

DEPARTMENT OF  
COMMUNITY HEALTH SCIENCES

MASTERS  
PROGRAMS  
M.P.H.  
M.S.P.H

2013-2014

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## **I. GENERAL DESCRIPTION**

The Department of Community Health Sciences focuses on health as influenced by social and community structure. A central concern is how health-related behaviors of individuals are influenced by and interact with conditions in the social, cultural, physical, and biological environment. Emphasis is on identifying, evaluating, and discouraging health-damaging behaviors and facilitating health-promoting behaviors. The curriculum integrates basic and applied approaches to address public health problems in the community, using the key tools of assessment, planning, and evaluation.

The Department offers schoolwide professional (M.P.H. and Dr.P.H.) and academic (M.S. and Ph.D.) degree programs. Graduates of the professional programs assume positions in the planning, administration, and evaluation of public health programs and policies.. Graduates of the academic programs assume teaching, research, and managerial positions in universities, government agencies, nongovernmental organizations, international health agencies, and research centers.

The Department also offers articulated degrees in conjunction with the Latin American Studies program and the School of Medicine, and concurrent degrees with the African Area Studies and Islamic Studies programs, the Departments of Asian American Studies and Social Welfare, and the School of Law.

The Department's faculty reflect the multidisciplinary nature of public health practice on both national and international levels. Students in the program likewise come from a variety of disciplinary and professional backgrounds.

A minimum of 60 units of graduate and upper division coursework is required for the M.P.H. degree. Candidates with a prior doctoral degree or advanced preparation in a related field may waive certain requirements for the M.P.H. degree, but only after formal consideration and approval by the Department's faculty. Students must document that their prior coursework is relevant to specific requirements in the M.P.H. curriculum.

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

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<sup>1</sup> This is the definitive statement concerning regulations for graduate programs.  
See <http://www.gdnet.ucla.edu/gasaa/pgmrq/pubhlth.asp> for the M.P.H and  
<http://www.gdnet.ucla.edu/gasaa/pgmrq/comhlth.asp> for the M.S.P.H.

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

**ADMISSION REQUIREMENTS**

Applicants should meet the University requirement of a Bachelor's Degree with a minimum 3.0 grade point average (B). Admission also requires:

- Satisfactory performance on the Graduate Record Exam (GRE) taken within the last five years. There is no minimum combined score requirement for the GRE. As a guideline, the average GRE scores for those offered admission to the school over the past three years are Verbal: 550 and Quantitative: 650 (for GREs taken prior to 8/01/2011); and Verbal: 156, 72%, and Quantitative: 151, 51% (for GREs taken after 8/01/2011). The averages are generally higher for those admitted into the doctoral program than for those admitted into the masters program. The analytical writing section is reviewed also. MCAT or DAT scores are accepted only for applicants already holding M.D. or D.D.S. degrees, or currently enrolled in medical or dental school. LSAT scores are accepted only for applicants to the joint J.D./M.P.H. program.
- A satisfactory score on the Test of English as a Foreign Language (TOEFL), taken within the last three years, for students whose undergraduate degree is from an institution where the primary language of instruction is not English.
- Prior work experience in community health or health education, which is strongly considered in the evaluation of applicants for admission.
- Three letters of recommendation, which should come from professors (preferably two of the three) and employers, and should address past performance and potential as a masters student in public health.
- A statement of purpose outlining academic background, personal and work experience, educational goals, and career goals as they relate to the focus of the program.

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

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

**LENGTH OF STUDY PERIOD**

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

**ACADEMIC COURSE LOAD**

A normal load is 12 units per quarter; a minimum of 8 and maximum of 18 units are permitted. Only

graded courses (i.e., not Pass/Fail or Satisfactory/Unsatisfactory), receiving a B-minus or better, can be counted toward the degree requirements. Courses taken outside the School must have applicable content and be approved by blue petition (see page 4) to count toward the degree requirements. Students must petition to take additional units above the quarterly maximum allowed. A blue petition (available in the Student Affairs Office) must be signed first by the student's advisor, then by the Chair/Vice Chair before it is filed in the Student Affairs Office. Students must maintain an average of no less than 3.0 (B) in all required and elective courses during graduate residence at the University of California.

## COURSE AND UNIT REQUIREMENTS

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

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

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

## ADVISORS

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

## COURSE WAIVER

Students who have recently completed courses equivalent to one or more of the required School core courses may request a waiver examination (see pages 7-8). Requests for waiver examinations for any other courses are considered on a case-by-case basis, and in consultation with the course instructor and the student's advisor. A student who passes a waiver examination waives *only* the course requirement, *not* the units requirement. Students who take the core sequence for majors in another department (e.g., Biostatistics 201A, 201B; or Health Policy & Management 200A, 200B) can substitute those courses for the 100-level requirement in that department (note: some departments strictly limit their 200-core sequence to majors). Students must file a blue petition for the substitution.

## BLUE PETITION

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

## ENGLISH AS A SECOND LANGUAGE

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

## STUDENTS WITH DISABILITIES

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

## COMPREHENSIVE EXAMINATION

M.P.H. students **must** successfully pass the CHS Department's Comprehensive Exam. ***Students must advise the Department's Student Affairs Officer (Room 36-070C) at the beginning of the quarter in which they wish to take this Comprehensive Examination.*** (For details, see Appendix V.) Comprehensive exams are held once each Fall and Spring quarter. M.S.P.H. students must either complete a masters thesis or pass the comprehensive exam and complete a research paper.

## DISQUALIFICATION AND APPEAL

Failure to maintain a 3.0 grade point average may result in dismissal. Students having academic difficulty should immediately consult their advisor to discuss ways of improving their coursework. A student whose grade point average has fallen below this standard must achieve a 3.0 by the end of the following term. Failure to complete required coursework within seven terms of enrollment may result in termination. The conditions that could result in this action, along with procedures for appeal, are described in detail on the UCLA website, under "Standards and Procedures for Graduate Study at UCLA":

<http://www.gdnet.ucla.edu/gasaa/library/spintro.htm> . A student may appeal dismissal directly to the CHS Department (their advisor and the Chair/Vice Chair).

## HONORS, AWARDS, AND FELLOWSHIPS

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

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

## ADVANCEMENT TO CANDIDACY (GRADUATION)

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

## EXECUTIVE PROGRAM FOR HEALTH PROFESSIONALS

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

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

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

The M.P.H. degree requires all students to take the four schoolwide core courses, four Department core courses, and four other courses within the Department (see page 9). Elective courses are used to bring the student to the minimum number of required graduate or upper-division units. A maximum of 12 elective units from outside the Department may count towards the minimum number of units.

#### **A. School Core Courses (16 units)**

- 4 units      ● Biostat 100A    Introduction to Biostatistics (Summer, Fall, Spring)  
*(Biostat 100A includes both lecture and laboratory sections.)*
- 4 units      ● EHS 100            Introduction to Environmental Health (Summer, Fall, Spring)
- 4 units      ● Epi 100            Principles of Epidemiology (Summer, Winter, Spring)  
*(Epi 100 includes both lecture and laboratory sections.)*
- 4 units      ● HPM 100          Health Services Organization (Summer, Fall, Winter, Spring)

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

#### **Notes:**

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

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

***Students may substitute the core sequence for majors in departments outside their own for that department's 100-level course (e.g., a CHS major may substitute Biostat 201 A&B for Biostat 100). Students must file a blue petition for the substitution.***

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



## Course Waiver Information

### ● Biostatistics 100A & B--Introduction to Biostatistics

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

The Biostatistics 100A waiver examination will be given on:

**Friday, September 13, 2013**  
**9:00-12:00, Room 51-254 CHS**

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

To sign up, contact Ms. Roxy Naranjo at [rlnaranjo@ph.ucla.edu](mailto:rlnaranjo@ph.ucla.edu) or (310) 267-2186, in the Biostatistics Department Office, 51-254 CHS, no later than 12:00 noon, Wednesday, September 11, 2013. Students must bring a transcript showing that they have had a college-level course equivalent to Biostatistics 100A (including the use of an appropriate statistical software package) when they sign up. Signups are official only after the Chair of the Department of Biostatistics approves the request to take the exam. No written material may be brought to the exam. The exam is closed-book. Calculators are allowed. A page of formulas will be provided.

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

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

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

### ● CHS 100--Introduction to Community Health Sciences

CHS 100 is required only for non-CHS students in the School of Public Health. The waiver exam is given before Winter and Spring quarters. To sign up, contact Ms. Jennifer Banawa at [jbanawa@ph.ucla.edu](mailto:jbanawa@ph.ucla.edu) or (310) 825-8314. Non-CHS students must bring a transcript showing that they have passed a college-level course equivalent to CHS 100 when they sign up to take the exam. **CHS students meet this requirement by taking CHS 210.**

● EHS 100--Introduction to Environmental Health

This course is normally offered Fall and Spring quarters and in summer session. The waiver examination will be given on:

**Tuesday, September 10, 2013  
10:00-1:00, Room (TBA) CHS**

To sign up, contact Ms. Rebecca Greenberg at [rgreenberg@ph.ucla.edu](mailto:rgreenberg@ph.ucla.edu) or (310) 206-1619, in the EHS Department Office, 56-070 CHS, no later than Friday, September 6, 2013. Students must bring documentation of successful completion (B or above) of a course equivalent to EHS 100, and the course description from the course catalog. You may take the waiver examination only after the instructor of EHS 100 has approved your request to do so.

● Epidemiology 100--Principles of Epidemiology

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

**Friday, October 11, 2013  
2:00-4:00 p.m., Room (TBA) CHS**

To sign up, contact Ms. Joy Miller at [jdmliller@ph.ucla.edu](mailto:jdmliller@ph.ucla.edu) or (310) 206-3901 in the Epidemiology Department Office, 71-254A CHS, no later than Monday, September 30, 2013. Announcements for the winter waiver examination will be made in the fall quarter. Students must bring proof of a course equivalent to Epi 100 (e.g., photocopy of transcript) and supporting documentation (e.g., course description from school announcement, or course syllabus) when they sign up for the exam. PLEASE NOTE that your signup is official only after the Epidemiology Department Chair approves your request to take the waiver examination. Recommended texts to review: D. Heymann, *Control of Communicable Diseases Manual*, 18<sup>th</sup> edition, 2008; Leon Gordis, *Epidemiology*, 4<sup>th</sup> edition, 2008.

● HPM 100--Health Services Organization

This course is normally offered Fall and Spring quarters and in summer session. The exam will be given in **mid-September**. For more information, contact Ms. Jill Richardson at [jrichardson@ph.ucla.edu](mailto:jrichardson@ph.ucla.edu) or (310) 825-7863 in the Health Policy & Management Department Office, 31-236A CHS. Students must bring documentation of successful completion (B or above) of a course equivalent to HPM 100, and either a course description or a course syllabus. You may take the waiver examination only after the Health Policy & Management Department Chair has approved your request to do so. No material(s) may be brought to the exam. Suggested text to review: Phoebe Lindsey Barton, *Understanding the U.S. Health Services System*, 4<sup>th</sup> edition, 2009.

**B. Department Core Courses**  
(16 units)

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

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

**C. Department Required Courses**  
(16 units)

Students are required to select *one* course from each of the *three* curricular areas of A) Public Health Practice, B) Populations, and C) Individual and Structural Influences (12 units total). The courses for these three areas are listed below. New CHS department courses will be added to these areas as appropriate. No substitutions or exceptions will be allowed.

Students are *required* to take at least one additional course (4 units) within CHS. An additional course that includes elements of program planning or evaluation, similar to CHS 211 A&B, is strongly *recommended* for students in the second year of the program.

<u>A. Public Health Practice</u>	<u>B. Populations</u>	<u>C. Individual and Structural Influences</u>
212: Advanced Social Research Methods in Health	200: Global Health Problems	220: Racism and Public Health: Social Epidemiologic Approaches
213: Research in Community and Patient Health Education	205: Immigrant Health	224: Social Determinants of Nutrition and Health
M216: Qualitative Research Methodology	226: Women’s Health and Well-Being	235: Influence of Social and Physical Environment on Racial Health Disparities
M218: Questionnaire Design and Administration	231: Maternal and Child Nutrition	247: Population Change and Public Policy
233: Hunger and Food Insecurity as Public Health Issues	238: Evolving Paradigms of Prevention: Interventions in Adolescence	254: Intentional Disasters: War and Refugees

<b><u>A. Public Health Practice</u></b>	<b><u>B. Populations</u></b>	<b><u>C. Individual and Structural Influences</u></b>
M256: Interdisciplinary Response to Infectious Disease Emergencies: Public Health Perspective	M239: Race and Ethnicity as a Concept in Practice and Research	M272: Social Epidemiology
257: Program Planning in Community Disaster Preparedness	240: Child and Reproductive Health in Communities: Global Environmental Perspective	273: Social Epidemiology of Chronic Disease
258: Cooperative Interagency Management in Disasters	246: Women's Roles and Family Health	284: Sociocultural Aspects of Mental Health
271: Health-Related Behavior Change	248: Women's Mental Health	291: Health Policy and Aged
276: Complementary and Alternative Medicine	M250: HIV/AIDS and Culture in Latin America	293: Social & Behavioral Research in AIDS: Roundtable Discussion
282: Communication in Health Promotion and Education	M260: Health and Culture in Americas	440: Public Health and National Security at U.S.-Mexico Border
283: Evidence-Based Health Promotion Programs for Older Adults	M264: Latin America: Traditional Medicine, Shamanism, and Folk Illness	448: Nutrition Policies and Programs: Domestic and International Perspectives
285: Aging, Health, & Society	290: Race, Class, Culture, and Aging	CM470: Improving Worker Health: Social Movements, Policy Debates, and Public Health
288: Health Communication in Popular Media	M294: Social and Behavioral Factors of HIV/AIDS: Global Perspective	
292: Communication and Media Development in Health Promotion/Education	427: Reproductive Health in Sub-Saharan Africa	
295: Overview of Emergency Public Health	431: Foundations of Reproductive Health	
441: Planning and Evaluation of Global Health Programs	432: Perinatal Healthcare: Principles, Programs, and Policies	
443: Assessment of Family Nutrition	434A: Maternal and Child Health in Developing Areas	
451: Post-Disaster Community Health	435: Seminar: Advanced Issues in Women's Health	
452: Management of Food & Nutrition in Major Emergencies	447: Health and Social Context in Middle East	
474: Self-Care and Self-Help in Community Health	477: Health Disparities, Health Equity, and Sexual Minority Populations	
484: Risk Communications		

<b><u>A. Public Health Practice</u></b>	<b><u>B. Populations</u></b>	<b><u>C. Individual and Structural Influences</u></b>
485: Resource Development for Community Health Programs		

## D. Electives

No fewer than 32 units must be taken in the Department. A maximum of 12 elective units from outside the Department may count towards the 60 graduate or upper-division units.

Students have the option of concentrating their studies in a specific area, as described in the following paragraphs.

### Certificate in Health Education/Promotion

Students focusing in health education/promotion may select coursework to meet the requirements for the Society for Public Health Education; see [http://www.ph.ucla.edu/chs/pdf/HPHE\\_sum.pdf](http://www.ph.ucla.edu/chs/pdf/HPHE_sum.pdf). Students completing this coursework are prepared to take the Certified Health Education Specialist national exam; see <http://www.nchec.org/>.

### Certificate in Population and Reproductive Health

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

### Child and Family Health Leadership Training Program

The Child and Family Health Leadership Training Program is open to all students in the Department of Community Health Sciences. At least 12 units in the training program are recommended. While some of the courses focus on children and families in general, others focus on special populations, such as children with special health care needs, pregnant women and newborns, adolescents, or abused and neglected children. Students with an interest in these and other special populations can tailor their course selections accordingly with the consent of the advisor. For more information, see the Center for Healthier Children, Families and Communities website at <http://www.healthychild.ucla.edu/ourwork/child-family-health-leadership-training/>.

### Emergency Public Health

The specialization in the area of emergency public health explores the adverse public health effects of disasters and both the public health and emergency management principles that can be applied to reduce those effects. Students interested in specializing in this area are advised to follow an academic pathway that includes four core courses through the Center for Public Health and Disasters (CPHD) and four additional School of Public Health elective or suggested courses addressing emergency and disaster public health. In addition to these eight courses, it is recommended that students select a field internship from several

available opportunities that have been established with a variety of emergency and public health agencies. Students who satisfactorily complete the eight courses and the internship will be given a letter outlining their specialization in the area of emergency public health. For more information, see the CPHD website at <http://www.cphd.ucla.edu> .

### Global Health Certificate

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

For a listing of the research and training centers affiliated with the School of Public Health, see <http://ph.ucla.edu/content/about-us> .

For additional information, see the Departmental website at [http://www.ph.ucla.edu/chs/degree\\_programs\\_offered.htm](http://www.ph.ucla.edu/chs/degree_programs_offered.htm) .

### E. Fieldwork

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

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

## **F. Competencies**

Upon graduation, a student with an M.P.H. should be able to do the following:

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

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

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

- Option 1:** The development of a research project leading to a masters thesis, or
- Option 2:** Completion of the Department comprehensive examination and a major written report on a topic selected by the student in consultation with his/her masters committee.

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

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

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

### **B. Department Requirements (48 units)**

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

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

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



## 1. Comprehensive Examination Option

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

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

## 2. Masters Thesis Option

If the thesis option is selected, a Thesis Committee is established. The committee approves the thesis prospectus *before* the student files for advancement to candidacy. The thesis must be approved by the Thesis Committee. Approval from the UCLA Human Subjects committee must also be obtained before any data collection or analysis starts (see page 23).

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

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

Upon completion, the thesis is filed electronically with Graduate Division; see

<http://www.grad.ucla.edu/gasaa/library/thesisintro.htm> .

## Distinction between Masters Thesis and Masters Paper

The *thesis* is similar to a doctoral dissertation but shorter and more limited in scope, usually consisting of one study with one to three research questions that can be addressed with empirical data. The research carried out for the thesis may be an original data collection or secondary analysis of existing data. Similar to the dissertation, the *thesis* should include the following chapters: (1) a short introduction that outlines the significance of the problem, reviews the relevant literature, and states the study hypotheses; (2) a description of the methods including sample, methods of data collection, measures, and data analysis plan; (3) a results section that outlines the data analyses carried out for the study and the findings of those

analyses; and (4) a discussion that includes the summary, interpretation, and implications of the findings. The thesis is shorter than a dissertation, usually about 50-60 double-spaced pages.

The research paper can take one of three forms.

1) A *paper* differs from a *thesis* by proposing a research study but not necessarily conducting it or analyzing data. This proposal is for a study with one to three research questions that could be addressed with empirical data. The *paper* should include: (1) an introductory portion that outlines the significance of the problem, provides a detailed and critical literature review that presents the context for the research question, and states the hypotheses; (2) a method section that describes how the research question could be conducted; (3) a results section that outlines the type of data analyses that would be necessary and potential outcomes of those analyses; and (4) a discussion section that includes an interpretation of potential outcomes and their implications. These sections resemble those of a journal article (as distinct from being separate chapters as in the thesis).

2) The *paper*, as described above, could be focused on an existent, secondary data set and include analyses. In that case, the analytical strategy and results would be emphasized, and would be more limited in scope than a thesis.

3) The *paper* could focus on a comprehensive theoretical analysis, synthesizing the current knowledge, that goes well beyond a literature review.

The *paper* is shorter than a *thesis*, usually about 20-25 double-spaced pages. An assignment completed as part of a course does not fulfill the requirement for a masters paper and cannot be used unless the masters paper is substantially transformed from the course paper.

## **C. COMPETENCIES**

Upon graduation, a student with an M.S.P.H. should be able to do the following:

### **A. Access and understanding of relevant research studies**

1. Retrieve and synthesize scientific literature relevant to the social and behavioral aspects of health.
2. Apply basic theories, concepts and models from a range of social and behavioral disciplines to public health research.
3. Demonstrate familiarity with existing data bases, registries, and other sources of public health information for use in research studies.

### **B. Design and implementation of research studies**

1. Formulate a research question.
2. Identify a target population.
3. Develop an appropriate design to address the research question and determine its feasibility within the target population.
4. Describe the sources of data and the methods necessary for gathering the data.
5. Design a data analysis plan.

### **C. Analysis and dissemination of research findings**

1. Use computer systems and analytic software packages.
2. Conduct descriptive and hypotheses-testing analyses.
3. Summarize the key findings in language appropriate for different target audiences and constituencies.

### **D. Community/cultural orientation**

1. Demonstrate cultural and linguistic knowledge and skills in the research process.

### **E. Ethical and confidentiality considerations**

1. Assess ethical considerations in research implementation, data analysis, and dissemination.
2. Weigh risks, benefits, and unintended consequences of research.
3. Understand the concepts of human subject protection and confidentiality.

TABLE I  
CHS DEPARTMENT COURSES OFFERED 2013-2014

As of 6/27/13

FALL 2013		WINTER 2014		SPRING 2014	
132	Health, Disease & Health Services in Latin America (Taub)	100	Introduction to Community Health Sciences (von Ehrenstein)	100	Introduction to Community Health Sciences (TBD)
200	Global Health Problems (Dorian) (B)	205	Immigrant Health (Wallace) (B)	<b>211B</b>	<b>Program Planning, Research, &amp; Evaluation in Community Health Sciences (Bourque/Wang)</b>
<b>210</b>	<b>Community Health Sciences (Gee)</b>	<b>211A</b>	<b>Program Planning, Research, &amp; Evaluation in Community Health Sciences (Gipson/Preliip)</b>	M216	Qualitative Research Methodology (Kagawa-Singer) (A)
213	Research in Community & Patient Health Education (Morisky) (A)	212	Advanced Social Research Methods in Health (Bourque) (A)	220	Racism and Public Health: Social Epidemiologic Approaches (Ford) (C)
M218	Questionnaire Design & Administration (Bourque) (A)	M256	Interdisciplinary Response to Infectious Disease Emergencies: Public Health Perspective (Shoaf) (A)	240	Child & Reproductive Health in Communities: A Global Environmental Perspective (von Ehrenstein) (B)
219	Theory-Based Data Analysis (Aneshensel) (*)	257	Program Planning in Community Disaster Preparedness (Shoaf) (A)	246	Women's Roles and Family Health (Tavrow) (B)
220	Racism & Public Health: Social Epidemiologic Approaches (Ford) (C)	M260	Health & Culture in the Americas (Taub) (B)	247	Population Change and Public Policy (Pebley) (C)
224	Social Determinants of Nutrition & Health (Wang) (C)	270A	Foundations of Community Health Sciences (Aneshensel) (*)	M250	HIV/AIDS and Culture in Latin America (Taub) (B)
231	Maternal & Child Nutrition (Baer) (B)	282	Communication in Health Promotion & Education (Glik) (A)	254	Intentional Disasters: War & Refugees (Halbert) (C)
238	Evolving Paradigms of Prevention: Interventions in Adolescence (D'Amico) (B)	286	Doctoral Roundtable in CHS (Wallace) (*)	258	Cooperative Interagency Management in Disasters (Shoaf) (A)
M239	Race, Ethnicity, & Culture as Concepts in Practice & Research (Kagawa-Singer) (B)	295	Overview of Emergency Public Health (Dorian) (A)	M264	Latin America: Traditional Medicine, Shamanism & Folk Illness (Taub) (B)
M263	Social Demography of Los Angeles (Pebley) (*)	296 s. 1	Advanced Research Topics in Community Health Sciences (Upchurch) (*)	270B	Foundations of Community Health Sciences (Upchurch) (*)
276	Complementary & Alternative Medicine (Upchurch) (A)	296 s. 2	Advanced Research Topics in Community Health Sciences (Aneshensel) (*)	283	Evidence-Based Health Promotion Programs for Older Adults (Frank) (A)
286	Doctoral Roundtable in CHS (Wallace) (*)	427	Reproductive Health in Sub-Saharan Africa (Tavrow) (B)	286	Doctoral Roundtable in CHS (Wallace) (*)
288	Health Communication in Popular Media (Glik) (A)	440	Public Health & National Security at the US-Mexico Border (Stratton) (C)	291	Health Policy & Aged (Wallace) (C)
451	Post-Disaster Community Health (Dorian) (A)	443	Assessment of Family Nutrition (Wang) (A)	CM470	Improving Worker Health: Social Movements, Policy Debates, & Public Health (Delp) (C)
		448	Nutrition Policies & Programs: Domestic & International Perspectives (Baer) (C)	484	Risk Communications (Glik) (A)
		477	Health Disparities, Health Equity, & Sexual Minority Populations (Ford) (B)	485	Resource Development for Community Health Programs (Preliip) (A)

**Bold: Department core courses**

Curricular Area indicated:

(A) Public Health Practice

(B) Populations

(C) Individual and Structural Influences

(\*) None; course is designed for doctoral students

## **APPENDIX I. SAMPLE COURSE PLAN**

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

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

<b>YEAR 1 FALL</b>	<b>YEAR 1 WINTER</b>	<b>YEAR 1 SPRING</b>
CHS 210 (must be taken Fall quarter of first year)	CHS 211A (must be taken Winter quarter of first year)	CHS 211B (must be taken Spring quarter of first year)
Biostat 100A	Epi 100	Dept. required course*
HPM 100 (must be taken Fall quarter of first year)	Dept. required course*	Elective
<b>SUMMER</b> 400 hours of Fieldwork		
<b>YEAR 2 FALL</b>	<b>YEAR 2 WINTER</b>	<b>YEAR 2 SPRING</b>
CHS 400 (enrolled only)	Dept. required course*	Optional elective
EHS 100	Elective	Optional elective
Dept. required course*	Optional elective	Optional elective
Elective		+ Comprehensive exam

\* see page 9, item C.

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

## **APPENDIX II. ACCELERATED MPH POLICIES FOR MEDICAL SCHOOL STUDENTS**

The MPH in the Department of Community Health Sciences is a two-year program that takes at least 15 months to complete. A student must complete a total of 60 units (56 while in residence at UCLA), including 16 units of School core courses, 28 units of CHS Department core/required courses, and 12 units of graduate elective courses.

In addition to the 56 units of coursework, the student must complete 400 hours of fieldwork. Fieldwork is completed in the summer, and the student enrolls in 4 units of CHS 400 during the following fall quarter to receive course credit. A student is not permitted to begin fieldwork until after completing CHS 211B during the Spring quarter; therefore, completing fieldwork will take a minimum of 10 weeks past this date, typically ending around the middle of August. No exceptions are made and it is up to the student to accommodate this requirement. Finally, during the second Fall quarter, the student will be eligible to take the comprehensive examination. Assuming that all 56 units of required coursework are completed, the student need not be in residence at UCLA during the comprehensive exam or while enrolled in CHS 400.

Students who are currently in medical school or those who wish to complete the program two quarters early are required to manage their own schedules. **Special accommodations will not be made.** The department recommends the following schedule:

<b><u>YEAR 1 FALL</u></b>	<b><u>YEAR 1 WINTER</u></b>	<b><u>YEAR 1 SPRING</u></b>	<b><u>SUMMER</u></b>	<b><u>YEAR 2 FALL</u></b>
CHS 210	CHS 211A	CHS 211B	400 Hours of Fieldwork	CHS 400 (enrolled only)
Biostat 100A	Epi 100	EHS 100		Comprehensive Examination
HPM 100	Dept. Required Course	Dept. Required Course		
Dept. Required Course	CHS Elective	Elective		
Elective	Elective			
<b><u>UNITS: 20*</u></b>	<b><u>UNITS: 20*</u></b>	<b><u>UNITS: 16</u></b>	<b><u>UNITS: 0</u></b>	<b><u>UNITS: 4</u></b>

*\* A student who wishes to enroll in more than 18 units per quarter must first receive permission from his/her academic advisor via blue petition.*

CHS 210, 211A, and 211B are CHS department core courses that must be taken as indicated above.

Department required courses and electives can be interchanged within quarters, depending on when courses of interest are offered.

The School core courses (Biostat 100A, EHS 100, Epi 100, and HPM 100) may be waived by taking a waiver exam. However, **no unit credit is awarded for waived courses.** The student must take an elective course (for a letter grade) to fulfill unit requirements.

Students wishing to lighten the quarterly unit requirements have two options:

1. Take some or all of the following courses through Summer Sessions during the summer before beginning the program: Biostat 100A, EHS 100, Epi 100, HPM 100.
2. Remain in residence at UCLA during the second Fall quarter and enroll in a minimum of 8 units.

### **APPENDIX III. GUIDE TO FIELD EXPERIENCE (CHS 400)**

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

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

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

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

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

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

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

Field studies materials are available on the Field Studies website:

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

## **APPENDIX IV. GUIDE TO DIRECTED INDIVIDUAL STUDY (CHS 596)**

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

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

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

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

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

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

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

Human Subjects Approval. Please see Appendix VI.



## **APPENDIX V. COMPREHENSIVE EXAMINATION**

The M.P.H. Comprehensive Examination is given twice a year, during the Fall and Spring quarters. The date and time (a Friday, halfway through the quarter) are announced during the first week of the Fall and Spring quarters. ***Students are responsible for notifying the CHS Department's Student Affairs Officer when they are ready to take the exam.***

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

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

Students who are not enrolled in courses during the quarter that they take the exam must pay a filing fee (contact the Student Affairs Office), but will not be charged regular or professional school fees for that quarter. Students should be aware of the continuous enrollment policy set by the University. If a student fails the comprehensive exam while on a filing fee during the Fall quarter, the student will need to reapply to the program in order to retake the exam in Spring (contact the Department's Student Affairs Officer for more information).

## **APPENDIX VI. HUMAN SUBJECTS APPROVAL**

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

## CHS DEPARTMENT FACULTY AND THEIR RESEARCH INTERESTS

### Core Faculty

**CAROL S. ANESHENSEL**, Ph.D.  
Professor, Department Vice Chair  
[anshns1@ucla.edu](mailto:anshns1@ucla.edu)

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

**LINDA B. BOURQUE**, Ph.D.  
Professor  
[lbourque@ucla.edu](mailto:lbourque@ucla.edu)

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

**CHANDRA L. FORD**, Ph.D.  
Assistant Professor  
[clford@ucla.edu](mailto:clford@ucla.edu)

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

**GILBERT C. GEE**, Ph.D.  
Professor  
[gilgee@ucla.edu](mailto:gilgee@ucla.edu)

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

**JESSICA D. GIPSON**, Ph.D., M.P.H.  
Assistant Professor  
[jgipson@ucla.edu](mailto:jgipson@ucla.edu)

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

**DEBORAH C. GLIK**, Sc.D.  
Professor  
[dgliek@ucla.edu](mailto:dgliek@ucla.edu)

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

**MICHAEL S. GOLDSTEIN**, Ph.D.  
Professor  
[msgoldst@ucla.edu](mailto:msgoldst@ucla.edu)  
*[On campus-wide assignment for 2013-14]*

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

**GAIL G. HARRISON**, Ph.D.  
Professor  
[gailh@ucla.edu](mailto:gailh@ucla.edu)

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

**MARJORIE KAGAWA-SINGER**, Ph.D., M.A.,  
M.N., R.N.  
Professor  
[mkagawa@ucla.edu](mailto:mkagawa@ucla.edu)

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

**DONALD E. MORISKY**, Sc.D., M.S.P.H., Sc.M.  
Professor  
[dmorisky@ucla.edu](mailto:dmorisky@ucla.edu)

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

**ANNE R. PEBLEY**, Ph.D.  
Professor  
[pebley@ucla.edu](mailto:pebley@ucla.edu)

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

**KIMBERLEY I. SHOAF**, Dr.P.H.  
Associate Professor in Residence  
[kshoaf@ucla.edu](mailto:kshoaf@ucla.edu)

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

**JUDITH M. SIEGEL**, Ph.D., M.S.Hyg.  
Professor  
[jmsiegel@ucla.edu](mailto:jmsiegel@ucla.edu)

The impact of stress on health; psychological response to natural and human-perpetrated disasters; health promotion in minority communities, with particular emphasis on chronic disease prevention.

**DAWN M. UPCHURCH**, Ph.D., L.Ac.  
Professor  
[upchurch@ucla.edu](mailto:upchurch@ucla.edu)

Women's health and health disparities; social and behavioral determinants of women's health; psychosocial stressors and health; biopsychosocial models of women's health; biomarkers and allostatic load; complementary and alternative medicine; acupuncture.

**ONDINE S. VON EHRENSTEIN**, Ph.D., M.P.H.,  
M.S.  
Assistant Professor  
[ovehren@ucla.edu](mailto:ovehren@ucla.edu)

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

**STEVEN P. WALLACE**, Ph.D.  
Professor, Department Chair  
[swallace@ucla.edu](mailto:swallace@ucla.edu)

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

**MAY C. WANG**, Dr.P.H.,  
Associate Professor  
[maywang@ucla.edu](mailto:maywang@ucla.edu)

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

**Adjunct Professor/  
Field Program Supervisor**

**MICHAEL L. PRELIP**, D.P.A., M.P.H., C.H.E.S.  
[mprelip@ucla.edu](mailto:mprelip@ucla.edu)

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

**Affiliated Faculty**

**MARION TAYLOR BAER**, Ph.D., R.D.  
Adjunct Associate Professor  
[mtbaer@ucla.edu](mailto:mtbaer@ucla.edu)

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

**DIANA M. BONTÁ**, Dr.P.H., R.N.,  
Adjunct Professor  
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Public health leadership and program development; managerial and policy solutions to community health issues.

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