagged for non-release.

Questions concerning this law and the University policy concerning release of academic information may be directed to the registrar's office at (859) 257-7157.

Diversity

The UKCPH and the University of Kentucky strive to develop an environment where the value of diversity among students, faculty and staff is accepted, encouraged and embraced. Diversity encompasses differences in age, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic background and unique individual style. The individual characteristics, talents and contributions of all people are valued and recognized for the unique contribution they make to our school.

Equal Educational and Employment Opportunities

All applicants to the University of Kentucky meeting the appropriate academic requirements and technical standards shall be considered equally for admission to any academic program thereof regardless of race, color, national origin, religion, sex, marital status, age or disability. The University is an Equal Opportunity Employer, and no applicant or employee will be discriminated against because of race, color, religion, sex or national origin.

Disabilities (Physical, Mental and/or Learning)

The University of Kentucky is committed to meeting its obligations pursuant to Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990, as amended. An individual with a disability is defined as someone who has "a physical or mental impairment that substantially limits one or more of the major life activities of such individual." Any student who has such a disability and seeks special accommodations from the University must notify the Admissions/Academic Affairs Office of UKCPH of that disability, in writing, preferably before the beginning of the school year, but in no case later than the third day of classes for the fall semester. If a disability develops during the school year for which accommodations are requested, the student must notify the Admissions/Academic Affairs office, in writing, as soon as they become aware of the disability. The student will be required to provide current documentation of the condition for which they require accommodation to the University Disability Resource Center. Notification of the condition and request for special accommodation will be referred to the same office. Requests for accommodation and documentation will be kept confidential, but may be disclosed in the provision of accommodation. The Disability Resource Center will base provision of services to accommodate disabilities upon a review of current medical or psychological documentation and an assessment of current needs and appropriate services. The Disability Resource Center in the University Office of the Dean of Students may be reached at (859) 257-2754. In order to ensure that students understand the information presented here before he or she enrolls, the school requires each student to sign a document to that effect.

Drug Free Institution

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 set a standard of behavior which affects students who are on University of Kentucky property, on University business, or at University-sponsored events. The University policy, as well as the laws from which the policy is derived, define conduct related to the unlawful possession, use, dispensation, distribution or manufacture of alcohol or illicit drugs. Students found in violation are subject to disciplinary action up to and including suspension or termination. The Drug-Free Institution Policy can be found in the University Bulletin.

HIV – Chandler Medical Center

The University of Kentucky Chandler Medical Center has a formal policy which assigns faculty, staff, students and volunteers special rights and responsibilities as related to Acquired Immune Deficiency Syndrome (AIDS). As there is much misinformation, prejudice, and fear related to AIDS, it is the College of Public Health's policy to dispel those myths and confront prejudice as it relates to HIV infection and AIDS. Policy guidelines include, but are not limited to, the following:

Medical Center faculty, staff, students and volunteers have a fundamental ethical responsibility to provide care for all patients, regardless of the diagnosis;

HIV infection cannot be used to refuse admission to the Medical Center colleges so long as those seeking admission meet the requirements specified in the technical standards for academic programs;

The Medical Center will not require HIV screening of faculty, staff, students or volunteers;

The Medical Center will require mandatory disclosure of the status of HIV infection, if known, of faculty, staff, students or volunteers who have patient contact. Each college and UK Hospital will define patient contact for their units;

HIV testing is offered at the University Health Service (UHS) for a nominal fee or at the Fayette County Health Department at no cost to any student who feels that he or she is at risk for HIV infection. All information at the UHS is confidential and HIV counseling & testing at the Health Department is anonymous.

For more information contact:

University Health Service at 323-5823 ext. 280; to make an appointment call 323-2778. Fayette County Health Department at 288-2437; location, 650 Newtown Pike.

UK Academic Ombud

The UK academic ombud changes from year to year and is located at 109 Bradley Hall and may be reached at (859) 257-3737 or ombud@uky.edu.

Smoke-Free Environment

The University is committed to providing a healthy and safe environment for its students, faculty and staff. To that end, smoking is permitted only in designated areas in University facilities. (Students who seek a smoking cessation program may contact the University Wellness Program at 257-3955 for information on their self-help, stop-smoking program, or contact a health care professional at University Health Service, 323-5823, for information on smoking-cessation programs in the area).

Class Cancellations

The University never entirely closes, but there may be a rare cancellation of classes due to inclement weather. The Executive Vice President for Finance and Administration makes the decision for the cancellation of classes or closing of offices in such an event. Announcements of cancellation or delay of classes normally will be made by 6 a.m. through the local media. The latest information will be on the UK Infoline at 257-5684, on WUKY or through the campus network. Those students who are participating in an off-site experience will be expected to follow the cancellation/closing policies of the agency/clinic/company where they are assigned.

Certification Requirements

Please note the six certifications listed below are required of all Public Health students before beginning a field practicum and completing your Capstone:

Sexual Harassment

The University of Kentucky and the College of Public Health will not tolerate sexual harassment.

Considered a form of sexual discrimination, sexual harassment is defined generally in terms of the following: unwanted sexual advances, requests for sexual favors, or other verbal or physical actions of a sexual nature. Complaints of sexual harassment within the College of Public Health may be reported to one of these three individuals within the school:

- John Wiggs, M.A., Assistant Dean for Admissions & Student Affairs;
- Joel Lee, M.P.H., Dr.P.H., Associate Dean for Academic Affairs;
- Laverne R. Carter, Assistant Director of Student Affairs and Admissions.

All students are **required** to attend a class that outlines the University's policies regarding sexual harassment and the behaviors that must be avoided. The class will be scheduled for an evening in the fall 2004 semester and an alternate session in the spring 2005. Students who have participated in a **UK-sponsored** class will be excused from this requirement if written documentation is provided to the Admissions/Student Affairs office for inclusion in the student file.

BCLS Certification

The College of Public Health requires that all public health students be certified by an approved BCLS (Basic Certification in Life Support) training program before enrollment in the Practicum I course. Students are required to annually update their certification, thereafter. There are several programs available which provide BCLS training, certification and re-certification; however, the College requires that the program be endorsed by the American Heart Association. This certification will be at the student's own expense. Evidence of certification must be submitted to the Admissions/Student Affairs office.

Bloodborne Pathogen

The Bloodborne Pathogen Training lecture is based on the OSHA Bloodborne Pathogen Standard which was written to protect workers who are exposed to human blood and body fluids. The lecture defines bloodborne pathogens, the modes of transmission, the safeguards available to help protect the healthcare worker, and how to clean up. The lecture will be scheduled for an evening in the fall 2004 semester and an alternative session in the spring 2005.

Compliance Forms - Immunizations

As a prerequisite for practicum experiences in the College of Public Health, students are expected to have appropriate immunizations for protection of both the student and the patients with whom they may come into contact. College of Public Health students must complete all immunizations before beginning practicum field experiences. University Health Service will issue to the student two compliance forms. One document verifies completion of TB screening, MMRs, and varicella; the second document indicates completion of the Hepatitis B series. Students should bring complete written physician documentation of their immunizations to UHS. Upon completion of all of the requirements, each student will be given two copies of the compliance forms: one for the school and the other for personal records. It is the student's responsibility to give the form to the Admissions/Student Affairs office. Additional copies of the forms will be available from UHS upon student request at the cost of \$5.00 per copy. University Health Service is located on the 1st floor of the Kentucky Clinic, Wing C, phone number, 323-2778. Students **will not be permitted** to participate in a practicum if their immunizations are

not up to date with UHS compliance forms on file in the Admissions/Student Affairs office. The required immunizations/certifications are described below:

Tuberculosis Screening

- Documentation of a negative Mantoux PPD skin test within six weeks prior to initial enrollment.
- If known positive, physician documentation of the positive test and a negative chest x-ray.
- Annual TB screening while the student remains enrolled.

MMR

Proof of immunity to rubella, rubeola and mumps is required to those who were born in 1957 or later. Students may use one of the following for documentation:

- Documentation of two MMR vaccines with the first at twelve months or older.
- Documentation by a physician of having had rubella, rubeola, and mumps diseases.
- Documentation of positive rubella, rubeola, and mumps titers.

Hepatitis B

- A series of three injections at recommended intervals or documentation of a protective Hepatitis B surface antibody titer (>10 mIU/mL).
- For students completing the series of three injections after January 1, 1999, a Hepatitis B titer drawn 1-2 months after completing the series of three injections.
- If the Hepatitis B titer is negative after the initial series of three injections, the series of three injections should be repeated and a repeat titer drawn. If the titer remains negative, appropriate clinical evaluation is indicated.

Varicella

Proof of immunity to varicella by one of the following

- Positive history of chicken pox
- Positive antibody titer
- Immunization with varicella vaccine. (Full immunization requires a series of two injections. Current recommendations do not support post-immunization titers. Serology as commercial tests may lack the sensitivity to detect lower antibody levels associated with immunization compared with natural infection.)

HIPAA (Health Insurance Portability and Accountability Act)

HIPAA mandates training with respect to privacy and protection regarding patient health information. All University of Kentucky College of Public Health students are required to complete this training before starting your practicum.

Please follow the below steps to complete your training:

- Open the Internet browser to www.uky.edu/Blackboard/.
- Look under Student/Course Participants.
- Click on "What is an AD account and why do I need it"?
- Establish your Active Directory account.
- Once Active Directory account is established.
- Click on Login to Blackboard
- Click on the tab "Courses."
- Enter HIPAA in the Course Search box (top left).

- Enroll in the HIPAA Education-Level 1 course.
- Follow instructions to complete the course. View the power point presentation and then complete an online quiz.
- After completing the quiz with a 100% score, click on the "Student Tools" button and click on "Check Grade." Print out the page and submit copies to the College of Public Health Office of Admissions and Student Affairs, 121 Washington Av, Room 120.

IRB – Institutional Review Board

The Office of Research Integrity, 859-257-3138 or <http://www.rgs.uky.edu/rso/homepg.htm>, supports the institution in its efforts to promote ethical conduct of research and to comply with federal requirements for educating faculty and students about research misconduct regulations. In accordance with federal and institutional regulations, any undertaking in which a University faculty, staff or student investigates and/or collects data on human subjects for research purposes must be reviewed by either the Medical or Nonmedical Institutional Review Board (IRB). The IRBs are charged with the institutional responsibility for assurance of protection of human subjects involved in research or related activities. The Medical IRB reviews research emanating from the Medical Center and the affiliated VA Medical Center, including the College of Public Health. The Boards have the authority to review, approve, disapprove or require changes in research activities involving human subjects.

As of December – 2003 – All students must complete Human Subjects Training – either CITI (on-line modular format) or the Dunn & Chadwick text based approach. The CITI instructions can be found at http://www.rgs.uky.edu/ori/ORIForms/CITI_instructions.pdf and Dunn & Chadwick can be found at http://www.rgs.uky.edu/ori/ORIForms/Dunn_Chadwick_inst.pdf.

The College of Public Health **requires completion of this training** prior to initiation of capstone project research. IRB submissions should be directed to Office of Research Integrity. Additional information including IRB forms and review procedures may be obtained from the Office of Research Integrity.

Other Information

Medical Center I.D. Badges

All students enrolled in one of the Medical Center colleges must have a picture identification badge. They must be worn any time you are in the Medical Center area. Since some Dr.P.H. courses are scheduled for the late afternoon and evening, the chance for intervention by Medical Center Security increases. The hours for getting your photograph taken are Monday – Friday, 8 a.m.-noon; Tuesday and Thursday, 5 p.m.-8 p.m.; and Saturday and Sunday, 9 a.m.-4 p.m.

Student I.D. Badges

Student Identification Badges (U.K.I.D.) may be used for a variety of services on campus (copying services, athletic events, library use, etc.). These can be obtained from the University of Kentucky I.D. office, 107 Student Center. Their hours of operation are 9 a.m.-5 p.m.; Monday thru Friday, telephone number, 257-1378.

Library Resources

The University of Kentucky libraries house over two million volumes and rank among the largest in the south and midwest. The Government Publications Department, a Federal Depository, contains documents relating to municipal, state, and national topics. The system also includes Special Collections, and individual libraries of Medicine, Business, Economics, and Law. The University recently opened the W.T. Young Library, a multi-million dollar, state-of-the-art central library. Public health students may also use the library sources in the Health Science Learning Center (College of Nursing), and the Medical Center Library on the first floor of the Medical Science Building.

Computing Services

The University of Kentucky computing center, located in McVey Hall, offers a full range of mainframe and microcomputing services to faculty, staff, and students. Access to computing resources is available using three mainframe systems and numerous microcomputer laboratories across the campus. Computer consulting services are provided by computing center staff.

Computer Labs. The Health Sciences Microlab, one of 17 computer microlabs located on the UK campus, is in Room 603 of the College of Nursing Building. The phone number is (859) 323-4233; fall and spring semester regular hours are 7:30 a.m. to 11:30 p.m. Monday-Thursday, 7:30 a.m. to 9:45 p.m. Fridays, 9 a.m. to 4:45 p.m. Saturdays, and 1 p.m. to 11:30 p.m. Sundays. During semester breaks and on holidays the Health Sciences Microlab's hours may differ.

Also located within close proximity to the Health Sciences Microlab is a computer classroom with current equipment. The classroom is available for public use. Call (859) 323-4233 for more information. Students can access more information about the other available microlabs on the web at <http://www.uky.edu/MicroLabs/microlab-homepage.html>, or select the Libraries button bar on the UK home page.

E-mail and Listservs

E-mail addresses and Listservs are provided to students to facilitate their education and communications with both faculty and fellow students on matters related to education.

All UKCPH students must establish a University of Kentucky e-mail address and provide it to the Admissions/Student Affairs office. All correspondence from UKCPH to students will be sent to the UK address. To establish an e-mail address with UK-Connect, please go to <http://u-connect.uky.edu/stnew.html> and follow the directions.

E-mail addresses and Listservs are provided to students to facilitate their education and communications with both faculty and fellow students on matters related to education. Listservs are NOT to be used for private business, business ventures, joke lists, etc. The school does NOT provide Listserv addresses to individuals outside the College of Public Health, and asks student and faculty Listserv members to do the same. Students may report problems with their e-mail address to the computer microlab, HSLC Room 603, phone (859) 323-4233.

Conference Rooms

The College of Public Health has two large conference rooms suitable for classes, oral final examinations, and meetings. To reserve, contact the Admissions and Student Affairs office at (859) 257-5678 ext 82096.

Dress Code

This policy is designed to provide a reasonable standard of dress and appearance for public health students. If a faculty member deems a particular student's attire to be inappropriate, according to the guidelines below or according to the class syllabus, he or she may notify the student privately at any time before, after, or outside of class and ask the student to correct the problem.

General

- All students should maintain a clean, neat appearance at all times, and students' attire should be commensurate with the activities in which the student will participate during that day.
- A professor may set forth additional standards of attire in his or her syllabus.

Practice Settings

All students should dress in accordance with Medical Center Standards for Dress and Appearance when participating in patient-oriented activities or during field practicum experiences.

Confidentiality of Student Records, Address Information, and Student Rosters

Transcripts and grade information will be released only upon written authorization from the student. Directory information (name, address, telephone listing, date and place of birth, major, dates of attendance, degrees, and most recent educational institution attended) will be released without authorization unless the student notifies the Registrar in writing to the contrary. College of Public Health student records are kept by the Office of Admissions & Student Affairs and the Director of Graduate Studies in a locked cabinet, with access restricted to authorized personnel.

The College of Public Health does NOT make lists of students, addresses, phone numbers, e-mail addresses, etc. available to anyone other than students, faculty and staff of the school. Students are instructed NOT to distribute the lists of their classmates to individuals outside the college. Faculty are not to make lists available to anyone outside the school and should instead refer all requests to the Office of Admissions and Student Affairs.

The UK telephone book provides student and faculty telephone numbers and electronic mail listings, as well as a directory of University service providers. For a current copy of the UK telephone book, which is published by the Student Government Association, go to the SGA office, located in the basement of the Student Center, after the beginning of the fall semester.

Students are required to make changes in their telephone and/or address listings with the registrar's office if they move during the semester. For more information, call 257-3161.

At UK, students can use the World Wide Web to access important information, including grades, student schedules and registration information. Students also can update their addresses and

expected graduation-date information. Web resources offered by UK's colleges, departments and support services are expanding daily.

Class Attendance

Every student is expected to attend all class sessions, including laboratories and other outside-the-classroom activities as deemed necessary by the course instructor, *and to take all examinations*. Each instructor determines his individual policy for class attendance, completion of assigned work, absences at announced and unannounced examinations and excused absences. A student has the right to expect this policy to be in writing and given to him or her by the first or second meeting of the class. Failure to comply with these rules may result in lowered grades.

In all cases, the student bears the responsibility for notifying the instructor of any missed work and for making up any missed work. If feasible, the instructor may give the student an opportunity to make up the missed work or examination missed due to an absence during the semester in which the absence occurred.

Electronic Devices

Out of respect for classmates and faculty, all students are asked to function in a professional manner as it relates to the use of electronic devices during class sessions. Cell phones, pagers, etc. are disruptive to classroom activities and must be deactivated upon entering the classroom.

SPH 996 and Student Health Services

If you are enrolled in SPH 996 only and for 0 credit hours, there is an additional charge for student health services (Voluntary Health Fee). The fee is due by the regular tuition deadline. If the fee is not paid, the student may be seen in the Student Health Service on a fee-for-service basis. Contact Student Billing (257-3406) for more information.

Senate Procedures and Senate Definitions Related to Academic Honesty

6.3.0 Academic Offenses And Procedures

Students shall not plagiarize, cheat or falsify, or misuse academic records (US: 3/7/88; 3/20/89).

6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When a student submits work purporting to be his/her own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or from some other source. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which the student submits as his/her own, whomever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but the student alone must do the actual work.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology in tact is plagiaristic. However, nothing in these rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain.

6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Board of Appeals.

6.3.3 Falsification Or Misuse Of Academic Records

Maintaining the integrity, accuracy and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

College of Public Health Faculty

The Doctor of Public Health degree program utilizes a multidisciplinary approach. Students work with doctoral faculty members who have principal appointments, not only in the College of Public Health but in the College of Medicine, including the departments of Pediatrics, Neurology, Pulmonary Medicine, and the College of Dentistry. Other units of the University represented on the faculty include graduate faculty in the College of Education (Educational Psychology), the Sanders-Brown Center on Aging, Center for Health Services Management and Research, the Martin School of Public Policy and Administration, College of Nursing, Center for Rural Health, Center on Aging, Graduate Center of Toxicology, Markey Cancer Center, Communications Department, College of Arts and Sciences, and Student Health Service. Faculty holding principal appointments in other colleges hold joint appointments in the school. Guest faculty come from a variety of sources, including state and local health departments, state government, and industry.

Dr. Tim Aldrich – EPI
School of Public Health
University of Louisville
555 Floyd K-wing, Room 403B
Louisville, KY 40292
502 852-3006
timothy.aldrich@louisville.edu
121 Washington Ave, Rm 204B 0003
859 257-5678 x 82235

Dr. Pamela Allweiss – Occ/Env
Preventive Medicine and Environmental
Health
2400 Greatstone Point
Lexington, KY 40504
859 257-5150
pallw2@uky.edu

Dr. Katherine Atwood – Hlth Behv
312 Breckinridge Hall 0059
859 257-4039
Katwood8@aol.com

Dr. Henrietta Bader-Elzy – Occ/Env
Pediatrics Neonatology
MS477 Medical Science Bldg 0298
859 323-1850
hbada2@uky.edu

Dr. Andre Baron – EPI
800 Rose St
Roach Bldg, Rm CC408 0003
859 323-1729
a.baron@uky.edu

Dr. Zaida Belendez – Hlth Behv
Extension Health Specialist
Family and Consumer Science
#1 Quality Street Suite 692
Lexington, KY 40507

859 257-2968 Ext. 80924
zrbele2@uky.edu

Dr. David Berry – GERO
Department of Psychology
012-D Kastle Hall 0044
859 257-5451
dtrb@uky.edu

Dr. Lee Blonder – GERO
Center on Aging
301A Health Science Bldg 0200
859 257-9223 x 80452
lxblond@uky.edu

Dr. Subbarao Bondada – GERO
Center on Aging
329A Sanders Brown Center 0230
859 257-1412 x 266
subbarao.bondada@uky.edu

Dr. Maria Boosalis – GERO
Clinical Nutrition
214D Health Science Bldg 0200
859 323-1100 x 80863
mgboos01@uky.edu

Dr. Gail Brion – Occ/Env
Civil Engineering
367 Oliver Raymond Building (CE/KTC)
0281
859 257-4467
gbrion@engr.uky.edu

Dr. Steve Browning – EPI
College of Nursing
549 HSLC Bldg 0232
859 323-6354
steven.browning@uky.edu

Dr. Glyn Caldwell - Epid
1106 Deer Haven Dr

Frankfort, KY 40601
glyncaldwell@dcr.net

Dr. Richard Charnigo - BIO
Department of Statistics
851 Patterson Office Tower 0027
859 257-2550
richc@ms.uky.edu

Dr. Linda Chen – GERO
Nutrition and Food Science
119 Funkhouser Bldg 0054
859 257-3288
linda.chen@uky.edu

Dr. Richard Clayton – Chair, Hlth Behv
121 Washington Ave, Rm 111 0003
Center for Prevention Research
B100 2365 Harrodsburg Road
Lexington, KY 40504
859 257-5588
clayton@uky.edu

Dr. Henry P. Cole – Occ/Env
Education and Counseling Psychology
317 Dickey Hall 0017
859 257-7873
hcole@uky.edu

Dr. Julia Costich - HSM
Center for Health Services Management
121 Washington Ave, Rm 105C, 0003
Kentucky Injury Prevention and Research
Center
333 Waller Av, Suite 202
Lexington, KY 40504
859 257-8709
859 257-4954
julia.costich@uky.edu

Dr. Philip Curd – Occ/Env
Preventive Medicine and Environmental
Health
121 Washington Ave, Rm 215B, 0003
859 257-5678 x 82233
pcurd1@uky.edu

Dr. Deborah Danner
Center on Aging
101 Sanders-Brown Center 0230
859 257-1412 ext 230
dddann00@uky.edu

Dr. Surjit Dhooper – GERO
College of Social Work
649 Patterson Office Tower 0027
859 257-3254
dhooper@pop.uky.edu

Dr. Mark Dignan – Hlth Behv
Prevention Research Center
2365 Harrodsburg Rd, Ste B10
Lexington, KY 40504
859 219-0771 x 271
mdignan@prc.uky.edu

Dr. Steven Estus – GERO
Center on Aging
332A Sanders Brown Center 0230
859 257-1412 x264
steve.estus@uky.edu

Dr. Steve Fleming - EPI
121 Washington Ave, Rm 213C 0003
859 257-5678 x 82229
stflem2@uky.edu

Dr. Thomas Garrity – GERO
Behavioral Science
120 College of Medicine Office Bldg 0086
859 323-6100
tgarrit@pop.uky.edu

Dr. Joseph Gaugler – GERO
Behavioral Science
110 College of Medicine Office Bldg 0086
859-323-6774
jgaugle@uky.edu

Dr. James Geddes – GERO
Center on Aging
226 Sanders-Brown Center 0230
859 257-1412 x254
jgeddes@uky.edu

Dr. George Graham - HSM
121 Washington Ave, Rm 103C, 0003
859 257-5678 x 82020
ggrah2@email.uky.edu

Dr. Lawrence Gottlob – GERO
Department of Psychology
201 Kastle Hall 0044
859 257-2280
gottlob@uky.edu

Dr. Charles Griffith – OCC/ENV
General Internal Medicine

K513 Kentucky Clinic 0284
859 257-5241
cgrif00@pop.uky.edu

Dr. Rodney Guttman - GERO
Gerontology
306H Health Sciences Bldg 0200
859 257-1450 x 80149
rodneyg@uky.edu

Dr. Ellen Hahn – Hlth Behv
College of Nursing
433B HSLC 0232
859 257-2358
ejhahn00@uky.edu

Dr. Lynne A. Hall – Hlth Behv
College of Nursing
501E-1 HSLC 0232
859 323-8076
lahall@uky.edu

Dr. Anne Harrison - GERO
Department of Physical Therapy
College of Health Sciences
204J Health Sciences Bldg 0200
859 323-1100 x 80596
alharr3@uky.edu

Dr. Laurie Hatch – GERO
Sociology
1569 Patterson Office Tower 0027
859 257-4413
lrhatch@uky.edu

Dr. Robert Henry – GERO
Geriatric Dental Service
Veterans Affairs Medical Center
859-233-4511

Dr. Claudia Hopenhayn - Epid
2365 Harrodsburg Rd, STE B150
Lexington, KY 40504
859 296-6630 x 229
cmhope0@uky.edu

Dr. Carol Ireson – HSM
Center for Health Services Management
121 Washington Ave, Rm 107B 0003
859 257-5678 x 82029
iresonky@prodigy.net

Dr. Joy Jacobs-Lawson – GERO
Gerontology
306A Health Sciences Bldg 0200
859 257-1450 x 80194
jjaco4@uky.edu

Dr. Jeffery Jones – Hlth Behv
Center for Preventive Research
2365 Harrodsburg Rd, STE B100
Lexington, KY 40504
859 219-0114
jeff.jones@uky.edu

Dr. Linda Jouridine – Hlth Behv
College of Agriculture
1141 Red Mile Road, STE 202
Lexington, KY 40504
ljouridi@uky.edu

Dr. Jeffrey Keller – GERO
Center on Aging
203 Sanders-Brown Center 0230
859 257-1412 x 333
jnkell0@uky.edu

Dr. Mi-Ok Kim – BIO
Department of Statistics
801 Patterson Office Tower, 0027
859 257-4064
miokkim@uky.edu

Dr. Evelyn Knight – Hlth Behv
Center for Health Services Management
121 Washington Ave, Rm 107C, 0003
859 257-5678 x 82031
eknig0@uky.edu

Dr. Richard Kryscio - Chair, BIO
Department of Statistics
817 Patterson Office Towers 0027
859 257-4064
kryscio@email.uky.edu

Dr. Joel Lee - Chair HSM
Associate Dean for Academic Affairs
121 Washington Ave, Rm 110C 0003
859 257-5678 x 82056
joellee@uky.edu

Dr. Kiyoung Lee – Occ/Env
Preventive Medicine and Environmental
Health
121 Washington Ave, Rm 220, 0003

859 257-5678 x 82243

Dr. Margaret Love – Hlth Behv
Family Practice
K306 Kentucky Clinic 0284
859 323-6747
mlove@email.uky.edu

Dr. William Markesbery – GERO
Center of Aging
101 Sanders-Brown Center 0230
859 323-6040
wmark0@email.uky.edu

Dr. Samuel Matheny – Occ/Env
Family Medical Center
K312 Kentucky Clinic 0284
859 323-6418
matheny@email.uky.edu

Dr. Robert McKnight - Epid
Preventive Medicine and Environmental
Health
STE102 1141 Red Mile Road
Lexington, KY 40504
859 323-6836
rmcknig@uky.edu

Dr. Marta Mendiondo - BIO
Sanders Brown Center on Aging
307A Sanders Brown 0230
859 257-1412 x 274
marta@email.uky.edu

Dr. David Nash - HSM
Pediatric Dentistry
MN456 Medical Science Bldg 0298
859 323-2026
danash@uky.edu

Dr. Kevin A. Pearce - HSM
Department of Family Practice
K322 Kentucky Clinic 0284
859 323-3592
kpearce@uky.edu

Dr. L. Creed Pettigrew – GERO
Sanders Brown Center on Aging
101 Sanders Brown 0230
859 257-5560
l.creed.pettigrew@uky.edu

Dr. William Pfeifle – HSM
Associate Dean for Administration

121 Washington Ave, Rm 110B, 0003
859 257-5678 x 82054
pfeifle@email.uky.edu

Dr. Barbara Phillips – Occ/Env
Internal Medicine Department
MN618 Medical Science Bldg 0298
859 226-7006

Dr. T. Scott Prince – Chair, Occ/Env
121 Washington Av, Rm 220 0003
859 257-5678 x 82100
tprince@uky.edu

Dr. Ted Raybould – Occ/Env
Dentistry Kentucky Clinic
A219 Kentucky Clinic 0284
859 257-3462
tprayb1@pop.uky.edu

Dr. Mary Kay Rayens - BIO
College of Nursing
501E-3 HSLC 0232
859 323-6172
mkrayens@uky.edu

Dr. Debra Reed – Occ/Env
College of Nursing
553 HSLC 0232
859 257-9636
dbreed01@uky.edu

Dr. Carol Rice – Epid
alerdilr@uc.edu

Dr. Daniel Richardson – GERO
Physiology
MN 510 Medical Science Bldg 0298
859 323-5649
drichar@pop.uky.edu

Dr. Kathryn Riley – Occ/Env
Sanders Brown Center on Aging
320C Health Science Bldg 0200
859 257-3921
kprile2@uky.edu

Dr. Ken Roberts - HSM
College of Pharmacy Dean's Office
327D COP Bldg 0082
859 323-7601
krobe2@uky.edu

Dr. Thomas Robinson - HSM

College of Health Sciences
123D Health Sciences Bldg 0200
859 323-1100 x 80480
tcrobi01@uky.edu

Dr. Graham Rowles – GERO
Graduate Center for Gerontology
303B Health Sciences Bldg 0200
859 257-1450 x 80145
growl2@uky.edu

Dr. Thomas Samuel - HSM
Acting Dean
121 Washington Ave, Rm 101 0003
859 257-5678 x 82058
tsamuel@uky.edu

Dr. Michael Samuels - HSM
Rural Health Policy
A315 Kentucky Clinic 0284
859 323-1809
samuels@uky.edu

Dr. Stephen Scheff – GERO
Sanders Brown Center on Aging
101 Sanders Brown 0230
859 257-1412 x 270
sscheff@uky.edu

Dr. Frederick Schmitt – GERO
Neurology
312 Sanders Brown 0230
859 323-0229
fascom@email.uky.edu

Dr. Nancy Schoenberg – GERO
Behavioral Science
125 COM Office Bldg 0086
859 323-8175
nesch@pop.uky.edu

Dr. Mitzi Schumacher – GERO
Behavioral Science
129 COM Office Bldg 0086
859 323-6075
mtzjhns@uky.edu

Dr. F. Douglas Scutchfield – HSM
Health Services Management
121 Washington Ave. Rm 105B 0003
859 257-5678 x 82024
scutch@uky.edu

Dr. Juliann Sebastian – HSM

College of Nursing
315R HSLC 0232
859 323-6685
jgseba002uky.edu

Dr. Sharon Sheahan – GERO
College of Nursing
451 HSLC 0232
859 257-5255
sharon@pop.uky.edu

Dr. Brent Shelton – BIO
Biostatistics
A320 2365 Harrodsburg Rd
Lexington, KY 40504
859 219-0771 x 301
bshelton@kcp.uky.edu

Dr. Judith Skelton – Hlth Behv
Dentistry Academic Affairs
M125 Dental Science Bldg 0297
859 323-2796
jskel0@email.uky.edu

Dr. Charles Smith – GERO
Neurology
L454 Kentucky Clinic 0284
859 323-6702 x 246
csmith@mri.uky.edu

Dr. Michael Smith – GERO
Center on Aging
306 Health Sciences Bldg 0200
859 323-3828 x 80458
mdsmit6@email.uky.edu

Dr. David Snowdon - GERO
Center on Aging
320G Health Sciences Bldg 0200
859 257-3921
snowdon@uky.edu

Dr. Susan Spengler – Occ/Env
1141 Red Mile Rd STE 201
Lexington, KY 40504
859 323-6392
sspengl@pop.uky.edu

Dr. Nikiforos Stamatiadis - GERO
Civil Engineering
265 Oliver Raymond Bldg (CE/KTC) 0281
859 257-8012

stamat@engr.uky.edu

ant101@pop.uky.edu

Dr. Marcia Stanhope – HSM

College of Nursing
315A HSLC 0232
859 323-8071
mkstan00@email.uky.edu

Dr. Nancy Stiles – GERO

Cardinal Hill
2050 Versailles Rd
Lexington, KY 40504
859 257-4888
nstiles@uky.edu

Dr. Pamela Teaster – Hlth Behv

Graduate Center for Gerontology
306C Health Sciences Bldg, 0200
859 257-1450 x 80196
pteaster@uky.edu

Dr. Glenn Telling – GERO

Center on Aging
459 Health Sciences Research Bldg 0305
859 323-8564
gtell2@email.uky.edu

Dr. Thomas Tucker – Chair, Epid

UK Cancer Control Program
2365 Harrodsburg Rd, Suite A230
Lexington, KY 40504-3381
tct@kcr.uky.edu
859 219-0771 x 225
121 Washington Av Rm 213B
859 257-5678 x 82227

Dr. Suzanne Tyas - Epid

Graduate Center for Gerontology
306B Health Sciences Bldg, 0200
859 257-1450 x 80195
styas@uky.edu
859 257-6920

Dr. John Van Willigen – GERO

Anthropology
218 Lafferty Hall 0024

Dr. Sarah Wackerbarth – GERO

Martin School
435 Patterson Office Tower 0027
859 257-5145
sbwack0@pop.uky.edu

Dr. John Watkins – GERO

Graduate Center for Gerontology
306E Health Sciences Bldg 0200
859 257-1450 x 80240
geg173@email.uky.edu

Dr. David Wekstein – GERO

Center on Aging
101B Sanders Brown Center 0230
859 323-6040
dwekstein@aging.coa.uky.edu

Dr. Karen West – Hlth Behv

Dentistry Academic Affairs
M132B Medical Science Bldg, 0298
859 323-5656
kpwest1@email.uky.edu

Dr. Carolyn Williams – HSM

College of Nursing
315C HSLC, 0232
859 323-6533
cawill00@email.uky.edu

Dr. Steve Wyatt - Epid

Associate Dean for Research
UK Cancer Control Program
2365 Harrodsburg Rd, Suite A230
Lexington, KY 40504-3381
859 323-8137
swyatt@kcr.uky.edu

College of Public Health Staff

<u>Name & Title</u>	<u>Contact Information</u>
Kathy Adams Health Educator Kentucky Injury prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 323-4886 kmadam1@email.uky.edu
Alessandra (Ali) Bauman Staff Support Associate Admissions & Student Affairs	121 Washington Ave 0003 Room 120 859 257-5678 x 82096 abaum0@uky.edu
Shannon Beaven IS Tech Support Specialist Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 323-4750 slbeav1@email.uky.edu
Mark Boston IS Tech Support Associate	121 Washington Ave 0003 Room 214 859 257-5678 x 82241 mabost3@email.uky.edu
Dr. Terry Bunn Project Manager Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-4955 tlbunn2@email.uky.edu
Jenny Carey Data Coordinator Health Services Management	121 Washington Ave 0003 Room 210A 859 257 5678 x 82239 jccare0@pop.uky.edu
Laverne R. Carter Assistant Director of Admissions and Student Affairs	121 Washington Ave 0003 Room 120C 859 257-5678 x 82066 lrcarte@uky.edu
Crystal Caudill Administrative Support Associate Center for Prevention Research	B100 2365 Harrodsburg Road Lexington, KY 40504 859 219-0771 x 256 cacaud0@uky.edu
Lynda Charles Program Coordinator Preventive Medicine and Environmental Health	Suite 102 1141 Red Mile Road Lexington KY 40504 859 323-1278 lcharles@pop.uky.edu
Karen Cinnamond Administrative Support Associate Dean's Office	121 Washington Ave 0003 Room 112 859 257-5678 x 82247 karen.cinnamond@uky.edu

<p>Ron Clatos Health Educator Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>Rm 2 Perrett MSU Morehead KY 40351 606 783-5396 r.clatos@morehead-st.edu</p>
<p>Stacy Clemmons IS Tech Support Associate</p>	<p>121 Washington Ave 0003 Room 214B 859 257-5678 x 82242 smclem1@uky.edu</p>
<p>Karen Early Industrial Hygienist Preventive Medicine and Environmental Health</p>	<p>121 Washington Ave 0003 Room 220 859 257-5678 x 82193 kearly@pop.uky.edu</p>
<p>Len Ewen Information Technology System Administrator Gerontology</p>	<p>304 Health Sciences Bldg 0200 859 257-1412 x 230 fcwen00@email.uky.edu</p>
<p>Rebecca (Becki) Flanagan Administrative Support Associate Health Behavior</p>	<p>121 Washington Ave 0003 Room 111 859 257-5678 x 82092 becki@email.uky.edu</p>
<p>Freda Francis Administrative Coordinator Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-6710 fafran1@email.uky.edu</p>
<p>Travis Fritsch Project Manager Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-4956 travisf@email.uky.edu</p>
<p>Laura Hall Research Coordinator Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-4956 lmhall2@uky.edu</p>
<p>Jessica Harris Staff Support Associate Business & Finance</p>	<p>121 Washington Ave 0003 Room 102 859 257-5678 x 82093 jlharr1@pop.uky.edu</p>
<p>Shawntrina Hawkins Data Coordinator Gerontology</p>	<p>306 Health Sciences Bldg 0200 859 257-1450 x 80193 sahawk3@uky.edu</p>
<p>Mark Hayden Program Coordinator Preventive Medicine and Environmental Health</p>	<p>Suite 102 1141 Red Mile Road Lexington KY 40504 859 323-6121 mshayd2@uky.edu</p>

Thomas Haynes Health Educator Kentucky Injury Prevention and Research Center (KIPRC)	100 Airport Gardens Road Suite 10 Hazard, KY 41701 606 439-3557 x 273 thayn2@pop.uky.edu
Allison Huck Research Analyst Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 323-4747 ajhuck2@email.uky.edu
Lynda Jeffries Program Coordinator	121 Washington Ave 0003 Room 225 859 257-6504 ljjeff00@uky.edu
Marsha Jouett Patient Services Coordinator Preventive Medicine and Environmental Health	2400 Greatstone Point Lexington KY 40504 859 257-5150 majoue0@pop.uky.edu
James Kelley Physician Assistant Preventive Medicine and Environmental Health	2400 Greatstone Point Lexington Kentucky 40504 859 257-5150 jpkelly@pop.uky.edu
Ann Kelly Health Services Management	121 Washington Ave 0003 Room 105A 859 257-5678 x 82023 avkell2@uky.edu
Cynthia Lamberth Director, Kentucky Public Health Leadership Institute	121 Washington Ave 0003 Room 118C 859 257-5678 x 82063 cdlamb2@uky.edu
Virginia Lawson Staff Support Associate Gerontology	306 Health Sciences Bldg 0200 859 257-1450 x 80192 vwlaws1@uky.edu
Rpbert McCool Project Manager Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-6741 rmccool@uky.edu
Sarah McKee Project Manager Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-6777 semcke2@email.uky.edu
Eddie Napier IS Tech Support Specialist Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-6713 eddien@email.uky.edu

<p>Valerie Niles Administrative Support Associate Biostatistics</p>	<p>311 Sanders Brown 0230 859 257-1412 x 477 valerie.niles@uky.edu</p>
<p>Denise Otten Staff Support Associate Gerontology</p>	<p>306 Health Sciences Bldg 0200 859 257-1450 x 80142 dnotten0@uky.edu</p>
<p>Davis Potter Research Analyst Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-9484 dpotter@uky.edu</p>
<p>Dr. John Poundstone Practicum Director</p>	<p>121 Washington Ave 0003 Room 118B 859 257-5678 x 82062 john.poundstone@uky.edu</p>
<p>Jenny Qin Project Manager Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-6777 jqin2@uky.edu</p>
<p>Debbie Reed Staff Support Associate Occupational and Environmental Health</p>	<p>121 Washington Ave 0003 Room 220 859 257-5678 x 82100 dareed2@pop.uky.edu</p>
<p>Karen Reed Administrative Support Associate Health Services Management</p>	<p>121 Washington Ave 0003 Room 110 859 257-5678 x 82098 kehelt2@uky.edu</p>
<p>Kimberly Reeder IS Tech Support Specialist Center for Prevention Research</p>	<p>2365 Harrodsburg Road Lexington KY 40504 859 219-0198 ksreed0@pop.uky.edu</p>
<p>Rebecca (Becki) Roberts Administrative Support Associate Epidemiology</p>	<p>121 Washington Ave 0003 Room 213 859 257-5678 x 82098 rlrobe2@uky.edu</p>
<p>Medearis Robertson Fatality Assess Investigator Kentucky Injury Prevention and Research Center (KIPRC)</p>	<p>333 Waller Ave, Suite 202 Lexington, KY 40504 859 323-2981 medear@uky.edu</p>
<p>Joyce Robl Team Leader – CDC grant – “Enhancement of Kentucky Birth Surveillance Registry”</p>	<p>J414 Kentucky Clinic 0284 606 564-2154 jbr@uky.edu</p>

Tom Rogers Administrative Staff Officer Business & Finance	121 Washington Ave 0003 Room 102D 859 257-5678 x 82047 jtrogel@uky.edu
Vielka Ryan Patient Services Coordinator Preventive Medicine and Environmental Health	Suite 201 1141 Red Mile Road Lexington KY 40504 859 323-5166 vewhit2@pop.uky.edu
Mark Schneider Info Tech Manager Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-5839 mark1@email.uky.edu
Melissa Segress Tech Administrator Center for Prevention Research	B100 2365 Harrodsburg Road Lexington KY 40504 859 257-5588 mjhurs0@uky.edu
Michael Singleton Data Management Specialist Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-5809 msingle@email.uky.edu
Svetla Slavova Statistician Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 323-4886 ssslav2@email.uky.edu
Kelly Smith Staff Support Associate Preventive Medicine and Environmental Health	Suite 201 1141 Red Mile Road Lexington KY 40504 859 323-5166 kelly.smith@uky.edu
Dorothea Turpin Patient Relations Assistant Preventive Medicine and Environmental Health	Suite 201 1141 Red Mile Road Lexington Kentucky 40504 859 323-5166 dsturp2@pop.uky.edu
Monica Underwood Administrative Coordinator Gerontology	303 Health Sciences Bldg 0200 859 257-1450 x 80143 memeyer1@uky.edu
Sabrina Walsh Research Analyst Kentucky Injury Prevention and Research Center (KIPRC)	333 Waller Ave, Suite 202 Lexington, KY 40504 859 257-6711 slwals0@email.uky.edu
John S. Wiggs, M.A. Assistant Dean for Admissions and Student Affairs	121 Washington Ave 0003 Room 120B 859 257-5678 x 82064 jsw@uky.edu
Eileen Zahn Administrative Staff Officer Business & Finance	121 Washington Ave 0003 Room 102H 859 257-5678 x 82051 eazahn1@uky.edu

APPENDIX I: The Kentucky Plan

NOTE: THE FOLLOWING PAPER WAS PUBLISHED DESCRIBING THE ORIGINAL CURRICULUM AND MODIFICATIONS THAT HAVE BEEN DESCRIBED IN THE HANDBOOK. IT IS PRESENTED TO COMMUNICATE THE PHILOSOPHY OF THE COLLEGE OF PUBLIC HEALTH FOR DR.P.H. PROFESSIONAL EDUCATION.

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**THE KENTUCKY PLAN: AN INNOVATIVE APPROACH TO
PROFESSIONAL DOCTORAL EDUCATION IN PUBLIC HEALTH**

JOEL M. LEE, DR.P.H., & F. DOUGLAS SCUTCHFIELD, M.D.

ABSTRACT

The Doctor of Public Health (Dr.P.H.) degree is designed to prepare graduates for the highest levels of leadership in public health related careers in both public and private settings. The Kentucky School of Public Health has developed an innovative generalist professional degree program offering an extensive battery of courses based on the body of professional public health knowledge. The degree includes extensive supervised field experience as part of the academic training, linking theory with practice. Issues related to professional degrees, curriculum, accreditation and certification, admission, evaluation, plans for institutional cooperation, and demand are addressed.

INTRODUCTION

The Institute of Medicine report, *The Future of Public Health* (1988) describes an "urgent need" for public health leaders. The Doctor of Public Health (Dr.P.H.) degree is an advanced professional practice degree, preparing participants for roles in leadership to protect and improve the health of the public. The Dr.P.H. degree is the highest professional degree for the public health generalist. The degree recognizes achievement of a comprehensive body of technical knowledge in public health and its related disciplines, and the ability to initiate, organize, and pursue problem solving of significant issues in public health. The graduate of the Dr.P.H. program will be prepared for the highest levels of leadership in public health practice-related careers in both public and private settings.

Professor Milton Roemer has written extensively about the Dr.P.H. degree (1977, 1984, 1986, 1988, 1993 and 1999). That literature recommends offering a comprehensive battery of courses based on the body of professional public health knowledge, integrated with extensive supervised field experience, and a goal of linking theory with practice in academic training. Roemer proposed didactic work addressing four fields of study: basic tools of social analysis, health and disease in populations, promotion of health and prevention of disease, and healthcare systems and their management. Roemer states "that the Dr.P.H. graduate is far better equipped for the sorely needed public health leadership in America and elsewhere in the world than the customary MD, MPH graduate" (Carpenter and Conway 1996, 67).

The Kentucky School of Public Health seeks to address community needs through the development of an innovative Doctor of Public Health degree program. The goal of the degree program is to prepare graduates with critical thinking and conceptual abilities to integrate new knowledge and methods for public health practice. While public health comprises many clinical and professional disciplines, it has a unique focus on entire populations rather than individual patients. Using a multidisciplinary approach, the degree will provide broad knowledge of the five public health disciplines (health administration, epidemiology, social and behavioral sciences, environmental health, and biostatistics) along with focused knowledge in the student's area of interest. Development of this degree is consistent with public needs in the Commonwealth of Kentucky, recommendations of the Institute of Medicine, and the goals of the University of Kentucky.

TRENDS IN PUBLIC HEALTH DOCTORAL EDUCATION

In 1999, the Pew Health Professions Commission published its fourth report: *Recreating Health Professional Practice for a New Century*, that identified two goals for an academic curriculum in public health: 1) educating professionals who wish to specialize in the traditional public health fields, such as epidemiology, biostatistics, and health administration, and 2) providing professionals from other disciplines with an understanding of public health perspectives, values, and techniques. The report presents three recommendations for public health that are relevant to the Dr.P.H. degree

curriculum: 1) addressing the need for public health schools to develop educational programs to upgrade and maintain the competence of public health providers; 2) public health schools should expose students to and prepare them for multiple sectors in which public health services are provided; and 3) research should be conducted to assess the workforce to facilitate planning and training (Pew 1999).

Fottler (1999) notes that the employers of doctoral graduates are often dissatisfied, as graduates do not have the knowledge, skills, and abilities required to further their missions and goals. With minor variations, degrees duplicate the types of programs most of their faculty were trained in (full time, research oriented, highly specialized, with limited integration of knowledge). He describes evolving models of future doctoral programs in health administration.

1. The traditional Ph.D. program that emphasizes statistical knowledge, in depth knowledge of a single discipline, full-time study, grants and contracts, and the creation of fundamental knowledge. The target market for these graduates will be research oriented university graduate programs, and research oriented government and private organizations.
2. In contrast, the executive program (Dr.P.H., D.H.A, D.Sc., Sc.D.) emphasizes upgrading skills of high level practitioners, integration of knowledge, high quality of teaching and support services, application of knowledge, and opportunities for part-time study. The University of Kentucky Dr.P.H. program would also add "in depth generalist knowledge" to this description.

The target markets for graduates would be practitioner organizations that deliver healthcare services, professional associations, and brokers of new knowledge.

The central recommendation of the 1976 Report of the Milbank Commission for the Study of Higher Education in Public Health states:

"There should be a major redirection and reorganization of higher education, based on the recognition that different groups of personnel with different functions will require different kinds of education programs" (Milbank Commission 1976).

- A. The schools of Public Health concentrate their efforts primarily on: 1) the preparation of people who will function as executives, planners, and policy makers, 2) the preparation of epidemiologists and biostatisticians, and 3) the preparation of research scientists and educators.
- B. Individual graduate programs in other schools in universities should continue concentrating on the preparation of people who will function at the operating level in respective specialty fields in public health.

Dr. Roemer (1977) in an early article about the Dr.P.H. degree addressed this recommendation, suggesting that it is pivotal to public health education that schools of public health train leaders, thinkers, and teachers in the field while other sectors of the university prepare the public health work force. Roemer, observes that the pillars of public health span biological health, the social sciences, engineering, statistics, epidemiology, the behavioral sciences, and the administrative sciences, and to meet the health needs of the population, academic centers should prepare graduates for a public health role just as law schools educate graduates for a legal role, or medical schools educate for a medical role.

In 1986, Roemer expanded his argument, differentiating the Master of Public Health graduate (frequently a prior graduate with a clinical degree) with limited systematic knowledge of public health problems, from the Dr.P.H. who completes postgraduate training as demanding as that of an M.D. and who would be equipped for professional leadership. In 1988, Roemer continued to advocate the professional Doctor of Public Health generalist degree, setting it apart from clinical and Ph.D. degrees, enhancing his model curriculum, and advocating its adoption in schools of public health. In 1993, Roemer again expanded his model, identifying eight requirements for public health leadership, and considering their relationship to public health education to meet domestic and world public health needs. Roemer (1984 and 1999) continues this line of thinking about the need for more schools of public health and the Dr.P.H. as the ideal academic degree program to prepare health leaders for community health.

An editorial in *The Lancet* (1994) states that a renewed sense of need for and value of linking education with professional application is developing. No matter how healthcare delivery is reshaped,

there will be a demand for dependable, population-based information, and in all likelihood public health professionals will manage and use this information. The editorial concludes that schools of public health will prepare professionals for the task in a reinvented educational environment. While many schools of public health have explored the Roemer model of Dr.P.H. education, two relatively new schools (Emory University and the State University of New York-Albany) appear to have used aspects of the model in their curriculum development.

While the proposed University of Kentucky Dr.P.H. is not a mirror image of the Roemer Model, it is a “hybrid” using a three-year advanced curriculum built upon essential Master’s degree content. The Dr.P.H. curriculum addresses generalist professional public health education, and field experiences that clearly differentiate it from the traditional Ph.D. curriculum. The curriculum will address basic tools of social analysis, health and disease in populations, promotion of health and prevention of disease, and healthcare systems and their management. As detailed below, a practitioner-academic public health professional forum has recommended professional competencies for public health (Sorenson and Bialek 1993). The Dr.P.H. curriculum has been designed to reflect these model competencies.

THE DR.P.H. CURRICULUM

The University of Kentucky Dr.P.H. degree is designed as a school-wide generalist advanced professional degree consistent with the Institute of Medicine’s recommendations for linkage of academic and practice activities in public health. Students will complete a curriculum spanning the five core discipline areas offered by the School of Public Health. Initially, advanced course work will be available in three disciplines, Health Enhancement and Disease Prevention, Health Services Management, and Epidemiology. Additional concentrations will be developed as other course work is developed in the School of Public Health. In the initial program planning stages, the goal was to develop a curriculum that would prepare students for a variety of careers, including applied research and education. During the planning process, outcomes were reconsidered and the primary focus of the program was narrowed to the preparation of senior level public health practitioners. Consequently, the curriculum has been designed for advanced practice.

Fottler (2000) notes in the late 1960’s many universities developed doctoral programs in policy studies to prepare high level policy makers for government, healthcare, education, and other organizations. However, many of these programs were subsequently discontinued when graduates pursued traditional academic positions rather than the policy positions envisioned by the program developers. This paradox also exists for the Kentucky Dr.P.H. program. We anticipate that the curriculum and admission process will address this issue. The didactic coursework, emphasis on field experience, and applied nature of the capstone project, along with an admission process that promotes selection of senior level working professionals with clear career goals, will increase the likelihood of graduates remaining in professional practice. The Dr.P.H. degree is a terminal professional degree and will be organized using the same administrative structure as five other clinical professional degree programs in the Chandler Medical Center. Because it is a professional degree, the Dr.P.H. is governed by the Kentucky School of Public Health, not the University’s Graduate School.

Roemer’s post baccalaureate five-year curriculum would attract students with limited public health experience, which is contrary to the goals of the Kentucky program. In addition, working senior-level practitioners with a previously earned master’s degree are less likely to find an additional five-year full time degree optimal. To concurrently achieve Roemer’s objectives and meet the needs of the working professional target audience, a hybrid model was developed. The Dr.P.H. requires applicants to have completed a master’s degree-level curriculum in public health (MPH or MSPH), a master’s degree in a related area, or a professional degree in an area such as law or medicine and the five introductory-level master’s degree core courses as prerequisites to the Dr.P.H. program. This work represents the equivalent

of the first two years of Roemer's five-year curriculum. The remaining work is presented in the equivalent of a three-year full-time Dr.P.H. curriculum exclusively offering advanced course work. Applicants with a master's degree but lacking one or more of the prerequisite courses may complete requisite work prior to entry into the Dr.P.H. program. However, this work will not substitute for required courses.

The Dr.P.H. degree will require a minimum of 63 semester hours of course work past the master's degree on a full or part-time basis. Typically, a full-time student will require three years past the master's degree to complete the program. The Dr.P.H. curriculum consists of four components, the core curriculum, advanced course work, the public health field experience, and the public health problem solving or research project. The professional program will include a 27 semester hour required core curriculum consisting of two advanced courses in each of four core disciplines: epidemiology, biostatistics, health services management, and health enhancement and disease prevention, and one advanced course in occupational and environmental health. Students will also be required to complete 21 hours of advanced work including 15 semesters hours of advanced course work related to their career plans and two supervised public health field experiences (six hours).

All students will be required to participate in the Public Health Doctoral Professional Colloquium (one semester hour of credit) each semester of enrollment. The purpose of this integrative colloquium is to encourage contact with both the professional and academic communities and will enable students to become involved with colleagues, libraries, laboratories, and ongoing programs of research and inquiry. The colloquium will integrate the curriculum content of the five core disciplines and will offer students an opportunity to experience the intellectual ferment that characterizes a university. The Colloquium will also be the setting for discussion of development, progress, and presentations of the capstone problem solving projects.

The program also includes two supervised public health field experiences, and a problem solving or research capstone project requirement. As a professional degree, practice is critical to education. The purpose of the field requirement is to encourage exposure to professional public health practice. As a professional degree, the Dr.P.H. values fieldwork as an educational experience. Field experiences will be consistent with the Association of Schools of Public Health, Council of Public Health Practice Coordinators report *Demonstrating Excellence in Academic Public Health Practice* (1999). The Dr.P.H. curriculum will include two required doctoral field experiences for all students. Doctoral Field Experience I (two semester hours) will be an introductory, one semester, one day per week experience for a total of 120 hours. Doctoral Field Experience II (four semester hours) will be an advanced one semester, two days per week experience for a total of 240 hours. Students will be placed in public health settings doing work other than that which they are currently employed to do.

The Milbank Memorial Fund Commission for the Study of Higher Education for Public Health report *Higher Education for Public Health* (1976) recommends that educational institutions should develop reciprocal relationships with health agencies and community organizations to bring greater realism to the classroom, and academic expertise to the field. Gellert (1996), states that U.S. schools of public health have recognized the imperative to strengthen the public health practice content of training for future public health practitioners. He also notes those leading schools of public health and community-based health agencies have developed initiatives to improve linkages between academic training and public health practice. Stauffer (1990) reiterates the importance of community involvement and refers to the Roemer model to reconfigure public health education. The School of Public Health has initiated this activity by developing formal agreements for collaboration with the Kentucky State Department of Public Health, and local health departments. Placements will be coordinated with local health departments, the Kentucky Department for Public Health, and private public health settings. A fund is being explored to compensate students for the second field experience while serving as consultants to local health departments in the Commonwealth.

Following completion of a comprehensive determinative examination covering the didactic material contained in the curriculum and application of this knowledge and problem solving in the field, students

will initiate a major project as an alternative to the traditional doctoral dissertation. The problem solving or research project requirement is designed as the integrative capstone component of the curriculum, and is intended to build upon the antecedent foundation of course and field work. The project will address a public health problem solving or research topic demonstrating appropriate intellectual rigor and capability as an integrative activity. These projects may be linked to the required doctoral fieldwork. It is anticipated that the problem-based project will be the predominant method of completing this requirement, although some students may choose a more theory oriented model more closely resembling a traditional Ph.D. doctoral dissertation. The Dr.P.H. curriculum for a full time student is presented in Figure 1. Part time students will complete the same curriculum at a different pace.

All degree requirements for the doctorate must be completed within five years following the semester in which the candidate successfully completes the comprehensive determinative examination that is completed during the final semester of course work. If all degree requirements are not met during the five-year period, degree candidates who provide evidence of the likelihood of completing the degree during an extension of time may be granted such an extension. Requests will be considered only after the candidate has again successfully completed the determinative examination process as currently administered by the program.

The Dr.P.H. program anticipates significant enrollment by part-time students who are working professionals in the healthcare field, and plans to address this through off-campus course offerings and distance education. The opportunity to offer course work in Frankfort (the state capital) is being explored. This will enable marketing to employees of the Commonwealth of Kentucky Department for Public Health. Following initial offerings, the School of Public Health plans to offer degree courses on a statewide basis using interactive compressed video and the Internet. The goal for initiation of distance education activities using interactive video and the Internet will follow implementation of the on-campus program and is being planned for the fourth year of program operation.

The Dr.P.H. degree was approved by the University of Kentucky Board of Trustees in January 2000, and the Kentucky Council on Postsecondary Education in September 2000. The first student class was admitted for matriculation in January 2001. Projected Dr.P.H. admissions are for ten to fifteen students per year. It is anticipated that more than seventy percent of students will be working professional/part-time students, and most courses will be offered in late afternoon or evening sessions. The first class of graduates will complete the program at the conclusion of the third year with part time students graduating in successive years. Attrition will be addressed through a cautious admission policy and aggressive student support services following matriculation.

ADMISSIONS CRITERIA/STANDARDS/PROCEDURES

Although professional degree requirements are at the discretion of the School of Public Health, admission requirements include grade point average, a Graduate Record Examination (GRE) or an equivalent professional examination score, and English language ability (TOEFL) for international students will be the same as doctoral degree requirements of the Graduate School. The School will also require all applicants to have an earned Master of Public Health (MPH), Master of Science in Public Health (MSPH) degree, or an equivalent professional degree. Examples of equivalent degrees are programs related to public health such as the Master of Arts in Health Communications, or the Master of Science in Nursing, along with course work equivalent to the five basic core courses in the curriculum of the MPH degree. In addition, "transitional programs" will be established to link appropriate master's degrees to the Dr.P.H. degree. A minimum of three years of significant public health work experience is recommended but not required for applicants. In addition to a standard application form, applicants will submit a statement of career goals, and letters of reference including at least one professional and one academic reference. A formal interview with the admission's committee will be required of all applicants. Students will be admitted as candidates for the Dr.P.H. degree. Formal candidacy is not completed until the candidate successfully completes the required comprehensive examination.

Year One

Fall Semester	Spring Semester
PH 910, Topics in Advanced Epidemiology and Laboratory (3)*	PH 911, Professional Seminar in Epidemiology (3)*
PH 930, Advanced Biostatistical Methods in Public Health(3)*	PH 921, Professional Seminar in Environmental Health (3)*
PH 940, Health-related Behaviors: Models and Applications (3)*	PH 931, Professional Seminar in Biostatistics (3)*
PH 950, The Well Managed Public Healthcare Organization (3)*	PH 941, Professional Seminar in Health Enhancement & Disease Prevention (3)*
PH 901, Public Health Professional Colloquium (1)*	PH 901, Public Health Professional Colloquium (1)*

Year Two

Fall Semester	Spring Semester
PH 951, Professional Seminar in Health administration (3)*	Advanced Public Health elective (3)
Advanced Public Health elective (3)	Advanced Public Health elective (3)
Advanced Public Health elective (3)	PH 997, Doctoral Public Health Field Practicum I (2)*
Advanced Public Health elective (3)	PH 996, Public Health Project Research (0-12)*
PH 901, Public Health Professional Colloquium (1)*	PH 901, Public Health Professional Colloquium (1)*

Year Three

Fall Semester	Spring Semester
PH 997, Doctoral Public Health Field Practicum II (4)*	
PH 996, Public Health Project Research (0-12)	PH 996, Public Health Project Research (0-12)
PH 901, Public Health Professional Colloquium (1)*	PH 901, Public Health Professional Colloquium (1)*

* Required Course

ACCREDITATION/CERTIFICATION

Presently, uniform and universal minimum competencies for public health personnel do not exist. Loos (1995), and Sorenson and Bialek (1993) discuss public health professional forums joining practitioners and academicians to promote recommended competencies. However, state or national agencies have not implemented minimum competencies. In an editorial in the *American Journal of Public Health*, Sommer and Akhtar (2000) write that the Association of Schools of Public Health and the American Public Health Association have recognized this problem and have appointed a Task Force to examine the provision of credentialing in public health. This credential will address the issue of professionalism in the discipline. As it stands, without licensure, certification, or registration of personnel, the sole measure of professional competence is successful completion of a public health academic degree from a Council on Education for Public Health (CEPH) accredited school of public health. By defining educational quality in terms of competence of graduates, CEPH criteria help to link learning with application. CEPH criteria for accreditation deal with quality of both product and process—the ends to be achieved through public health educational, research, and service activities. CEPH accreditation criteria focus on master's degree education but do not specifically address the Dr.P.H. degree. The sole CEPH reference to doctoral education is that an accredited school of public health must offer at least one doctoral degree relevant to public health. The Executive Director of CEPH, Pat Evans, notes that the professional degree meets this criterion (Evans 2000).

EVALUATION

The ultimate evaluation of the Dr.P.H. will be linked to its mission, which is contribution to the improvement of the health of the people of Kentucky. However, the precise contribution of Dr.P.H. graduates to this outcome will be difficult to measure. As a proxy measure for this mission, the School of Public Health will use traditional academic measures of outcome including student evaluations and accreditation, and will develop tools for outcome assessment of graduates. Program evaluation will also be conducted in the context of the University's policies and procedures including five-year internal reviews and traditional activities such as student evaluations. In addition, the University has developed a model establishing and measuring outcome goals for all academic programs for use in Southern Association of Colleges and Schools (SACS) accreditation process. As previously noted, the Kentucky School of Public Health will seek Council on Education in Public Health (CEPH) accreditation.

The Administrative Council of the School of Public Health has agreed that while these measures are valuable, they are not sufficient for development of an innovative professional degree program. The Administrative Council has made a commitment to develop its strategic planning and evaluation activities in the context of an innovative evaluation model, use of the Malcolm Baldrige National Quality Award. The Baldrige Award program offers a means to coordinate these activities, and coordinate assessment of program performance. Academic Affairs, Evaluation, Student Affairs, and External Advisory Committees will conduct business and make decisions in the context of the Baldrige criteria. In addition to applying the Baldrige National Quality Award model as the framework for the previously referenced evaluation mechanisms, the Dr.P.H. program intends to seek national recognition as an innovative, high quality program through active pursuit of the Baldrige Award.

The Baldrige National Quality Award Program is an internationally-recognized program for recognition of public-private partnerships established by Congress in 1987 to promote and recognize quality awareness and business performance excellence. In 1998, federal legislation was enacted to make educational institutions and healthcare organizations, as well as industry, eligible for the Malcolm Baldrige National Quality Program. The educational criteria are designed to diagnose an organization's overall performance management system (Baldrige National Quality Program 1999). In summary, the Baldrige educational criteria address: 1) leadership, 2) strategic planning, 3) student and stakeholder

focus, 4) information and analysis, 5) faculty and staff focus, 6) educational support process management, and 7) school performance results. The criteria are designed to focus attention on the critical factors that drive an organization's overall success, and are measured by systematic and ongoing internal activities, as well as written documentation and a site visit by a Baldrige panel of examiners.

Harry S. Hertz (1999), Director, Baldrige National Quality Program believes that implementation of the Baldrige Educational Criteria for development of a terminal professional degree in public health would be a unique opportunity to teach the use of the Baldrige criteria for healthcare organizations, while simultaneously implementing the educational criteria for program performance (Hertz 1999). Hertz believes that the criteria will improve organizational performance practices and capabilities, provide integrated results-oriented performance requirements, facilitate communication and sharing, foster development of partnerships, and serve as a working tool for improving planning, training, and assessment.

Noteworthy aspects of the educational framework include measurement of concepts of excellence through year-to-year improvement in essential measures of performance, leadership, and performance improvement relative to benchmarks. The Baldrige Award recognizes well-conceived and well-executed

curricula and criterion-referenced assessment strategies linked to mission and goals. The award requires a focus on improvement, ongoing evaluation, and the requirements of users of products and services, including current and future students, stakeholders, including parents, employers, other schools, and communities. The Award criteria have a primary focus on teaching and learning, followed by research, and are consistent with the professional orientation of the Dr.P.H. degree.

RESOURCES

The need for resources to develop a high quality Dr.P.H. program is clearly recognized by faculty and administrators. The Dr.P.H. program is viewed as an important component of the University and Medical Center strategic plans, as well as a requirement for accreditation of the School of Public Health. The School of Public Health has extended new or joint faculty appointments to more than 130 university faculty with a focus upon the Division of Health Services Management and the Department of Preventive Medicine. The School's new faculty appointments include two endowed chairs and pursuit of additional chairs and professorships. The University's Dr.P.H. program feasibility proposal calls for an additional ten full-time equivalent faculty, along with support staff, assistantships, minority student support, and related resources for program implementation. These resources will be requested in increments over the next three budget years as the program expands its teaching commitments.

As a new program, initial growth will call for a substantial commitment by existing faculty in the teaching of new courses, advising, and serving on project committees. A state program offering matching funds for endowments of new faculty chairs and professorships will be used to maximize resources. University administrators, including the President, the Medical Center Chancellor, and the Deans of the five Medical Center Colleges, have enthusiastically supported the establishment of the Dr.P.H. and School of Public Health. Although presently in suspension, the Kentucky Council on Postsecondary Education has offered a university funding formula that reimburses state universities at a higher rate for doctoral education than baccalaureate or master's degree education. Reinstitution of the formula model will generate additional resources for the Dr.P.H. program. As a professional degree program, Dr.P.H. tuition may also be set at a rate higher than traditional graduate school tuition. Initially, tuition will be set at the same rate as the Graduate School. However, this decision may be reconsidered in the future as the program and budget evolve.

PLANS FOR INSTITUTIONAL COOPERATION

The Dr.P.H. degree will seek to promote inter-institutional relationships with other universities as a means to maximize quality, access, and efficiency. As the only School of Public Health and Dr.P.H. in the

Commonwealth of Kentucky and many contiguous states, discussions are taking place to collaborate with the complementary public health education activities of the University of Louisville, Western Kentucky University, Eastern Kentucky University, and other regional public and private institutions. An example of this collaboration is an inter-institutional plan to develop and offer the five MPH core courses required as prerequisites for the Dr.P.H. program on a distance education basis through Kentucky Commonwealth Virtual University. In addition, appropriate doctoral course work will be transferable between the University of Kentucky and the University of Louisville. Cooperative educational, research, and service efforts are also being established with schools of public health in other states.

PUBLIC DEMAND

Gebbie (1999) notes that “the challenges facing public health are enormous and require a workforce in governmental, voluntary, and interested private health agencies that is skilled not only in the technology of public health but also in its philosophy and framework.” While there is presently limited information available about the public health workforce in the U.S., Gebbie recommends a systematic educational effort to enhance workforce competency, including development of leadership and management competencies.

Recognizing the severe limitations in timely and publicly available public health work force data, several approaches were used to assess demand for the Dr.P.H. degree program. In addition to informal communications, expert opinion was sought. External data was extrapolated to estimate demand in Kentucky, and the professional literature was reviewed for recommendations. Academic deans of five CEPH accredited schools of public health were polled by telephone to assess the need for a Dr.P.H. degree program and were asked four questions.

1. “Do you see an increase or decrease in demand in the number of doctorally-prepared public health professionals?” Four dean’s reported an increase in demand; the fifth indicated “steady” demand.
2. “Do your doctorally-prepared public health graduates have difficulty with job placement?” All five deans reported no problems with placement.
3. “Are you currently recruiting doctorally-prepared public health professionals?” Four of the five deans reported active recruitment.
4. “Overall, do you think the field of public health needs more doctorally-prepared personnel?” Four dean’s responded yes, the fifth indicated continuing demand at a level constant with the present.

Michael Gemmel, former Executive Director of the Association of Schools of Public Health, was also contacted regarding demand for Dr.P.H. graduates. Mr. Gemmel (1999) responded that there has been notable growth in the number of schools of public health and in the total enrollment in existing schools. He states that as a result of the changes taking place in healthcare delivery there is a need for people trained in this discipline and the Dr.P.H. program at the University of Kentucky would benefit the Commonwealth of Kentucky. He further noted the value of non-traditional and distance education for Kentucky.

Enumeration of public health employment opportunities is extremely difficult. The National Association of County and City Health Officials (1997) reports that the work of public health goes on in a variety of settings, including local, state, and federal government health agencies; private sector healthcare organizations that provide consultative, advocacy, and clinical services; and services as well as universities and schools that conduct research in public health. Other public health functions are carried out by environmental, agricultural, and education departments. This diversity of employment locations has made it difficult to enumerate precisely the composition of the workforce.

The highly regarded Milbank Memorial Fund Commission for the Study of Higher Education for Public Health (1976) addressed Dr.P.H. public health workforce requirements in their 34 recommendations for the restructuring of higher education for public health. Three of these recommendations are directly relevant to the proposed Doctor of Public Health degree:

1. A concerted national effort should be undertaken to develop a larger and better qualified cadre of professional personnel capable of coping with the complex and changing health problems of the nation.
2. In order to produce professional personnel with appropriate knowledge, skills, and perspectives, so that they might deal effectively with the new challenges in public health, all institutions providing higher education for public health should build their educational programs on the unique base for public health.
3. There should be a major redirection and reorganization of higher education for public health, based on the recognition that different groups of personnel with different functions will require different kinds of education programs, and schools of public health should concentrate their efforts in three areas, including the preparation of executives, planners, and policy-makers.

In summary, many recommendations exist for the evaluation of the U.S. public health workforce. However, efforts at the state and national levels are presently rudimentary. Despite the absence of detailed data on the size, composition, and distribution of the workforce, a consensus exists that current demand exceeds supply.

STUDENT DEMAND

As previously noted, there are not any similar degree programs in the Commonwealth of Kentucky or in close proximity in contiguous states. Anecdotal information, inquiries from prospective students, and professional judgement indicate that there is demand for such a program. Recognizing the extraordinary growth in the number of schools of public health, it is reasonable to infer that these programs would not be under development without public need and student demand. Currently, Kentucky residents seeking the Dr.P.H. degree must leave the Commonwealth for their education and may not return at the conclusion of their education. In addition, a primary target for the program will be non-traditional students currently employed in public health and related professions who are seeking to enhance their knowledge to perform public health activities. A significant audience will be personnel currently employed in municipal, county, and state public health departments seeking increased knowledge to achieve leadership roles in public health.

As previously noted, a national shortage of public health professionals exists. This is documented in reports from the Pew Health Professions Commission, the U.S. Department of Health and Human Services, Bureau of the Health Professions, and the Association of Schools of Public Health. Berman and Novotony (1999) report the results of a California survey where 52 percent of respondents are interested in participating in public health extended degree programs and continuing education. These references fail to differentiate between baccalaureate, masters, doctoral, and continuing education. However, it is reasonable to assume that senior level public health positions require additional professional education and credentials.

Requests for program information and applications are a short-term measure of local demand for doctoral professional education. The Dr.P.H. program is extremely young and did not admit its first class until spring semester, 2001. To date, program promotion has been limited. Request for information and applications exceed program enrollment goals. The characteristics of the first cohort of applicants are extraordinary. Their academic credentials are excellent, and they are senior-level practitioners. Applicants include administrators in the state and local health departments, the president of a state health professional association, nurses, physician assistants, and social workers involved in clinical and consulting activities, and senior-level administrators from hospitals, insurance, and long-term care. It is conceivable that the first cohort may over-represent senior level practitioners, as there may be a preexisting demand for locally available doctoral professional education. Applications demonstrate similar characteristics for the second cohort of applicants. In planning for the program's future, trends will be carefully monitored to evaluate future demand, curriculum, and class size.

CONCLUSIONS

The Kentucky School of Public Health has developed an innovative, generalist professional doctoral degree program linking public health theory with practice. The curriculum offers an extensive battery of courses based on the body of professional public health knowledge, and integrated with extensive supervised field experience as part of the academic training. Based upon the framework developed by Milton Roemer, the Dr.P.H. is an advanced professional practice degree designed to prepare students for careers as senior-level administrators, applied researchers, policy makers, and educators, and providing leadership to protect and improve the health of the public. Students will complete a curriculum spanning the five core discipline areas offered by the School of Public Health. Initially, advanced course work will be available in three disciplines. Additional disciplines will be added as additional course work is developed. The Dr.P.H degree requires applicants to have completed a masters degree level curriculum incorporating the introductory level core course work and the equivalent of a three year full time Dr.P.H. curriculum offering advanced course work exclusively. The ultimate evaluation of the Dr.P.H. will be its contribution to the improvement of the health of the people of Kentucky. However, the precise contribution of Dr.P.H. graduates to this outcome will be difficult to measure given the limitations of traditional academic measures of outcome. To address accreditation and performance appraisal, the program will utilize the Malcolm Baldrige National Quality Award Program for assessment of educational program performance. The Dr.P.H. degree was approved by the University of Kentucky Board of Trustees in January 2000, and the Kentucky Council on Postsecondary Education in September 2000. The first student class was admitted for matriculation in January 2001.

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