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## Appendix 1: Identification of the school faculty who hold membership on committees, through which faculty contribute to the activities of the university

Faculty Committee memberships 2009 - 2013

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<thead>
<tr>
<th>Name</th>
<th>Rank</th>
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<th>Position</th>
<th>Service</th>
<th>Committee</th>
<th>Position</th>
<th>Service</th>
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<tr>
<td>Ambrose, Richard</td>
<td>Professor</td>
<td>UCLA Diving Control Board</td>
<td>Member</td>
<td>2011-13</td>
<td>UCLA Committee for the UC Natural Reserve System</td>
<td>Member</td>
<td>2011-13</td>
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<tr>
<td>Aneshensel, Carol</td>
<td>Professor</td>
<td>Council of Academic Advisors</td>
<td>Mentor</td>
<td>2009-2013</td>
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<tr>
<td>Arah, Onyebuchi</td>
<td>Professor</td>
<td>Chancellor's Global Health Initiative</td>
<td>Member, strategic/steering committee</td>
<td>2010</td>
<td>Search Committee, Vice-Chancellor International Affairs</td>
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<tr>
<td>Bastani, Roshan</td>
<td>Professor</td>
<td>Health Policy &amp; Management Chair's Advisory Committee</td>
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<td>Health Policy &amp; Management PhD Committee</td>
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<td>Belin, Thomas</td>
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<td>Intercollegiate Athletic Committee</td>
<td>Member</td>
<td>2010-2012</td>
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<td>Bourque, Linda</td>
<td>Professor</td>
<td>Advisory Committee for the Social Science Data Archive, Institute for Social Research</td>
<td>Chair</td>
<td>2008-2010</td>
<td>Reserve Council on Academic Personnel, Academic Senate</td>
<td>Member</td>
<td>2009, 2012</td>
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<td>Rules and Jurisdiction</td>
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<td>Brookmeyer, Ron</td>
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<td>Cochran, Susan</td>
<td>Professor</td>
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<td>Cumberland, William</td>
<td>Professor</td>
<td>Internal Scientific Review Committee JCCC</td>
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<td>Ford, Chandra</td>
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<td>2011-present</td>
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<td>Health care task force of UC Faculty Welfare Committee member</td>
<td>2006-present</td>
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<td>Inkelas, Moira</td>
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<td>Kim, Hyun</td>
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<td>Vice Chancellor for Research's Cabinet</td>
<td>Assistant Vice Chancellor for Research Ethics</td>
<td>2011-2013</td>
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<td>Tavrow, Paula</td>
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<td>Leadership Committee of the UC Global Health Institute</td>
<td>Co-Director of Center of Expertise in Women's Health and Empowerment</td>
<td>2010-present</td>
<td>Faculty Advisory Committee for the UCLA James S. Coleman African Studies Center Member 2010-present</td>
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<td>Telesca, Donatello</td>
<td>Professor, Assistant</td>
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<td>Upchurch, Dawn</td>
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<td>Vargas Bustamante, Arturo</td>
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<td>UCLA Chicano Studies Research Center</td>
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<td>Wallace, Steven</td>
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<td>Advisory Board, UC Office of the President, California Policy Research Center, Program on Access to Care</td>
<td>member</td>
<td>2008-2013</td>
<td>Academic Senate, CAP ad hoc committee</td>
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<td>Wang, May, Weng Kee</td>
<td>Professor, Associate</td>
<td>Hellmans Fellowship Selection Committee</td>
<td>Member</td>
<td>Spring 2013</td>
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<td>Zimmerman, Frederick</td>
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<td>Opus Steering Committee</td>
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5
Appendix 2: Courses containing information on health disparities

**Community Health Sciences**

**Lower Division Courses**

60. *Intergroup Dialogue: Peer Dialogue (2)*
Seminar, two hours. Discussion on issues of difference, conflict, and community to facilitate understanding between social/cultural groups. Student participation in semi-structured face-to-face meetings with students from other social identity groups to learn from each others’ perspectives, read and discuss relevant reading material, and explore their own and other groups’ experiences in various social and institutional contexts. Exploration of ways of taking action to create change and bridge differences at interpersonal and social/community levels. P/NP or letter grading.

90. *Aging Frontier: Public Health Perspective (4)*
Lecture, three hours; discussion, one hour. Introduction to gerontology from public health perspective, emphasizing prevention of illness and promotion of healthy aging. Special attention to health and aging among women and racial/ethnic minorities. Letter grading.

**Upper Division Courses**

100. *Introduction to Community Health Sciences (4)*
Lecture, four hours. Limited to students in Public Health minor and graduate students. Introductory course to provide non-Community Health Sciences M.P.H. students and qualified undergraduate students with broad and comprehensive overview of concepts, empirical research, and public health practice in community health sciences, with emphasis on social context and determinants of population health and principles of planning interventions to protect and improve public health. Ways to define and measure health and illness, social construction of illness, social and behavioral determinants of health, and health disparities, including socioeconomic status, race/ethnicity, gender, and age. Social and behavioral theories of health-related behavior change, health promotion strategies and methods, and public policy. Case studies of evidence-based health promotion programs provided. Letter grading.

132. *Health, Disease, and Health Services in Latin America (4)*
Lecture, four hours. Introduction to health, disease, and health services in Latin America, with emphasis on epidemiology, health administration, medical anthropology, and nutrition. P/NP or letter grading.

M140. *Health Issues for Asian Americans and Pacific Islanders: Myth or Model? (4)*
(Same as Asian American Studies M129.) Lecture, three hours; fieldwork, one hour. Introductory overview of mental and physical health issues of Asian Americans and Pacific Islanders; identification of gaps in health status indicators and barriers to both care delivery and research for these populations. Letter grading.

CM170. *Improving Worker Health: Social Movements, Policy Debates, and Public Health (4)*
(Same as Labor and Workplace Studies M170.) Lecture, three hours; fieldwork, two hours. Examination of intersection between work, health, and environment, analysis of social causes of health disparities, investigation of historical trends and social movements, interpretation of current policy debates, and development of innovative interventions. Concurrently scheduled with course CM470. P/NP or letter grading.

181. *Campus/Community Health and Wellness Promotion: From Theory to Practice (4)*
Lecture, two hours; discussion, two hours. Limited to juniors/seniors. Theory, training, and experience in health/wellness promotion and health/wellness education in selected campus communities. Participation in supervised small-group program planning project. Letter grading.

187A. *Introduction to Interventions for At-Risk Populations (4)*
Lecture, three hours; committee meetings/community service, two to six hours. Course 187A is requisite to 187B. Designed for juniors/seniors. Health and social needs/services from primarily public health perspective, drawing on related academic/professional disciplines. Community-based service learning strategy used to enhance knowledge of concepts covered. As part of service portion, students trained as caseworkers and committee members. Letter grading.

187B. Introduction to Interventions for At-Risk Populations (4)
Lecture, three hours; committee meetings/community service, two to six hours. Requisite: course 187A. Designed for juniors/seniors. Health and social needs/services from primarily public health perspective, drawing on related academic/professional disciplines. Community-based service learning strategy used to enhance knowledge of concepts covered. As part of service portion, students trained as caseworkers and committee members. Letter grading.

Graduate Courses

200. Global Health Problems (4)
Lecture, two hours; discussion, two hours. Overview of health profile of world in 20th century. Global health problems and methods by which they have been dealt in context of Alma Ata goal of health for all by year 2000. Letter grading.

205. Immigrant Health (4)
Lecture, two hours; discussion, one hour. Limited to graduate students. Overview of key topics in public health for documented and undocumented immigrants and refugees in U.S. Demographics, health status, behavioral risk factors, and social determinants, health and human rights, and access to healthcare and prevention services. Analysis of public policy across topics. Builds skills necessary to develop integrated approach to health of immigrant populations. Letter grading.

M208. Introduction to Demographic Methods (4)
(Same as Biostatistics M208, Economics M208, and Sociology M213A.) Lecture, four hours. Preparation: one introductory statistics course. Introduction to methods of demographic analysis. Topics include demographic rates, standardization, decomposition of differences, life tables, survival analysis, cohort analysis, birth interval analysis, models of population growth, stable populations, population projection, and demographic data sources. Letter grading.

210. Community Health Sciences (4)
Lecture, three hours. Preparation: one social sciences course. Basic concepts, relationships, and policy issues in field of community health, variability in definitions of health and illness, correlates of health and illness behavior, impact of social and community structure on health status, major contemporary approaches to health promotion and health education at community level. Use of comparative international perspective. Letter grading.

211A. Program Planning, Research, and Evaluation in Community Health Sciences (4)
Lecture, three hours; discussion, one hour; outside assignments, eight hours. Requisite: course 210. Course 211A is requisite to 211B. Development, planning, and administration of public health programs in community settings. Introduction to range of research methods and techniques used in designing and conducting health research, with particular emphasis on evaluation of community-based public health programs. Course organized into three modules. Letter grading.

211B. Program Planning, Research, and Evaluation in Community Health Sciences (4)
Lecture, three hours; discussion, one hour; outside assignments, eight hours. Requisites: courses 210, 211A, and Biostatistics 100A or Epidemiology 100. Development, planning, and administration of public health programs in community settings. Introduction to range of research methods and techniques used in designing and conducting health research, with particular emphasis on evaluation of community-based public health programs. Course organized into three modules. Letter grading.

213. Research in Community and Patient Health Education (4)
Lecture, three hours; discussion, two hours. Requisite: course 210. Application of conceptual, theoretical, and evaluation skills to community-based health education risk-reduction programs. Computer applications, data management, and research methodologies taught through microcomputer and mainframe computer management and analysis of program databases. Letter grading.

220. Racism and Public Health: Social Epidemiologic Approaches (4)
Seminar, two hours; discussion, one hour. Requisite: Biostatistics 100B. Integration of social epidemiologic methods and critical approaches to study of racial stratification and public health, with focus on (1) conceptualizing racism-related factors as social determinants of health, (2) building methodological competence for conducting research on racism as social determinant of health, and (3) developing critical self-consciousness to better understand how persons' racial- or racism-related perspectives and experiences might inform their research. Letter grading.

221. Introduction to Sociocultural Aspects of Health (4)
Lecture, three hours; discussion, one hour. Examination of how social stratification and culture relate to health and health-related behavior. Consideration of four major status characteristics: age, ethnicity, gender, and socioeconomic status. Description of epidemiological patterns and discussion of social meaning of those four characteristics. Letter grading.

M223. Tobacco: Prevention, Use, and Public Policy (4)
(Same as Health Policy and Management CM221.) Lecture, four hours. Designed for juniors/seniors and graduate students. Study of tobacco use and its health consequences, including interplay of historical, biological, sociocultural, political, and economic forces with knowledge, attitudes, and behavior choices of individuals. Introduction to prevention interventions, cessation interventions, anti-tobacco efforts in U.S., and international trends in tobacco use. Letter grading.

224. Social Determinants of Nutrition and Health (4)
Lecture, three hours; discussion, one hour. Preparation: one basic nutrition course. Health promotion strategies aimed at reducing chronic disease risk through lifestyle changes have not been particularly successful in addressing needs of socioeconomically disadvantaged groups. Overview of literature supporting relationship between socioeconomic disadvantage and food-related health conditions such as obesity, diabetes, and osteoporosis. Critical examination of plausible pathways from perspectives of multidisciplines (economics, nutrition, sociology, and more), with focus on linkages between social and physical environment (including built environment) and food equity/access; discussion of how food may be catalyst for improving social capital and health. Discussion of examples of local and international efforts to improve access to healthy foods and/or limit access to unhealthy foods. Exploration of methods for assessing social capital and food-related aspects of neighborhood environments. S/U or letter grading.

226. Women's Health and Well-Being (4)
Lecture, four hours. Limited to graduate students. Interdisciplinary perspective critically examining research on women's health. Overview of scientific inquiry and methods; gender roles; status attainment and medical sociology. Review of current data on women's health. Letter grading.

229. Policy and Public Health Approaches to Violence Prevention (4)
Lecture, four hours. How policies relate to violence and development of skills to transmit this knowledge. Examination of wide range of policy topics and how each might be associated with reduction/increase in violence/violent injury. Letter grading.

230. Family and Sexual Violence (4)
Lecture, three hours; community, three to four hours. Examination of rape, incest, and spouse and elder abuse. Presentation of definitions, causes, outcomes of research on family and sexual violence, as well as response of social service, medical, and criminal justice systems. Letter grading.

231. Maternal and Child Nutrition (4)
Lecture, four hours. Nutrition of mothers, infants, and children in countries at various levels of socioeconomic development; measures for prevention and treatment of protein/calorie malnutrition;
relationship between nutrition and mental development; impact of ecological, socioeconomic, and cultural factors on nutrition, nutrition education, and service. Letter grading.

M232. Determinants of Health (4)
(Encore Health Policy and Management M242.) Lecture, three hours; discussion, one hour. Designed for graduate students. Critical analysis of models for what determines health and evidence for social, economic, environmental, genetic, health system, and other factors that influence health of populations and defined subgroups. Letter grading.

233. Hunger and Food Insecurity as Public Health Issues (4)
Lecture, three hours. Designed for graduate students. Public health aspects of hunger and food insecurity in historical and international perspectives, including measurement and identification of vulnerability, prevention, and options for relieving acute food shortage. Letter grading.

M234. Obesity, Physical Activity, and Nutrition Seminar (4)
(Encore Health Policy and Management M255.) Seminar, three hours; outside study, one hour. Designed for graduate students. Multidisciplinary introduction at graduate level to epidemiology, physiology, and current state of preventive and therapeutic interventions for obesity in adults and children, including public health policy approaches to healthy nutrition and physical activity promotion. S/U or letter grading.

235. Influence of Social and Physical Environment on Racial Health Disparities (4)
Seminar, three hours. Preparation: at least one biostatistics or epidemiology course. Limited to graduate students. Examination of how community stressors and neighborhood resources may contribute to health disparities. Discussion of multiple factors that contribute to environmental injustice and their potential solutions. Do health disparities arise because minorities and low-income populations live in harmful environments? Is relationship between environment and health disparities merely one of potential exposure to chemical/physical hazards, or are there psychosocial mechanisms at community level that act above or beyond effects of physical environment? Letter grading.

238. Evolving Paradigms of Prevention: Interventions in Adolescence (4)
Seminar, three hours. Adolescent health and interventions, with focus on sex, alcohol, and drug use. What is normative during this period, what is not, what is associated with these behaviors (e.g., peer influence), and how these behaviors may affect youth during this developmental period (e.g., changes in brain). How to intervene with youth in community-based settings. Building of skills to work with adolescent populations. Several practitioners in field to be guest lecturers. Letter grading.

M239. Race, Ethnicity, and Culture as Concepts in Practice and Research (4)
(Encore Asian American Studies M239.) Seminar, three hours. Integration of cross-cultural findings in healthcare with current American (U.S.) healthcare system paradigms to facilitate designing culturally based public health programs and train culturally competent practitioners. Letter grading.

240. Child and Reproductive Health in Communities: Global Environmental Perspective (4)
Lecture, three hours. Recommended requisites: course 100, Epidemiology 100. Limited to graduate students. Examination of global issues of child and reproductive health in relation to environmental factors in interplay with socioeconomic and biological factors. Environmental influences are responsible for one quarter of total burden of disease worldwide, and for more than one third of burden among children -- most of them living in resource-poor countries and communities. Discussion of impacts of qualitatively different, and potentially modifiable, factors such as access to safe water or urbanization, as well as environmental contribution to high-burden outcomes in childhood and reproduction. Focus on lower income settings and discussion of relevant population-based approaches to assessment and intervention. Letter grading.

246. Women's Roles and Family Health (4)
Lecture, two hours; discussion, one hour. Rapidly changing roles of women throughout world are having important effects on women's own health and that of their families. Analysis of multidisciplinary research
from both developing and industrialized countries to provide basis for in-depth discussion of programmatic and policy implications. Letter grading.

247. Population Change and Public Policy (4)
Lecture, four hours. Examination of international population change, population-related policies, and public health implications of demographic processes. Letter grading.

248. Women's Mental Health (4)
Discussion, three hours. Designed for graduate students. Prevalence of psychological distress and psychiatric disorder among women, with emphasis on impact of social and cultural factors, including gender roles and socialization, stratification and inequality, work and family roles, diagnosis, help-seeking behavior, and treatment. Letter grading.

M250. HIV/AIDS and Culture in Latin America (4)
(Same as Latin American Studies M262.) Seminar, three hours. Exploration of cultural, political, and public health context for people living with and at risk for HIV/AIDS and their families in Latin America. Public health aspects, including epidemiology, comorbidity concerns and community interventions, medical anthropological study of experience of those impacted, and grass-roots responses, as well as political/economic context addressing poverty and structural violence. Letter grading.

254. Intentional Disasters: War and Refugees (2)
Lecture, two hours. Recommended requisites: courses 211A, 211B, 295, Epidemiology 100, one survey methods course. Previous international experience strongly encouraged. Overview of intentional disasters, with focus on technically underdeveloped areas and consequent population migration. Principal focus on health consequences of these events and strategies to address health issues. Letter grading.

M255. Keeping Children Safe: Causes and Prevention of Pediatric Injuries (2)
(Same as Epidemiology M255.) Lecture, two hours. Injuries have been leading killer of children in U.S. for decades. Children have specific risk factors for injuries, many of which are preventable. Presentation of approaches to research and prevention of pediatric injuries. Letter grading.

257. Program Planning in Community Disaster Preparedness (4)
Lecture, four hours; outside study, eight hours. Requisites: courses 211A, 211B, 295. Health education and emergency management principles combined to design, plan, implement, and evaluate community disaster preparedness programs, including needs assessment, identification of target population, objective writing, program planning, and process, outcome, and impact evaluation. Letter grading.

M260. Health and Culture in Americas (4)
(Same as Anthropology M266 and Latin American Studies M260.) Lecture, three hours. Recommended requisite: course 132. Health issues throughout Americas, especially indigenous/Mestizo Latin American populations. Holistic approach covering politics, economics, history, geography, human rights, maternal/child health, culture. Letter grading.

M263. Social Demography of Los Angeles (4)
(Same as Sociology M263.) Lecture, three hours. Designed for graduate students. Use of city of Los Angeles to examine major social and demographic factors that characterize cities in U.S. Examination of role of these factors in affecting health outcomes. Letter grading.

M264. Latin America: Traditional Medicine, Shamanism, and Folk Illness (4)
(Same as Anthropology M264 and Latin American Studies M264.) Lecture, three hours. Recommended preparation: course 132, bilingual English/Spanish skills. Examination of role of traditional medicine and shamanism in Latin America and exploration of how indigenous and mestizo groups diagnose and treat folk illness and Western-defined diseases with variety of health-seeking methods. Examination of art, music, and ritual and case examples of religion and healing practices via lecture, film, and audiotape. Letter grading.
265. Images of Aging and Illness (4)
Lecture, three hours. Designed for graduate students. Images of aged that students hold, images that
serve various professional and commercial interests in society, and images aged themselves use to make
sense out of their experiences. Letter grading.

271. Health-Related Behavior Change (4)
Lecture, four hours. Requisite: course 210. Unified behavioral science approach to natural determinants
of change, as foundation for planned change in health-related behavior at community, group, and
individual levels. Letter grading.

M272. Social Epidemiology (4)
( Same as Epidemiology M272.) Lecture, two hours; discussion, one hour. Requisite: Epidemiology 100.
Relationship between sociological, cultural, and psychosocial factors in etiology, occurrence, and
distribution of morbidity and mortality. Emphasis on lifestyles and other socioenvironmental factors
associated with general susceptibility to disease and subsequent mortality. Letter grading.

273. Social Epidemiology of Chronic Disease (4)
Lecture, two hours; discussion, one hour. Requisite: Epidemiology 100. Relationship between
sociological, cultural, and psychosocial factors in etiology, occurrence, and distribution of chronic
diseases. Topics include hypertension, coronary heart disease, and cancer. Emphasis on lifestyles and
other socioenvironmental factors associated with chronic diseases. Letter grading.

277. Advanced Community Health Education (4)
Lecture, two hours; discussion, two hours. Requisite: course 210. Before planning educational
components of health program, one must assess behaviors and factors influencing health problem.
Conceptual, theoretical, and evaluative skills developed and applied in constructing community-based
educational program. Letter grading.

282. Communication in Health Promotion and Education (4)
Lecture, three hours. Requisite: course 210. Design, implementation, and evaluation of health
communication strategies for health promotion programs. Equal emphasis on communication theories,
models, and empirical research literature and on specific applications in health programs and case
studies. Letter grading.

283. Evidence-Based Health Promotion Programs for Older Adults (4)
Seminar, three hours. Requisite: course 210. Graduate seminar intended to explore sociocultural
determinants of health-related behaviors among aged. Letter grading.

284. Sociocultural Aspects of Mental Health (4)
Discussion, three hours. Designed for graduate students. Examination of how society shapes mental
health of its members and lives of those who have been identified as mentally ill. Group differences (e.g.,
gender, ethnicity) in disorder and how it is socially constructed. Letter grading.

Lecture, three hours; discussion, one hour. General introduction to major social issues affecting health of
elderly in America. Leading gerontological theories and major issues that affect aged, showing how those
theories and issues influence health status, health promotion, and illness among elderly. S/U or letter
grading.

M287. Politics of Health Policy (4)
( Same as Health Policy and Management M287.) Lecture, three hours; discussion, one hour. Requisites:
course 210, or Health Policy and Management 200A and 200B. Examination of politics of health policy
process, including effects of political structure and institutions; economic and social factors; interest
groups, classes, and social movements; media and public opinion; and other factors. Letter grading.

288. Health Communication in Popular Media (4)
Lecture, three hours; discussion, one hour. Requisites: course 210 or prior social sciences courses. Designed for graduate public health students. Topics include how popular media portray health issues, how people use these media, and impact of these media on health behaviors and perceptions. Strategies to influence or understand media, such as media advocacy, health journalism, media literacy, and entertainment education. Case examples include both domestic and global health issues. Media content analysis, audience research, and assessment of media effects. Letter grading.

290. Race, Class, Culture, and Aging (4)
Lecture, three hours; discussion, one hour. Experience of aging for African American, Latino, and Asian elderly examined in context of their families, communities, and nation. Exploration of cultural and structural influences on health and lived experiences of those elders. Letter grading.

291. Health Policy and Aged (4)
Lecture, three hours; discussion, one hour. Examination of political, economic, and social forces that shape health policy for aged, identifying failings in those policies within framework of broader health policy problems. Letter grading.

293. Social and Behavioral Research in AIDS: Roundtable Discussion (2 to 4)
Discussion, two hours; individual consultation, two hours. Review and discussion of research programs directed toward identification of psychosocial, biobehavioral, environmental, and community factors related to prevention and control of AIDS/HIV. Letter grading.

M294. Social and Behavioral Factors of HIV/AIDS: Global Perspective (4)
(Same as Psychiatry M288.) Lecture, four hours. Requisites: course 100 and Epidemiology 100, or prior social sciences courses. Overview of social and behavioral factors that influence both transmission and prevention of HIV/AIDS throughout world. Letter grading.

M299. Intervention to Reduce HIV and Its Consequences (4)
(Same as Psychiatry M289.) Lecture, three hours. Examination of interventions to reduce HIV/AIDS transmission. Review of theory and research supporting efficacy of HIV interventions for variety of high-risk populations. Letter grading.

M418. Rapid Epidemiologic Surveys in Developing Countries (4)
(Same as Epidemiology M418.) Lecture, four hours. Requisites: Biostatistics 100A, Epidemiology 200A, 200B, and 200C (and/or 100). Presentation of how to do health surveys in Third World countries. Practical assistance for planning and organizing surveys, including use of microcomputers to develop and test questionnaire, select sample, process and analyze data, and prepare final report. Letter grading.

(Same as Health Policy and Management M420 and Social Welfare M290I.) Lecture, three hours; fieldwork, one hour. Examination and evaluation of principles, policies, programs, and practices that have evolved to identify, assess, and meet special needs of infants, children, and adolescents with developmental disabilities or chronic illness and their families. Letter grading.

425. Child Advocacy: Skills for Effective Action (4)
(Formerly numbered M298C.) Seminar, three hours; fieldwork, one hour. Designed for graduate students. Use of case method approach to involve students both in classroom discussions and in fieldwork projects about which they update classmates. Highly respected leaders for children in community share experiences and offer insight. Letter grading.

426. School-Linked Services: Integrated Health, Education, and Social Services for Children in Communities (4)
Seminar, three hours; fieldwork, one hour. Designed for graduate students. Examination of school services in context of other dramatic changes, scope of problems facing youth, roles that schools may serve as organizers/delivery sites for comprehensive services, and factors that influence development of appropriate school service models. Letter grading.
427. Reproductive Health in Sub-Saharan Africa (4)
Lecture, four hours. Recommended requisite: course 247. In-depth understanding of reproductive health challenges facing sub-Saharan Africa and main programs designed to address them. Topics include family planning, STIs, abortion, adolescents, HIV/AIDS, and refugees. Letter grading.

M428. Child and Family Health Program Community Leadership Seminar (2)
(Same as Health Policy and Management M428.) Seminar, two hours. Designed for graduate students. Examination of characteristics of community-based organizations (CBOs) and role of leadership in decision-making process involved in major issues facing maternal and child health in Los Angeles County. Focus on specific leadership competencies that are or should be employed by organizations effective in shaping maternal and child health programs and policies (or any population-level policies and programs). Leaders from CBOs in Los Angeles meet with students, comment on their practicum experiences, and underscore community leadership concepts demonstrated by those CBOs. S/U or letter grading.

M430. Building Advocacy Skills: Reproductive Health Focus (4)
(Same as Health Policy M434.) Seminar, three hours. Recommended requisite: one prior health policy course such as Community Health Sciences 247 or Health Policy 235. Designed for School of Public Health graduate and doctoral students. Skills-building course to develop competency in assessing, developing, and implementing advocacy strategies for reproductive health initiatives. Introduction to legislative and community advocacy initiatives and to policymaking process, including policy analysis and development of resources necessary for legislative advocacy. Identification of advocacy goals and objectives, development of advocacy plan, coalition building, organizational capacity building, media relations, and message development for various audiences. Students learn about range of former and current reproductive health advocacy campaigns. Letter grading.

434A. Maternal and Child Health in Developing Areas (4)
Lecture, four hours. Requisite: course 231. Major health problems of mothers and children in developing areas, stressing causation, management, and prevention. Particular reference to adapting programs to limited resources in cross-cultural milieux. S/U or letter grading.

435. Seminar: Advanced Issues in Women's Health (4)
Seminar, three hours. Preparation: at least one prior women's health course, one to two biostatistics courses, one research methods course. Provides more advanced and in-depth understanding of ways in which scientists "know" and considerations of women's place in scientific discourse. Examination of series of case studies as starting point for discussion. Letter grading.

M436A. Child Health, Programs, and Policies (4)
(Same as Health Policy and Management M449A.) Lecture, four hours. Requisite: Health Policy and Management 100. Course M436A is requisite to M436B. Examination of history of child health policy trends and determinants of health, structure, and function of health service system; needs, programs, and policies affecting especially at-risk populations. Letter grading.

M436B. Child Health, Programs, and Policies (4)
(Same as Health Policy and Management M449B.) Lecture, four hours. Requisites: course M436A, Health Policy and Management 100. Examination of history of child health policy trends and determinants of health, structure, and function of health service system; needs, programs, and policies affecting especially at-risk populations. Letter grading.

Lecture, two hours; discussion, one hour; research and literature review, one hour. Designed for graduate students. Exploration of community and environmental health and health services issues that are present along U.S.-Mexico and coastal California borders. Integrated within public health framework are issues and mitigation of national security and disaster/terrorist risks and hazards. Letter grading.
441. Planning and Evaluation of Global Health Programs (4)
Lecture, four hours. Theory, guidelines, and team exercise for planning community health/family planning projects in U.S. and in developing countries. Phases include community needs identification; goal setting; budget and work plan development; funding; staffing; evaluation design; data and cost analysis; and project presentation. Letter grading.

443. Assessment of Family Nutrition (4)
Lecture, four hours. Requisite: course 231. Assessment of nutritional status of families in developing countries, with special reference to limited resources, terrain, and cross-cultural considerations, stressing anthropometric methods and techniques. S/U or letter grading.

446. Nutrition Education and Training: Third World Considerations (4)
Lecture, two hours; discussion, one hour; student participation, one hour. Requisite: course 434A. Problems and priorities in nutrition education and training for families and health workers in Third World countries, including new concepts in primary healthcare services, mass media, communications, and governmental and international interventions. S/U or letter grading.

447. Health and Social Context in Middle East (4)
Lecture, four hours. Recommended preparation: background in Islamic or Middle Eastern studies. Requisite: course 200 or 231 or 434A. Current health issues and problems of countries in Middle East and implications for socioeconomic development. Review of economic, demographic, and cultural variation of region to provide background for discussion of trends and patterns of health and nutritional status of population in area. Letter grading.

448. Nutrition Policies and Programs: Domestic and International Perspectives (4)
Lecture, two hours; discussion, two hours; field visits. Preparation: one nutrition sciences course and/or nutrition program experience. Nutrition programs and policies in U.S. and developing countries compared and contrasted. Analysis of role of major international, governmental, and nongovernmental agencies. Emphasis on meeting needs of vulnerable populations. Letter grading.

CM470. Improving Worker Health: Social Movements, Policy Debates, and Public Health (4)
(Same as Environmental Health Sciences M471 and Urban Planning M470.) Lecture, three hours; fieldwork, two hours. Examination of intersection between work, health, and environment, analysis of social causes of health disparities, investigation of historical trends and social movements, interpretation of current policy debates, and development of innovative interventions. Concurrently scheduled with course CM170. S/U or letter grading.

474. Self-Care and Self-Help in Community Health (4)
Lecture, two hours; discussion, two hours. Review of background, principles, concepts, programs, and research concerning emerging field of self-care in health. S/U or letter grading.

477. Health Disparities, Health Equity, and Sexual Minority Populations (4)
Lecture, two hours; discussion, one hour. Limited to graduate students. Examination of health disparities affecting sexual minority populations, category that includes lesbians, gay men, bisexuals, and transgender (LGBT) persons. Use of Healthy People 2010 Companion Document for LGBT Health to outline key health issues and national recommendations for achieving reductions in each area. Discussion of considerations for providing clinical care and public health practice in this population, unique social and contextual factors influencing LGBT health, and methodological issues for conducting research among LGBT persons. S/U or letter grading.

483. Leadership Development and Empowerment for Health Promotion and Health Education (4)
Lecture, three hours; discussion, one hour. Requisites: courses 210, 211A, 211B. Development of basic understanding of and competency in leadership development and empowerment support for health promotion in multicultural and distressed communities (e.g., south-central Los Angeles). Letter grading.

484. Risk Communications (4)
Lecture, three hours; fieldwork, one hour. Requisites: courses 210, 211A, and 211B, or prior public health and behavioral sciences courses. Risk communication theory, research, and practice, including social and psychological bases of population risk perceptions, media theories, and how risk is portrayed in media. Environmental, product safety, food-borne and infectious diseases, disasters, and bioterrorism communications. Letter grading.

487. Community Organization for Health (4)
Lecture, three hours; fieldwork, four to six hours. Preparation: three public health, sociology, or anthropology courses. Requisite: course 210. Theory and practice of community organizations, including models and strategies of community organization and their application to health problems and health policy. Particular attention to use of community organization for health promotion and to change public policy. Letter grading.

Environmental Health Sciences

Upper Division Courses

C185A. Foundations of Environmental Health Sciences (6)

C185B. Foundations of Environmental Health Sciences (6)

Graduate Courses

C200A. Foundations of Environmental Health Sciences (6)

C200B. Foundations of Environmental Health Sciences (6)

200C. Case Studies in Environmental Health Sciences (2)
Lecture, two hours. Requisites: courses C200A, C200B. Environmental and public health challenges of 21st century are changing so quickly and are so interdigitated with social, resource, economic, and global issues that it becomes necessary for environmental health professionals to be able to operate comfortably within contextual boundaries and under pressures of real-time decision making. Examination of headlines of last 12 months that offer examples of managing change and crisis. Letter grading.

208. Built Environment and Health (4)
Lecture, three hours; discussion, one hour. Limited to public health and urban planning graduate students. Interdisciplinary course on built environment and health and breaking down silos. U.S. and other developed, as well as developing, countries are facing increasingly lethal and costly epidemics of acute and chronic diseases related to land use and built environment decisions. While hazards presented by air and water pollution are well recognized for acute, infectious, and toxicological illnesses, there is increasing recognition of hazards presented by building and community designs that fail to recognize human health. Land use and built environment decisions impact every age group and social and racial minority. Impacts range from very acute (motor vehicle trauma) to long term (obesity, cancer, heart
disease). Decisions have as their bases economic, financial, insurance, housing, and other factors. Analysis of each factor and related disease endpoints. S/U or letter grading.

214. Children's Environmental Health: Prenatal and Postnatal (4)
Lecture, four hours. Preparation: one year each of chemistry and biology. Examination of how environmental exposures to chemical, physical, and biological agents during period of maturation (from fertilization to adulthood) cause pathophysiological perturbations in homeostasis at any stage during life. Letter grading.

251. Prevention of Disease in Workers and Workplaces (3)

M270. Work and Health (4)
(Formerly numbered 270.) (Same as Community Health Sciences M278.) Lecture, three hours; practicum, one hour. Recommended preparation: graduate-level methods/statistics course, basic epidemiology. Designed for graduate students. Exploration of impact of work on physical and psychological health in context of newly emerging discipline. Focus on psychosocial models, measurement (including hands-on experience), contextual factors (gender, ethnicity, social class), and how work stressors can be ameliorated. S/U or letter grading.

M471. Improving Worker Health: Social Movements, Policy Debates, and Public Health (4)
(Same as Community Health Sciences CM470 and Urban Planning M470.) Lecture, three hours; fieldwork, two hours. Examination of intersection between work, health, and environment, analysis of social causes of health disparities, investigation of historical trends and social movements, interpretation of current policy debates, and development of innovative interventions. S/U or letter grading.

Epidemiology

Upper Division Courses

100. Principles of Epidemiology (4)
Lecture, two hours; discussion, four hours. Preparation: one full biological sciences course. Not open for credit to students with credit for course 200A, 200B, or 200C. Introduction to epidemiology, including factors governing health and disease in populations. Letter grading.

Graduate Courses

200A. Methods I: Basic Concepts and Study Designs (6)
Lecture, six hours; discussion, four hours. Enforced requisite or corequisite: Biostatistics 100A. Introduction to basic concepts, principles, and methods of chronic and infectious disease epidemiology. Letter grading.

200B. Methods II: Prediction and Validity (6)
Lecture, six hours; discussion, four hours. Enforced requisites: course 200A, Biostatistics 100A, 100B. Introduction to basic concepts, principles, and methods of chronic and infectious disease epidemiology. Letter grading.

200C. Methods III: Analysis (6)
Lecture, four hours; laboratory, two hours. Enforced requisites: courses 200A, 200B. Introduction to basic concepts, principles, and methods of epidemiologic data analysis. Letter grading.

M212. Statistical Modeling in Epidemiology (4)
(Same as Biostatistics M209.) Lecture, four hours. Preparation: two terms of statistics (three terms recommended). Recommended: course M204 or M211. Principles of modeling, including meanings of models, a priori model specification, translation of models into explicit population assumptions, model selection, model diagnostics, hierarchical (multilevel) modeling. S/U or letter grading.

M216. Applied Sampling (4)
(Same as Statistics CM248.) Lecture, three hours; discussion, one hour. Designed for upper division and graduate students in social or life sciences and those who plan to major in Statistics. Topics include methods of sampling from finite populations, sources of sampling and estimation bias, and methods of generating efficient and precise estimates of population characteristics. Practical applications of sampling methods via lectures and hands-on laboratory exercises. S/U or letter grading.

M226. Global Health Measures for Biological Emergencies (4)
(Same as Ecology and Evolutionary Biology M226.) Lecture, four hours. Requisite: course 220. Mitigation of bioterrorism falls outside traditional public health programs and public health graduate education. Because of seriousness of such threats, it is important that individuals trained in public health understand problems and responses. Letter grading.

227. AIDS: Major Public Health Challenge (4)
Lecture, four hours. Requisites: courses 200A, 200B, and 200C (or 100), Biostatistics 100A or 110A. Presentation of epidemiologic, biologic, psychological, and clinical characteristics of AIDS and HIV-1 infection. Discussion of policy implications and intervention strategies. S/U or letter grading.

233. Communicable Disease Epidemiology in Corrections (2)
Lecture, two hours. Requisites: courses 200A and 200B (or 100). Overview of communicable disease epidemiology, public health program, and research issues specific to correctional population in U.S., including factors that contribute to transmission of communicable pathogens such as mental health, homelessness, and community reintegration. Legal and ethical issues related to healthcare among incarcerated and potential effects on community health. S/U or letter grading.

246. Epidemiology of Aging (2)

247. Epidemiology of Injuries in Elderly (2)
Lecture, two hours. Requisite: course 100. Description of frequency of, risk factors for, and possibilities of preventing injuries in elderly populations. Comparison of injury outcomes (morbidity and mortality) in younger versus older populations. Emphasis on methodologic issues of studying elderly people. S/U or letter grading.

M258. Molecular Nutrition and Genetics Epidemiology of Obesity and Diabetes (4)
(Formerly numbered 258.) (Same as Pathology M259.) Lecture, four hours. Preparation: basic biochemistry, epidemiology, molecular biology, physiology, and statistics courses. Survey of entire landscape of nutritional, biochemical, and genetic aspects of obesity and diabetes and their microvascular and macrovascular complications. Review of descriptive and analytical epidemiology of these seemingly distinct yet clearly clustered disorders, including so-called metabolic syndrome. Study of distributions and determinants of these disorders in Westernized populations to appreciate how and why these epidemics occurred. Through case studies students learn process of generating etiologic hypotheses that can be tested using modern molecular epidemiologic methods. Techniques and principals of molecular genetics relevant to epidemiologic studies. Analysis of real data sets that include both genotype and phenotype information, with emphasis on examination of various gene/environment interactions. S/U or letter grading.

266. Global Health and Tropical Medicine (4)
Lecture, four hours. Introduction to tropical diseases and global health. How humanitarian health issues, maternal-child health, research in tropics, World Health Organizations, and political/medical constraints all are related with respect to health on worldwide scale. Letter grading.

M272. Social Epidemiology (4)
(Same as Community Health Sciences M272.) Lecture, two hours; discussion, one hour. Requisite: course 100. Relationship between sociological, cultural, and psychosocial factors in etiology, occurrence, and distribution of morbidity and mortality. Emphasis on lifestyles and other socioenvironmental factors associated with general susceptibility to disease and subsequent mortality. Letter grading.

273. Responsible Conduct of Research in Global Health (2)
Lecture, one hour; discussion, one hour. Requisite: Community Health Sciences 200. Introduction to fundamental principles of public health ethics, current ethical procedures, guidelines, and requirements, and ethical issues facing public health professionals working in developing countries. History of public health issues, unique ethical issues of research in developing countries, analysis of ethical implications of informed consent, responsibility to study community, mechanisms of study approval, role of funders, and role and responsibilities of review boards. S/U or letter grading.

Health Policy and Management

Upper Division Courses

100. Health Services Organization (4)
Lecture, four hours; discussion, one hour. Preparation: 4 units of social sciences. Structure and function of American healthcare system; issues and forces shaping its future. P/NP or letter grading.

M110. Ethnic, Cultural, and Gender Issues in America’s Healthcare Systems (4)
(Same as Asian American Studies M161.) Lecture, three hours. Designed for juniors/seniors. Introduction to study of gender, ethnicity, and cultural diversity related to health status and healthcare delivery in U.S. Letter grading.

140. Foundations of Maternal and Child Health (4)
Seminar, four hours. Introduction to field of maternal and child health, with focus on major issues affecting health and well-being of children and families over life course. Emphasis on health, prevention, and supportive programs at different stages of child's life; application of life course health development framework to understand health disparities and implications for policy and practice. Letter grading.

Graduate Courses

200A. Health Systems Organization and Financing (4)
Lecture, three hours; discussion, one hour. Limited to graduate health services students. In-depth analysis of health services systems in U.S., using relevant theories, concepts, and models. S/U or letter grading.

200B. Health Systems Organization and Financing (4)
Lecture, three hours; discussion, one hour. Limited to graduate health services students. In-depth analysis of health services systems in U.S., using relevant theories, concepts, and models. S/U or letter grading.

M202. Qualitative Research Design and Methodology for Indigenous Communities (5)
(Same as American Indian Studies M202 and Nursing M221.) Seminar, three hours. Introduction to some key theoretical themes in American Indian studies and exploration of methods that can be used to incorporate them in research on American Indian cultures, societies, languages, and other issues. Quantitative methods (design, appropriate use), with emphasis on qualitative research methods, ethics, and special considerations in conducting research in American Indian country. Design of research and exploration of feasibility of researching topics. Letter grading.
206. Healthcare for Vulnerable Populations (4)
Lecture, three hours. Overview of health services issues associated with organization, financing, and
delivery of healthcare services to vulnerable populations within domestic and international contexts to
gain understanding of social, political, economic, and cultural issues that lead to disparities in access,
quality, and cost of healthcare services that lead to vulnerability for particular population groups.
Introduction to strategies that have been adopted to address these health disparities. Analysis and
development of policy and management options that serve needs of vulnerable populations within
healthcare system. Letter grading.

215A. Healthcare Quality and Performance Management (4)
Lecture, four hours. Preparation: completion of summer internship requirement. Management and
operations of individual units and organizations of American healthcare system. Exploration of ways in
which they actually function and how to ensure their quality and effectiveness. Examination of roles,
activities, and daily challenges of managers and how these challenges can best be met on day-to-day
basis. Emphasis on applied practice with intent being improvement of student managerial competencies
and on development of skills to manage operational processes in delivery of health services, primarily
directed to improving effectiveness, efficiency, performance, and quality of healthcare services. Quality
improvement (QI) techniques such as performance measurement, rapid cycle testing, breakthrough
series, and interorganizational collaboration benefit quality and productivity. Letter grading.

231. History of Public Health (4)
Discussion, three hours. Designed for doctoral students. Emphasis on topics which illuminate current
issues in public health policy. Discussion of historical perspectives on healthcare providers, healthcare
institutions, healthcare reform movements, public health activities, childbirth, and AIDS. S/U or letter
grading.

M233. Health Policy Analysis (4)
(Also as Community Health Sciences M252.) Lecture, three hours. Requisites: courses 100 or 200A,
M236, M287. Conceptual and procedural tools for analysis of health policy, emphasizing role of analysis
during various phases of lifecycle of public policy. Letter grading.

234. Health Services Organization and Management Theory (4)
Lecture, four hours. Preparation: two upper division social sciences courses. Requisite: course 100.
Application of contemporary organization and management theory to systems that provide personal
healthcare services. Environmental characteristics, missions/goals, structure, and processes of health
services organizations. S/U or letter grading.

235. Law, Social Change, and Health Service Policy (4)
Lecture, four hours. Preparation: two upper division political science or sociology courses. Requisite:
course 100. Legal issues affecting policy formulation for environmental, preventive, and curative health
service programs. S/U or letter grading.

240. Healthcare Issues in International Perspective (4)
Lecture, four hours. Preparation: two health administration courses, two upper division social sciences
courses. Analysis of crucial issues in healthcare; manpower policy, economic support, health facilities,
patterns of health service delivery, regulation, planning, and other aspects of healthcare systems probed
in settings of European welfare states, developing nations, and socialist countries. S/U or letter grading.

M242. Determinants of Health (4)
(Also as Community Health Sciences M232.) Lecture, three hours; discussion, one hour. Designed for
graduate students. Critical analysis of models for what determines health and evidence for social,
economic, environmental, genetic, health system, and other factors that influence health of populations
and defined subgroups. Letter grading.

M255. Obesity, Physical Activity, and Nutrition Seminar (4)
260A. World Health (2)
Lecture, two hours. Designed for graduate students. Overview of world health, with emphasis on healthcare outside the U.S. Key areas include burden of infectious diseases, health economics, and impact of healthcare policy on healthcare delivery. In Progress grading (credit to be given only on completion of course 260B).

260B. World Health (2)
Lecture, two hours. Designed for graduate students. Overview of world health, with emphasis on healthcare outside the U.S. Key areas include burden of infectious diseases, health economics, and impact of healthcare policy on healthcare delivery. Letter grading.

266A. Community-Based Participatory Health Research: Methods and Applications (4)
Lecture, one hour; discussion, one hour; fieldwork, two hours. Limited to clinical scholars fellows. Mentoring of field experiences with introduction to critical issues in conducting research in community settings. Review of assignments, interventions, and evaluation designs for community settings and discussion of practical issues in partnering with communities. Letter grading.

266B. Community-Based Participatory Health Research: Methods and Applications (4)
Lecture, one hour; discussion, one hour; fieldwork, two hours. Limited to clinical scholars fellows. Mentoring of field experiences with introduction to critical issues in conducting research in community settings. Review of assignments, interventions, and evaluation designs for community settings and discussion of practical issues in partnering with communities. Letter grading.

M274. Health Status and Health Behaviors of Racial and Ethnic Minority Populations (4)
(Same as Psychology M274.) Lecture, two hours; discussion, one hour. Limited to graduate students. Overview of physical and mental health behaviors and status of major racial/ethnic groups in the U.S. Where appropriate, discussion of international issues as well. S/U or letter grading.

M285. Ethical Theory and Applications in Public Health (4)
(Formerly numbered M249L.) (Same as Community Health Sciences M249L.) Lecture, two hours (M.P.H. day program) or four hours (M.P.H. for Health Professionals). Requisites: courses 200A, 200B. Case conferences, based on real-life experience, focus on ethical issues in health services organization and management, including ethical issues related to conflict of interest, quality of care, health insurance selection, choice of drugs, reproductive rights, AIDS, and resource allocation. Letter grading.

M287. Politics of Health Policy (4)
(Same as Community Health Sciences M287.) Lecture, three hours; discussion, one hour. Requisites: courses 200A and 200B, or Community Health Sciences 210. Examination of politics of health policy process, including effects of political structure and institutions; economic and social factors; interest groups, classes, and social movements; media and public opinion; and other factors. Letter grading.

289. Healthcare Disparities (4)
Seminar, three hours. Limited to graduate students. Exploration of what constitutes and explains disparity in healthcare. Emphasis on understanding history of disparities in U.S. to understand current state of disparities, and on evaluating effectiveness of ongoing strategies to eliminate them, such as increasing insurance coverage and delivery of culturally competent healthcare. Examination of sociological models that explain disparities in healthcare and evaluation and expansion on these models. Letter grading.

M290. Evolving Paradigms of Prevention: Interventions in Early Childhood (4)
(Same as Community Health Sciences M237.) Seminar, three hours; fieldwork, one hour. Designed for graduate students. Introduction to use of early childhood interventions as means of preventing adverse
health and developmental outcomes. Concepts of developmental vulnerability, approaches to assessment, models of service delivery, evaluation and cost-benefit issues, funding, and other policy issues. Letter grading.

(Same as Community Health Sciences M420 and Social Welfare M290I.) Lecture, three hours; fieldwork, one hour. Examination and evaluation of principles, policies, programs, and practices that have evolved to identify, assess, and meet special needs of infants, children, and adolescents with developmental disabilities or chronic illness and their families. Letter grading.

M428. Child and Family Health Program Community Leadership Seminar (2)
(Same as Community Health Sciences M428.) Seminar, two hours. Designed for graduate students. Examination of characteristics of community-based organizations (CBOs) and role of leadership in decision-making process involved in major issues facing maternal and child health in Los Angeles County. Focus on specific leadership competencies that are or should be employed by organizations effective in shaping maternal and child health programs and policies (or any population-level policies and programs). Leaders from CBOs in Los Angeles meet with students, comment on their practicum experiences, and underscore community leadership concepts demonstrated by those CBOs. S/U or letter grading.

M434. Building Advocacy Skills: Reproductive Health Focus (4)
(Same as Community Health Sciences M430.) Seminar, three hours. Recommended requisite: one prior health policy course such as Community Health Sciences 247 or Health Policy 235. Designed for School of Public Health graduate and doctoral students. Skills-building course to develop competency in assessing, developing, and implementing advocacy strategies for reproductive health initiatives. Introduction to legislative and community advocacy initiatives and to policymaking process, including policy analysis and development of resources necessary for legislative advocacy. Identification of advocacy goals and objectives, development of advocacy plan, coalition building, organizational capacity building, media relations, and message development for various audiences. Students learn about range of former and current reproductive health advocacy campaigns. Letter grading.

438. Issues and Problems of Local Health Administration (4)
Lecture, three hours. Preparation: one health services course. Requisites: course 100, Epidemiology 100. Overview of administrative issues currently faced by local health departments, including providing public health programs during fiscal constraint, quality improvement, interagency relationships and partnerships, and political and public interactions. Letter grading.

M449A. Child Health, Programs, and Policies (4)
(Same as Community Health Sciences M436A.) Lecture, four hours. Requisite: course 100. Course M449A is requisite to M449B. Examination of history of child health policy trends and determinants of health, structure, and function of health service system; needs, programs, and policies affecting especially at-risk populations. Letter grading.

M449B. Child Health, Programs, and Policies (4)
(Same as Community Health Sciences M436B.) Lecture, four hours. Requisite: course M449A. Examination of history of child health policy trends and determinants of health, structure, and function of health service system; needs, programs, and policies affecting especially at-risk populations. Letter grading.

Public Health

Lower Division Courses

10. Introduction to Public Health (4)
Seminar, three hours. Designed for lower division students. Introduction to range of topics, issues, and frameworks to help students understand current public health issues and public health systems, policies, and practices. P/NP or letter grading.

53. Introduction to Health of Underserved and Linguistic Minority Communities (4)
Lecture, three hours. Population projections, population characteristics, birth rates and outcomes, causes of death and death rates, patterns of reportable diseases, services utilization, patterns of immigration, health insurance, provider training, risk behaviors, and chronic diseases in Latino and other underrepresented minority communities in Los Angeles County. Letter grading.

Upper Division Courses

M106. Health in Chicano/Latino Population (4)
Lecture, four hours; discussion, one hour. Designed for juniors/seniors. Examination of Chicano/Latino health status through life expectancy, causes of death, reportable diseases, services utilization, provider supply, and risk behaviors within demographic/immigration changes. Binational review of health effects in U.S. and Mexico. Letter grading.

150. Contemporary Health Issues (4)

M151. Healthcare in Transitional Communities (4)
(Same as Sociology M142.) Lecture, three hours; discussion, one hour. Analysis of social, cultural, economic, and political processes affecting organization and accessibility of healthcare in transitional and disadvantaged communities. Fieldwork required. Letter grading.

M160A. Health Outreach and Education for At-Risk Populations (4)
(Same as Medicine M160A.) Lecture, four hours; possible field observations. First in series of courses to explore prevention of disease in at-risk populations, clinical services and referrals for disadvantaged, and effects of low socioeconomic status on academic achievement, career, and family. Lectures by faculty and practitioners, with field visits. P/NP or letter grading.

M160B. Health Outreach and Education for At-Risk Populations (4)
(Same as Medicine M160B.) Lecture, two hours; discussion, two hours. Requisite: course M160A. Second in series of courses to explore prevention of disease in at-risk populations, clinical services and referrals for disadvantaged, and effects of low socioeconomic status on academic achievement, career, and family. Lectures by faculty and practitioners, discussion groups, and field activities including health education. P/NP or letter grading.

Biostatistics

Graduate Courses

M208. Introduction to Demographic Methods (4)
(Same as Community Health Sciences M208, Economics M208, and Sociology M213A.) Lecture, four hours. Preparation: one introductory statistics course. Introduction to methods of demographic analysis. Topics include demographic rates, standardization, decomposition of differences, life tables, survival analysis, cohort analysis, birth interval analysis, models of population growth, stable populations, population projection, and demographic data sources. Letter grading.

M209. Statistical Modeling in Epidemiology (4)
(Same as Epidemiology M212.) Lecture, four hours. Preparation: two terms of statistics (three terms recommended). Recommended: Epidemiology M204 or M211. Principles of modeling, including
meanings of models, a priori model specification, translation of models into explicit population assumptions, model selection, model diagnostics, hierarchical (multilevel) modeling. S/U or letter grading.

*M210. Statistical Methods for Categorical Data (4)*
(Same as Biomathematics M231.) Lecture, three hours; discussion, one hour. Requisites: course 100B or 110B, Statistics 100B. Statistical techniques for analysis of categorical data; discussion and illustration of their applications and limitations. S/U or letter grading.

*214. Finite Population Sampling (4)*
Lecture, three hours. Requisites: course 110B, Statistics 100B. Theory and methods for sampling finite populations and estimating population characteristics. S/U or letter grading.

*233. Statistical Methods in AIDS (2)*

*400. Field Studies in Biostatistics (2 or 4)*
Fieldwork, to be arranged. Field observation and studies in selected community organizations for health promotion or medical care. Students must file field placement and program training documentation on form available from Student Affairs Office. May not be applied toward M.S. minimum course requirement; 4 units may be applied toward 44-unit minimum total required for M.P.H. degree. Letter grading.

*M403B. Computer Management and Analysis of Health Data Using SAS (4)*
(Same as Epidemiology M403.) Lecture, two hours; laboratory, two hours. Requisites: courses 100A, 100B (100B may be taken concurrently). Introduction to practical issues in management and analysis of health data using SAS programming language. Cross-sectional and longitudinal population-based data sets to be used throughout to illustrate principles of data management and analysis for addressing biomedical and health-related hypotheses. Letter grading. survey. Techniques for analysis of data, including estimates and standard errors. Avoiding improper use of survey data. Letter grading.
Appendix 3: Program requirements for the various degrees in the FSPH

Biostatistics
The Department of Biostatistics offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Biostatistics.

Master's Degree

Course Requirements
The M.S. degree requires a minimum of nine graduate and upper division courses, of which at least five must be graduate courses (200 and 500 series). The five required graduate courses must be in biostatistics or mathematical statistics, including at least three courses in biostatistics. Unless previously taken, the following courses must be included in the degree program: Biostatistics 110A, 110B, 200A, 200B-200C, 202A, 202B, M215, 240, 402A, 402B, 596; and 12 units of special topics courses from Biostatistics M210 through M238 (except M215), 403A, or 410 through 419. At least four of the 12 units must be in the 200 series.

Exceptional students who have had a year course in probability and theoretical statistics plus one or more courses in applied statistics may be able to complete the degree in one year. Other courses in biostatistics or mathematical statistics, or in related areas such as biology, physiology, public health, management, or mathematics, are selected with the adviser's consent and approved by the chair. A written report and written comprehensive examination covering the above course material must be passed. A failed examination can be repeated only once.

Field Experience
Not required.

Comprehensive Examination Plan
Students are required to pass a written comprehensive examination that covers the content of the required courses. No more than one reexamination after failure is allowed. Students who do not take the reexamination at the time specified by the department forfeit their right to reexamination.

Thesis Plan
None.

Doctoral Degree

Course Requirements
Students must complete the following courses, unless previously taken: Biostatistics 250A-250B, 251, 255; Statistics 200B-200C; and at least three 4-unit special topics courses from the Biostatistics 230, 270, and 280 series. Some substitution is accepted from courses in statistics and biomathematics. For students who have not completed a master's degree or equivalent in Biostatistics, the following additional courses must be included in the degree program, unless previously taken: Biostatistics 200A-200B-200C, 202B, M215.

In addition, the student's full program of study must be approved by the department and must include, at the graduate level, three areas of knowledge: biostatistics; mathematical statistics; and a third field such as AIDS, biology, epidemiology, infectious diseases, medicine, microbiology, pharmacology, physiology, psychology, zoology, or public health. Students must also enroll in Biostatistics 409 for three consecutive quarters and Biostatistics 245 every quarter.

Written and Oral Qualifying Examinations
Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program.

Before advancement to candidacy, students must pass two written qualifying examinations and the University Oral Qualifying Examination.

The written mathematical statistics examination is normally taken in Fall Quarter of the second year in residence. The written biostatistics examination is normally taken in Fall Quarter of the second year. The University Oral Qualifying Examination is taken before advancement to candidacy and after successful completion of the written examinations. The examination is administered by the doctoral committee and usually consists of a preliminary defense of the dissertation proposal.
A failed examination may be repeated once. The timing of reexaminations is specified by the department in the case of written examinations or by the student's committee in the case of the oral examination. Students who do not take the reexaminations at the specified time forfeit their right to reexamination.

**Advancement to Candidacy**
Students are advanced to candidacy upon successful completion of the written and oral qualifying examinations.

**Doctoral Dissertation**
Every doctoral degree program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

**Final Oral Examination (Defense of the Dissertation)**
Required for all students in the program.

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**Community Health Sciences**

The Department of Community Health Sciences offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Public Health. Applicants should see the Master of Public Health (M.P.H.) Admission section under Public Health Schoolwide Programs. Admission requirements for the Master of Science in Public Health are the same as for the M.P.H; admission requirements for the Doctor of Philosophy in Public Health are the same as for the Doctor of Public Health.

**Master's Degree**

**Course Requirements**
Students must complete at least one year of residence in graduate status at the University of California and a minimum of 10 full courses, at least five of which must be graduate courses in the 200 or 500 series. Only one 596 course (four units) and one 598 course (four units) may be applied toward the total course requirement; only four units of either course may be applied toward the minimum graduate course requirement. Community Health Sciences 597 may not be applied toward the degree requirements. No more than 18 full courses are required for the degree.

Mandatory core courses include Biostatistics 100A, 100B, and Epidemiology 100. Each core course may be waived for students who have taken a similar course elsewhere and can pass the waiver examination. Community Health Sciences 210, 211A-211B, 212, 213, Biostatistics 406, and four to six department courses (selected from an approved list) are required. Elective courses are selected in consultation with an adviser. Normal program length is six quarters.

Only courses in which a grade of C- or better is received may be applied toward the requirements for a master's degree. Students must maintain an average of no less than 3.0 (B) in all courses required or elected during graduate residence at the University of California.

**Comprehensive Examination Plan**
If the comprehensive examination/report option is approved, a guidance committee of three faculty members is appointed. A written comprehensive examination on the major area of study must be passed. Students who fail may be reexamined once. The preparation of a major written research report is required, and it must be approved by the guidance committee which also must certify successful completion of all degree requirements.

**Thesis Plan**
Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research. If the thesis option is approved, a thesis committee is established. The committee approves the thesis prospectus before the student may file for advancement to candidacy. The thesis must be acceptable to the thesis committee.

**Doctoral Degree**

**Course Requirements**
The following courses are required if the student has not already taken them or their equivalent in the course of the master's degree or other postgraduate work: Biostatistics 100A, 100B, and 406; Community Health Sciences 210, 211A-211B, 212; Epidemiology 100; Health Services 100; Environmental Health
Sciences 100. These courses do not count toward the minimum course requirements for the doctoral degree.

In addition to any of the above courses not already taken, the student must take a minimum of 48 units in residence in the doctoral program, to include Community Health Sciences 270A-270B. No more than four units may be individual studies coursework (Community Health Sciences 596). All doctoral students must enroll in Community Health Sciences 286 (doctoral roundtable) every quarter until they are advanced to candidacy. With the exception of the first quarter of registration as a doctoral student, students may petition to waive out of the seminar for up to two quarters. The doctoral roundtable does not fulfill any of the 48 units required for the doctorate.

Students minor in a Ph.D. granting department outside of the School of Public Health, in a discipline relevant to community health sciences. Four graduate-level courses (16 units) are required.

Written and Oral Qualifying Examinations

Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program.

Before advancement to candidacy, all coursework must have been completed and the student must pass a written examination administered by the department and an oral qualifying examination in the major field. The written examination may be repeated only once. Additionally, the student must complete the requirements for the minor field and pass an examination administered by the minor department or the minor member of the guidance committee.

After the student has passed the written qualifying examination and completed the minor requirements, and at least one month prior to taking the University Oral Qualifying Examination, a doctoral committee is nominated. The doctoral committee consists of at least four faculty members including the chair, who hold professorial appointments at UCLA. Two of the faculty must be tenured. Three of the four must hold appointments in the department; one must be an outside member who holds no appointment in the School of Public Health; one of the four must be from the minor field. Eligible faculty are those in the tenure-eligible series, the in-residence series, and acting or emeriti in these series. The composition of the committee must be approved by the department chair. The doctoral committee guides the student's progress toward completion of the dissertation.

The student is advanced to candidacy and commences work on a dissertation by passing the University Oral Qualifying Examination, which is administered by the doctoral committee. Only the student and the committee members attend this examination; all committee members must be present. The examination may be repeated once if a majority of the committee so recommends.

Advancement to Candidacy

Students are advanced to candidacy upon successful completion of the written and oral qualifying examinations.

Doctoral Dissertation

Every doctoral degree program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

Final Oral Examination (Defense of Dissertation)

Required for all students in the program.

Environmental Health Sciences

Graduate Degrees

The Department of Environmental Health Sciences offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Environmental Health Sciences.

Master's Degree

Course Requirements

Students must complete at least one year of graduate residence at the University of California and a minimum of 10 full courses, at least five of which must be graduate courses in the 200 or 500 series. Only one 596 course (four units) and one 598 course (four units) may be applied toward the total course
requirement; only four units of either course may be applied toward the minimum graduate course requirement. Environmental Health Sciences 597 may not be applied toward the degree requirements. Mandatory core courses include Biostatistics 100A, 100B, Epidemiology 100, Environmental Health Sciences C200A-C200B, 201, C240, 410A, M411 (taken once a year for two years), and either 596 (for comprehensive examination/report plan) or 598 (for thesis plan). In addition, at least 18 units of elective courses are required and should be selected in consultation with the graduate adviser. Departmental required course may be waived if the student either has taken a similar university-level course elsewhere and/or passes a waiver examination. Only courses in which a grade of C- or better is received may be applied toward the requirements for a master's degree. Students must maintain an average of no less than 3.0 (B) in all courses required or elected during graduate residence at the University of California. In addition to the above course requirements, students must complete a thesis (Plan I) or a report.

Thesis Plan (Plan I)
Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research. If the student selects the thesis option (Plan I), a thesis committee of three faculty members is established. The committee approves the thesis prospectus before the student files for advancement to candidacy. An externally peer-reviewed publication (e.g. journal article or book chapter) completed while a student, may be submitted as the thesis, with appropriate format modification.

Comprehensive Examination and Report Plan (Plan II)
If the student selects the comprehensive examination & report option (Plan II), the candidate must pass a comprehensive examination on the major area of study. This examination is prepared by a committee of at least three faculty members. If the examination is failed, the student may be reexamined once. In addition, the student must complete a research activity (Environmental Health Sciences 596) of at least eight units and prepare an in-depth written report on this activity. For the report, the student also has the option of submitting an externally peer-reviewed publication (e.g. journal article, book chapter) that was completed while a student. Either report option must be approved by the adviser and one other faculty member.

Doctoral Degree

Course Requirements
Students select a course of study upon consultation with their guidance committee. The following courses are required: either Environmental Health Sciences 100 or C200A-C200B; Environmental Health Sciences M411 (required once a year for the first two years); Environmental Science and Engineering 410A (Fall Quarter of the second year); one full course (four units or more) at the 100 or 200 level in epidemiology; and the appropriate Environmental Health Sciences 296 course for each quarter in residence. Also, proficiency in biostatistics/statistics is required. Each specific, required, letter-graded course may be waived if the student successfully completed an equivalent course with a grade of B or better. For students who do not have a degree in the field of public health, the following additional courses are recommended: two full courses in biostatistics/statistics.

Written and Oral Qualifying Examinations
Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other precandidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program. Before advancement to candidacy, students must complete the courses required for the doctoral degree (see Course Requirements). Students must also pass a written examination in the area of specialization and the University Oral Qualifying Examination. Normally, no more than one reexamination is allowed. A doctoral committee, consisting of at least four faculty members who hold professorial appointments at UCLA, is nominated when the student is ready to take the University Oral Qualifying Examination. Students should review the current regulations governing doctoral committee membership in Standards and Procedures for Graduate Study at UCLA.
After passing the University Oral Qualifying Examination, the student may be advanced to candidacy and commence work on a dissertation in the principal field of study. The doctoral committee supervises the student's progress toward completion of the dissertation.

**Advancement to Candidacy**

Students are advanced to candidacy upon successful completion of the written and oral qualifying examinations.

**Doctoral Dissertation**

Every doctoral degree program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

**Final Oral Examination (Defense of the Dissertation)**

Required for all students in the program.

**Special Departmental or Program Policy**

**Epidemiology**

The Department of Epidemiology offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Epidemiology.

**Master's Degree**

**Course Requirements**

Students must complete at least one year of graduate residence at the University of California and a minimum of 56 units: 38 units of core courses and 18 units of elective courses. At least 20 units must be in the 200 or 500 series. A maximum of one two-unit, approved Epidemiology seminar, and one 596 course (four units) may be applied toward the total course requirements. If the student intends to write a thesis, four units of Epidemiology 598 (thesis research) may also be applied to the 18-unit elective requirement.

Mandatory core courses are Epidemiology 200A (six units), 200B (six units), 200C (six units), an approved two-unit Epidemiology seminar; Biostatistics 100A (four units) or 110A, 100B (four units) or 110B; one additional statistics course (four units) in regression or multivariate methods that is approved by the department; and two units of an approved data-management course(s). Students also must take four units of approved Epidemiology coursework in either infectious or chronic diseases. Equivalent courses must be approved by the department. Each core course may be waived if a similar course has been taken elsewhere and the student passes the waiver examination. A waiver course does not reduce the unit requirements. Elective courses include all those offered by the department with the exception of those stated above.

All courses included for advancement to candidacy, except the approved Epidemiology seminar, must have a letter grade (not S/U). Students must maintain an average of no less than 3.0 (B) in all courses required or elected during graduate residence at the University of California. In addition, students must maintain an average of no less than 3.0 (B) in Epidemiology 200A-200B-200C.

**Comprehensive Examination Plan**

If the comprehensive examination option is chosen, a guidance committee of three department faculty is appointed. An examination on the major area of study must be passed. If failed, the examination may be repeated once. In addition, the student must complete a research project with an article appropriate for publication.

**Thesis Plan**

*Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research.*

If the thesis option is approved, a thesis committee of three faculty is appointed by the dean of the Graduate Division on recommendation of the department. The chair of the committee and at least one other member must hold academic appointments in the department. The committee approves the thesis prospectus before the student may file for advancement to candidacy. The thesis must be acceptable to the thesis committee.

**Doctoral Degree**

**Course Requirements**

Students must fulfill the course requirements for the M.S. degree in Epidemiology with an average of no less than 3.3 (B+) in Epidemiology 200A-200B-200C. Equivalent courses taken at other institutions may be used to fulfill these requirements subject to approval by the department. Continuation in the doctoral program is contingent on satisfying the 3.3 (B+) average grade-point requirement in the three core
courses. Students must also take Epidemiology M204 (four units) and one additional statistics course (four units) beyond the M.S. requirements, one course on pathobiology (four units), and at least three quarters of Epidemiology 292 (two units per quarter). The statistics and pathobiology courses must be approved by the department. In addition, students must take at least 12 units of graduate-level courses (excluding 500-level courses) outside the department. The 12 units must be selected with the approval of the academic adviser. Students with prior post-baccalaureate coursework may petition for substitution of part or all of the 12-unit requirement. Recommendation for the degree is based on the attainments of the candidate rather than on the completion of specific courses.

Written and Oral Qualifying Examinations

Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program.

Before advancement to candidacy, students must pass the departmental written doctoral examination and the University Oral Qualifying Examination. Normally for the written doctoral examination no more than one reexamination is allowed. A doctoral committee, consisting of at least four faculty members who hold professorial appointments at UCLA, is nominated and submitted to the Graduate Division and, if approved, administers the oral qualifying examination after successful completion of the written examination. Two of the faculty must be tenured. Three of the four must hold appointments in the department; at least one must hold an appointment in another department at UCLA.

After completing the course requirements and passing both the written doctoral examination and the oral qualifying examination, the student may be advanced to candidacy and complete work on a dissertation in the principal field of study.

Advancement to Candidacy

Students are advanced to candidacy upon successful completion of the written and oral qualifying examinations.

Doctoral Dissertation

Every doctoral degree program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

Final Oral Examination (Defense of the Dissertation)

Required of all students in the program.

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Health Policy and Management

The Department of Health Policy and Management offers the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Health Policy and Management.

Master's Degree

Course Requirements

Students must complete Health Policy and Management 200A, 200B, 225A, 225B, 237C, M422, Biostatistics 201A, 201B, and Epidemiology 100. Students must complete 16 full courses (74 units) and at least one year of graduate residence at the University of California. All courses with the exception of Epi 100 must be 200 level or above. Only four units of either Health Policy and Management 596 or 598 may be applied to the degree. Health Policy Management 597 may not be applied toward the degree requirements. Students are strongly encouraged to take the following courses or equivalents: Health Policy and Management 227A, 227B, and/or Epidemiology 201A, 201B. Elective courses should be selected in consultation with the student's advisor. Electives may be chosen from offerings in the department or other departments in the School of Public Health.

Students with a prior doctoral-level degree (M.D., Ph.D., J.D., D.D.S., or equivalent), and relevant experience, must complete 12 full courses (52 units). The four courses (16 units) not required for these students are identified through a waiver petition when the student advances to candidacy. Required courses include Health Policy and Management 200A, 200B, 225A, 225B, 237C, Biostatistics 201A,
201B, and Epidemiology 100. Students must take two courses in statistics and a minimum of one course in Epidemiology. Biostatistics 201A and 201B and Epidemiology 100 will satisfy these requirements. However, students are encouraged to substitute advanced courses in these areas if previous academic work provides adequate preparation. This determination will be made on a case by case basis in consultation with the program director. Only courses in which a grade of C- or better is received may be applied toward the requirements for a master's degree. Students must maintain an average of no less than 3.0 (B) in all courses required or elected during graduate residence at the University of California.

Comprehensive Examination Plan
If the comprehensive examination/report plan is approved, a guidance committee of three faculty members is appointed. The comprehensive examination consists of an extensive written research report in the major area of study. It must be approved by the guidance committee which also must certify successful completion of all degree requirements.

Thesis Plan
Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research. If the thesis option is approved, a thesis committee is established. The committee approves the thesis prospectus before the student files for advancement to candidacy. The thesis must be acceptable to the thesis committee.

Doctoral Degree
Course Requirements
Major field course requirements include Health Policy and Management 200A, 200B, 225A, 225B, 226 A, 226B, 227B, 237, Biostatistics 201A, Biostatistics 201B, an additional statistics course at 200-level or above, and four or more cognate electives (16 units) from a department that grants a Ph.D. degree. Cognate courses must be at the graduate level and should be core theory and research courses for the discipline chosen. Acceptable cognate areas would be from one of the following disciplinary areas: economics, epidemiology, health care outcomes research, history, management, pharmaceutical economics, policy studies, political science, psychology, and sociology.

Written and Oral Qualifying Examinations
Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program. Before advancement to candidacy, students must pass a written departmental and pass an oral qualifying examination conducted by the student's doctoral committee. Normally no more than one reexamination is allowed. When the student is ready to take the University Oral Qualifying Examination, a doctoral committee is nominated. The doctoral committee consists of at least four faculty members who hold professorial appointments. Two of the faculty must be tenured. Three of the four must hold appointments in Health Services; at least one must hold an appointment in another department at UCLA. The doctoral committee administers the oral qualifying examination after the student has successfully completed the written examination. After passing the University Oral Qualifying Examination, the student may be advanced to candidacy and commence work on a dissertation in the principal field of study. The doctoral committee guides the student's progress toward completion of the dissertation.

Advancement to Candidacy
Students are advanced to candidacy upon successful completion of the written and oral qualifying examinations.

Doctoral Dissertation
Every doctoral degree program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

Final Oral Examination (Defense of Dissertation)
Required for all students in the program.

Molecular Toxicology
The Molecular Toxicology Program offers the Doctor of Philosophy (Ph.D.) degree in Molecular Toxicology.

**Doctoral Degree**

An academic adviser is assigned to each new student by the Associate Director of Student Affairs. The adviser meets with the student each quarter to discuss academic progress. Once the student is accepted into the laboratory of one of the participating faculty within the program, that faculty member then becomes the student's adviser.

**Course Requirements**

First year students may take either the ACCESS curriculum in Fall and Winter Quarters (Biological Chemistry 254A-254B in Fall and Biological Chemistry 254C-254D in Winter) or Molecular and Medical Pharmacology M252 (Fall) and Molecular, Cellular and Integrative Physiology M262 (Winter). Students should select between these two series in consultation with their graduate adviser. In Spring Quarter students take Environmental Health Sciences C240 and Microbiology, Immunology, and Molecular Genetics C234 (or an equivalent ethics course). In all quarters of the first year students take a three-unit seminar Molecular Toxicology 211A (Fall) 211B (Winter), and 211C (Spring), and a six-unit laboratory rotation Molecular Toxicology (596) within the department of a faculty sponsor. Students must attain a grade of B- or better in all core courses and must pass all core courses (excluding courses offered every other year) within two years of entering the program, unless there are mitigating circumstances that prevent this; such cases are reviewed by the Faculty Advisory Committee.

In the second or subsequent year, students take Molecular and Medical Pharmacology 237 and in Winter Quarter of their second or third year, students take Molecular Toxicology M242. Also starting with the second year, students spend most of their time on dissertation research.

In addition to the course requirements listed here, students are expected to complete Molecular Toxicology 596, 597, and/or 599 during quarters in which research (596, 599) or study for written or oral examinations (597) is part of the program. Molecular Toxicology 596 is for students who have not passed their oral examinations; 599 is for those who have passed their oral examinations.

**Written and Oral Qualifying Examinations**

Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program.

Both a written and oral qualifying examination are required. The format for the written qualifying examination consists of a research proposal on a topic that is approved by members of the doctoral committee. The doctoral committee consists of four faculty members, including the student's adviser who serves as chair. The adviser recommends the composition of the committee, which is appointed by the Graduate Division. The research proposal topic must be approved by the doctoral committee.

The University Oral Qualifying Examination is organized to question the candidate regarding the written proposal, and also to query the candidate in a more general way regarding scientific topics that should be common knowledge to a doctoral-level toxicologist. Two attempts are allowed to pass both the written and oral qualifying examinations.

After successful completion of coursework and written and oral examination requirements, students are advanced to candidacy and begin work on a dissertation based on original research. As a general guideline, the dissertation should consist of research equivalent to at least two peer-reviewed publications in reputable journals in the field.

**Advancement to Candidacy**

Students are advanced to candidacy upon successful completion of the written and oral qualifying examinations.

**Doctoral Dissertation**

Every doctoral degree program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

**Final Oral Examination (Defense of the Dissertation)**

Required for all students in the program.

Guidelines governing termination of graduate students, including the appeal procedure, are outlined
Public Health Schoolwide Programs

The School of Public Health offers the Master of Public Health (M.P.H.) and Doctor of Public Health (Dr.P.H.) degrees.

Master's Degree

Areas of Study
Areas of specialization and typical course plans, in addition to mandatory courses, are listed below.

Biostatistics
Required department courses include Biostatistics 110A, 110B, (100A and 100B may be substituted with departmental permission); Biostatistics 201A, 201B, 402A, 402B (402B satisfies the field training requirement), 403A and 406; and 12 units of elective courses from Biostatistics 200B, 200C, M210 through M238, or M403B, 410 through 419. Additional elective courses are recommended and should be selected in public health, biomathematics, or mathematics.

Community Health Sciences
A minimum of 60 units of graduate and upper division coursework is required for the M.P.H. degree. Normally two years or six quarters are needed to complete the 60 units of coursework required. No less than 32 units must be taken in the department. A maximum of 12 elective units from outside the department may count towards the 60 units. Candidates with a prior doctoral degree or advanced preparation in a related field may petition the departmental faculty to waive up to 12 units for the M.P.H. degree.

All students are required to complete Community Health Sciences 210, 211A-211B, and four units of 400 (400 hours of field work).

Students are required to select one course from each of the three curricular areas to a) Public Health Practice, b) Populations, and c) Individual and Structural Influences (12 units). The courses for these three areas are listed below. New CHS department courses will be added to these areas as appropriate. Students are required to take at least one additional course (4 units) within CHS. An additional course in research methods or program planning, similar to CHS 211A&B is strongly recommended for students in the second year of the program.

<table>
<thead>
<tr>
<th>Public Health Practice</th>
<th>Populations</th>
<th>Individual and Structural Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>213: Research in Community and Patient Health Education</td>
<td>205: Immigrant Health</td>
<td>224: Social Determinants of Nutrition and Health</td>
</tr>
<tr>
<td>M218: Questionnaire Design and Administration</td>
<td>231: Maternal and Child Nutrition</td>
<td>247: Population Change and Public Policy</td>
</tr>
<tr>
<td>257: Program Planning in Community Disaster Preparedness</td>
<td>M239: Race and Ethnicity as a Concept in Practice and Research</td>
<td>254: Intentional Disasters: War and Refugees</td>
</tr>
<tr>
<td>258: Cooperative Interagency Management in Disasters</td>
<td>240: Child and Reproductive Health in Communities: Global Environmental Perspective</td>
<td>M263: Social Demography of Los Angeles</td>
</tr>
<tr>
<td>271: Health-Related Behavior Change</td>
<td>246: Women’s Roles and Family Health</td>
<td>M272: Social Epidemiology</td>
</tr>
<tr>
<td>276: Complementary and Alternative Medicine</td>
<td>248: Women’s Mental Health</td>
<td>273: Social Epidemiology of Chronic Disease</td>
</tr>
<tr>
<td>282: Communication in Health Promotion and Education</td>
<td>M260: Health and Culture in Americas</td>
<td>284: Sociocultural Aspects of Mental Health</td>
</tr>
<tr>
<td>285: Evidence-Based Health</td>
<td>M264: Latin America: Traditional</td>
<td>291: Health Policy and Aged</td>
</tr>
</tbody>
</table>
Students who complete the UCLA undergraduate minor in Public Health have already completed the four 100-level core courses (Biostatistics 100A, Environmental Health Sciences 100, Epidemiology 100, and Health Policy and Management 100). 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 master's degree. Students must consult with their adviser when selecting these replacement courses. For any courses taken outside of the School, 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 adviser about selecting other options. Replacement courses within the School do not require a blue petition.

**Environmental Health Sciences**

Required courses include Biostatistics 100B; Environmental Health Sciences C200A, C200B, 201, C240, 400, 401 (or 410A and 410B), and M411 (to be taken once a year for two years). At least 12 units of elective courses are required and are selected by students in consultation with the faculty adviser. Any departmental required course may be waived by instructor consent if the student either has taken a similar course or can pass a waiver examination.

**Epidemiology**

Students with no prior clinical doctorate degree are required to complete Biostatistics 100B, Epidemiology 200A-200B-200C, 400, two units of a data management course in Biostatistics that features SAS, four units of approved Epidemiology coursework in either infectious diseases or chronic diseases, and 20 elective units taken from the general list of courses: Epidemiology 203, M204, M211, M212, M218, 220, 222, 223, 224, M225, M226, 227, 228, 229, 230, 231, 232, 240, 242, 243, 244, 246, 247, 248, 249, 251, M252, 253, M254, M255, 257, M258, 259, 260, 261, 262, 263, 265, 266, 267, 268, 270, 271, M272, 273, 280, 402, M403, M406, 410, 411, 412, 413, 414, 415, 417, M418, and 420. Among the 20 units of electives, up to eight can be taken outside the Epidemiology department with the consent of the advisor and by petition.

Students with a prior clinical doctorate degree or students enrolled in an M.D./M.P.H. program are required to complete Biostatistics 100B, Epidemiology 200A-200B-200C, 400 and 14 total elective units. Students may apply six units in relevant topics from the Department of Medicine or other departments in the School of Public Health toward their total 14-unit elective requirement. All students must submit a report demonstrating competence in epidemiologic methodology. The report may not be submitted prior to the completion of Epidemiology 400. Epidemiology 400 must be taken after completion of 200C.
Health Policy and Management

Health Policy and Management specialization programs include (1) Health Care Management, (2) Health Policy, (3) Executive (4) Health Services Organization, (5) a concurrent M.P.H./M.B.A., (6) a concurrent M.P.H./M.P.P., (7) J.D./M.P.H., and (8) M.D./M.P.H. All specialization programs require Health Policy and Management 200A-200B, 400, and a summer internship in a local health care organization, as well as School of Public Health core courses: Biostatistics 100A, Community Health Sciences 100, Environmental Health Sciences 100, and Epidemiology 100.

Students who hold an M.B.A. and three years of managerial experience in health care will be required to take 15 courses rather than 18. In addition, students who have had the equivalent course work in their M.B.A. program may petition to waive out of an additional 3 courses. Petitions will be considered on a case by case basis.

Health Care Management. The Health Care Management specialization is a two-year program requiring 23 full courses (88 units) and a major written research report based on the summer internship at a local health care organization. Required courses include Health Policy and Management 232, 234, M236, M285, 215A, 400, 403, M422, 431, 433, 436, 437, 440A, and 445. In addition, students select at least three elective courses from Health Policy and Management or other academic schools/departments approved via blue petition.

Health Policy. The Health Policy specialization is a two-year program requiring 22 full courses (88 units), and a major written research report based on the summer internship in a local health care organization. Required courses include Health Policy and Management 232, M233, M236, M285, 215A, 286, M287, 400, M422, 431, and Biostatistics 100B. In addition, students select at least five elective courses from Health Policy and Management or other academic schools/departments approved via blue petition.

Executive. The executive program is for people with at least three years of managerial experience in the healthcare field. It is a two-year program requiring 18 full courses and a major written research report based on the summer internship. Required courses include Health Policy and Management 234, M236, 251, M422, 431, 433, 436, 450, and Biostatistics 419.

Health Services Organization. The health services organization specialization is a one-year program requiring a minimum of 13 full courses (56 units). Admission is limited to students with prior doctoral-level degrees completed in the U.S. (M.D., Ph.D., J.D., D.D.S., or equivalent). Required courses include Health Policy and Management M236, 400 and 403. In addition, students select at least four elective courses from the Department of Health Policy and Management or other academic schools/departments approved via blue petition.

Course Requirements

Students must complete at least one year of graduate residence at the University of California and a minimum of 11 full courses (44 units), at least six of which must be graduate courses and at least two of which must be 400-series courses. Only one 596 course (four units) may be applied toward the six graduate courses; 597 and 598 courses may not be applied toward the degree.

Required school core courses include Biostatistics 100A or 110A; Community Health Sciences 100 (210, 211A, 211B for community health sciences majors); Environmental Health Sciences 100 (C200A-C200B for environmental health sciences majors); Epidemiology 100 (200A-200B-200C for epidemiology majors) and Health Services 100 (200A-200B for health services majors). Each core course may be waived via blue petition if the student has taken a similar college-level course, and passes the waiver examination. Students may substitute the core sequence for majors in departments outside their own major department for the department’s 100-level course (e.g. a Community Health Sciences major who takes Biostatistics 201A, 201B). Students must file a blue petition for the substitution.

In addition to the core courses, at least three courses (two or four units) outside the student’s area of specialization are strongly recommended.

Only courses in which a grade of B- or better is received may be applied toward the requirements for a master’s degree. Courses taken for S/U grading may not be applied toward the degree requirements. Students must maintain an average of no less than 3.0 (B) in all courses required or elected during graduate residence at the University of California.

Field Experience

Field training in an approved public health program is required of candidates who have not had prior relevant field experience. A minimum of four units, but no more than eight units, is required. Students must be in good academic standing, with a grade point average of 3.0 or better, before beginning the field experience.
Comprehensive Examination Plan
Students must pass a comprehensive examination in their department. Students may be reexamined once. The aim of the examination, as a culminating experience, is to assess the student's ability to select theories, methods, and techniques from across the content matter of a field, integrate and synthesize knowledge, and apply it to the solution of public health problems. Students must be in good academic standing, with a grade point average of 3.0 or better, before taking the comprehensive examination.
Appendix 4: Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.

**Biostatistics Consulting Clients 2010-Present**

<table>
<thead>
<tr>
<th>Practicum Site</th>
<th>Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Ecology and Evolutionary Biology</td>
<td>N/A</td>
</tr>
<tr>
<td>Plastic Surgery at David Geffen School of Medicine at UCLA</td>
<td>N/A</td>
</tr>
<tr>
<td>Department of Community Health Sciences at UCLA School of Public Health</td>
<td>Dr. Mike Prelip</td>
</tr>
<tr>
<td>Harold Simmons Center for Kidney Disease Research and Epidemiology at the Los Angeles Biomedical Institute at Harbor-UCLA Medical Center</td>
<td>N/A</td>
</tr>
<tr>
<td>Arrowhead Regional Medical Center – Trauma Board</td>
<td>N/A</td>
</tr>
<tr>
<td>Department of Psychiatry and Behavioral Neurosciences, Cedars-Sinai Medical Center and David Geffen School of Medicine at UCLA</td>
<td>Li-Jung Liang, Robert Pynoos, Lin Chang, David Elashoff</td>
</tr>
<tr>
<td>Veteran Administration Hospital at Los Angeles Department of Epidemiology at UCLA School of Public Health</td>
<td>Chris Saigal, Jennifer Malin, Karl Lorenz</td>
</tr>
<tr>
<td>Department of Epidemiology at UCLA School of Public Health</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Community Health Sciences - Agencies Used for Field Studies 2010 -12**

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>PRECEPTOR NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Liver Center at Stanford University</td>
<td>Cheung, Chrissy (MPH)</td>
</tr>
<tr>
<td>Autism Speaks</td>
<td>Rosanoff, Michael (MPH)</td>
</tr>
<tr>
<td>California Dept. of Public Health</td>
<td>Howard, Holly</td>
</tr>
<tr>
<td>California Dept. of Public Health</td>
<td>Raider, Faith</td>
</tr>
<tr>
<td>California Healthy Nail Salon Collaborative</td>
<td>Fu, Lisa (MPH)</td>
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<tr>
<td>Children's Hospital Los Angeles</td>
<td>Iverson, Ellen</td>
</tr>
<tr>
<td>City of Beverly Hills</td>
<td>Mottice-Muller, Pamela</td>
</tr>
<tr>
<td>Community Coalition</td>
<td>Kim, Joanne (MPH)</td>
</tr>
<tr>
<td>Families in Good Health-St. Mary Medical Center</td>
<td>Gervacio, Lindsay (MA, MPH)</td>
</tr>
<tr>
<td>Health Net, Inc.</td>
<td>Su, Hoa</td>
</tr>
<tr>
<td>Jhpiego</td>
<td>Banda, Joseph</td>
</tr>
<tr>
<td>John Snow Inc.</td>
<td>Kironde, Samson (MPH, MD)</td>
</tr>
<tr>
<td>Kids Come First</td>
<td>Speak, Beverly</td>
</tr>
<tr>
<td>LA Care Health Plan</td>
<td>Diaz, Lisa (RN, MSN)</td>
</tr>
<tr>
<td>LA Care Health Plan</td>
<td>Kasick, Nai</td>
</tr>
<tr>
<td>LA County Dept. of Public Health</td>
<td>Franco, Louisa (MPH)</td>
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<tr>
<td>LA County Dept. of Public Health</td>
<td>Leighs, Michael</td>
</tr>
<tr>
<td>LA County Dept. of Public Health</td>
<td>Readhead, Heather (MD, MPH)</td>
</tr>
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<td>LA County Dept. of Public Health</td>
<td>Robles, Brenda</td>
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<tr>
<td>LA County Dept. of Public Health</td>
<td>Scully, Janet</td>
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<td>LA County Dept. of Public Health</td>
<td>Valdez, Erika</td>
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<td>LA County Dept. of Public Health</td>
<td>Wood, Michelle</td>
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<tr>
<td>AGENCY</td>
<td>PRECEPTOR NAME</td>
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</tr>
<tr>
<td>Long Beach DHHS</td>
<td>Brown, Diane</td>
</tr>
<tr>
<td>Long Beach Health Department</td>
<td>Stevens, Shawna</td>
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<tr>
<td>Los Angeles Trust for Children’s Health</td>
<td>Puffer, Maryjane</td>
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<tr>
<td>March of Dimes</td>
<td>Crivici, Fernanda</td>
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<tr>
<td>March of Dimes</td>
<td>Lombardo, Victoria</td>
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<tr>
<td>Ministry of Public Health Area 1 Tena</td>
<td>Shiguango, Marisol</td>
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<tr>
<td>Muslim Aid South East Asia</td>
<td>Ko Ko, Nay Win (MBBS, MPH)</td>
</tr>
<tr>
<td>Nutri-Salud</td>
<td>Hurtado, Elena</td>
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<tr>
<td>Population Council</td>
<td>Bellows, Ben</td>
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<td>Population Council</td>
<td>Muthengi, Eunice</td>
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<td>Public Health England (PHE)</td>
<td>Amirthalingam, Gayatri</td>
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<td>Sepulveda VA</td>
<td>Rosen, Rachel</td>
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<tr>
<td>Southside Coalition of Community Health Centers</td>
<td>Vaccaro, Nina (MPH)</td>
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<tr>
<td>Special Service for Groups</td>
<td>Wat, Eric C.</td>
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<tr>
<td>St. Barnabas Senior Services</td>
<td>Thorpe, Carol Lee</td>
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<tr>
<td>St. Johns Well Child and Family Center</td>
<td>Mangia, Jim (MPH)</td>
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<tr>
<td>The Wellness Center at the Historic General Hospital</td>
<td>Mullenax, Nancy</td>
</tr>
<tr>
<td>University Research Co.</td>
<td>Arinaitwe, Moses</td>
</tr>
<tr>
<td>VA West LA Healthcare</td>
<td>Gunn, Laura (MPH)</td>
</tr>
<tr>
<td>Violence Prevention Coalition of Greater Los Angeles</td>
<td>Healy, Daniel (MPH)</td>
</tr>
<tr>
<td>Westside Children’s Center</td>
<td>Miller-Askew, Lawren</td>
</tr>
<tr>
<td>Women’s Clinic &amp; Family Counseling Center</td>
<td>Singer, Jade (PA, MPH)</td>
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<tr>
<td>YTH—Youth+Technology+Health</td>
<td>Sheoran, Bhupendra</td>
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<td>Alameda County DPH</td>
<td>Paras, Rachel</td>
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<tr>
<td>Altamed Health Services Corporation</td>
<td>Cruz, Stella</td>
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<td>Altamed Health Services Corporation</td>
<td>Martija, Renee</td>
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<tr>
<td>Asian Pacific Family Center</td>
<td>Gock, Terry (MD)</td>
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<td>Asian Pacific Health Care Venture</td>
<td>Sebrio, Cecile</td>
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<tr>
<td>California Dept. of Public Health</td>
<td>Ujjihara, Alyce</td>
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<tr>
<td>California Family Health Council</td>
<td>Braun, Rebecca</td>
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<td>California Family Health Council</td>
<td>Cantu, Michelle</td>
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<tr>
<td>Center for Health Justice</td>
<td>Molina, Monica</td>
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<tr>
<td>Children's Hospital Los Angeles</td>
<td>Dudek, Julia (MPH)</td>
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<tr>
<td>Chinatown Service Center</td>
<td>Chung, M. Angela</td>
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<tr>
<td>City of Beverly Hills</td>
<td>Mottice-Muller, Pamela</td>
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<tr>
<td>City of West Hollywood Public Safety</td>
<td>Cook, Kristin</td>
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<tr>
<td>Community Partners</td>
<td>Cole, Bridget Hogan</td>
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<tr>
<td>Gawad Kalinga Community Development Foundation</td>
<td>Solis, Elen (MD)</td>
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<td>AGENCY</td>
<td>PRECEPTOR NAME</td>
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<tr>
<td>Health Net, Inc.</td>
<td>Robinson-Frank, Elaine</td>
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<td>Iris Cantor-UCLA Women's Health Education &amp; Resource Center</td>
<td>Friedman, Julie (MPH, CHES)</td>
</tr>
<tr>
<td>Korean American Family Service Center</td>
<td>Kyunghee Kim, Christine (MA, MFT)</td>
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<td>LA County Dept. of Health Services</td>
<td>Warriner, Laura Lathrop</td>
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<td>LA County Dept. of Public Health</td>
<td>Donovan, Kevin</td>
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<td>Gilchick, Robert (Dr.)</td>
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<td>LA County Dept. of Public Health</td>
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<tr>
<td>LAC+USC Department of Emergency Medicine</td>
<td>Menchine, Michael</td>
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<td>Little Tokyo Service Center</td>
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<td>Long Beach DHHS</td>
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<td>Los Angeles Gay &amp; Lesbian Center</td>
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<td>Los Angeles Trust for Children's Health</td>
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<td>MAZON: A Jewish Response to Hunger</td>
<td>Himelfarb, Elaine (MPH)</td>
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<td>National Environmental Education Foundation</td>
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<td>Office of Women's Health</td>
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<td>Stop Malaria Project</td>
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<td>Riley, Kevin (MPH, PhD)</td>
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<td>UCLA OB/GYN Clinic at West Medical Building</td>
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<td>Urban Health Resource Centre</td>
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<td>Cabrera, Carlos (MD)</td>
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### EHS Interns 2010-12

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### Epidemiology Interns 2010-2012

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Appendix 5: An Example of a Course Outline, Syllabus and Competency Listing

PEDAGOGY: ESSENTIAL SKILLS & INNOVATIVE STRATEGIES
PUB HTH 475 Spring 2011
Mondays 1-3 PM; 51-279 CHS
Course website: https://ccle.ucla.edu/course/view/11S-PUBHLT475-1

Prof. Hilary Godwin
e-mail: hgodwin@ucla.edu
office: 66-062B CHS
phone: 310-794-9112
office hours: by appointment (to make an appointment, please email: trichardson@ph.ucla.edu)

Overview: This course is designed for doctoral students who wish to teach undergraduate courses in the School of Public Health and/or wish to prepare for a career that includes teaching. The goal of this course is to provide students with the opportunity to learn how to develop teaching materials for a course and to acquire skills that will help them to be successful and innovative instructors. Focus is on active learning methodologies and competencies-based approach to instruction.

Required Texts/Materials:


Recommended Texts/Materials:
“What the Best College Teachers Do” Ken Bain © 2004 by Harvard University Press. 0674013255.


Course Structure: The class meets two hours per week and is in the format is an interactive seminar. Please read all required reading prior to coming to each class. Reading Assignments are listed in the tentative course schedule found at the end of this syllabus; any updates will be posted on the course website. Postdoctoral fellows in the school may audit the course with permission and are not required to register for the class.
Course Website: All homework assignments are posted on the course website. If you are unable to access the course website, please contact the instructor (hgodwin@ucla.edu).

Evaluation: Pub Hth 475 is available either for a letter grade or as S/U. There are five primary sources of evaluation for this class:
(1) Homework Assignments (5) 50% of total grade
(2) Final Project 20% of total grade
(3) In-Class Presentation 20% of total grade
Attendance & In-Class Participation 10% of total grade

**Homework Assignments** (50%). There are five homework assignments for this course (see Tentative Course Schedule for due dates), each of which is worth 10% of your total grade for the course. The homework assignments are INDIVIDUAL WORK and designed to help you develop the materials that are needed for teaching a course in Public Health and will help you to assemble the materials that you will need for your final project, which is a course portfolio. You must submit your homework assignments electronically via the course website (to be announced), not via email. All assignments must be submitted electronically prior to the beginning of class on Tuesday of the week that they are due. A 10% penalty (of the total possible points) will be deducted from late assignments for every day or partial day that the assignment is late. Late assignments will not be accepted after 3 days.

**Final Project: New Course Portfolio** (20%). Each student is required to independently develop the materials needed to teach a new course in Public Health. The final project MUST BE WRITTEN AND ASSEMBLED INDIVIDUALLY. All final projects must be submitted electronically prior to the beginning of class on the last week of the quarter.

**In-Class Presentation** (20%). Each student will be responsible for making an in class presentation in which they engage their classmates in an active learning exercise. The grade for this portion of the course will be based on both your presentation and your participation in the peer review of presentations by the other students in the course (submitted in class).

**Course Evaluation** (3%). To receive credit for this portion of the course, you must submit your course evaluation using the online system no later than noon on the Friday of finals week. When you submit your evaluation, the instructor will receive a message indicating that your evaluation is complete; your evaluation will remain anonymous and the instructor will not receive the actual evaluation until after final grades for the course have been submitted.

**Academic Integrity**: All submitted work MUST BE YOUR OWN. You are expected to read and follow the UCLA Student Conduct Code (http://www.deanofstudents.ucla.edu/conduct.html) and the guidelines from the Registrar’s office on avoiding plagiarism (see http://www.registrar.ucla.edu/soc/notices.htm#Anchor-Plagiarism-6296 and also http://www.library.ucla.edu/bruinsuccess/) If you are not sure whether a particular action is in violation of UCLA’s standards of academic integrity or constitutes plagiarism, please contact the instructor and error on the side of caution. Ignorance of the University’s policies is not a legitimate excuse for violating them. ALL VIOLATIONS OF THESE POLICIES WILL BEREFERRED IMMEDIATELY TO THE DEAN OF STUDENTS AND/OR THE DEAN OF THE SCHOOL OF PUBLIC HEALTH FOR REVIEW AND DISCIPLINARY ACTION.
## PUBLIC HEALTH 475: Learning Objectives & Competencies

<table>
<thead>
<tr>
<th>Learning Objectives: By the end of this course, students should be able to:</th>
<th>ASPH DrPH Competencies Addressed By This Course ([<a href="http://www.asph.org/publication/DrPH">http://www.asph.org/publication/DrPH</a> Core Competencies Model/index.html](<a href="http://www.asph.org/publication/DrPH">http://www.asph.org/publication/DrPH</a> Core Competencies Model/index.html))</th>
<th>Measured by</th>
</tr>
</thead>
</table>
| 1. Create effective instructional materials for a new course/develop a new course proposal | B2. Integrate health literacy concepts in all communication [and marketing] initiatives  
B5. Create informational and persuasive communications | • Homework Assignments 1-5 and Final Project |
| 2. Develop learning objectives for a course and align them with programmatic competencies | B4. Guide an organization in setting communication goals, objectives, and priorities | • Homework 2 and Final Project |
| 3. Develop an effective course syllabus | B5. Create informational and persuasive communications | • Homework 3 and Final Project |
| 4. Develop an assessment plan for a course | B7. Develop formative and outcome evaluations plans for communication [and marketing] efforts | • Homework 4 and Final Project |
| 5. Develop assignments that are aligned with learning objectives for course | | • Homework 5 and Final Project |
D1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies, and systems. | • Final Project and In Class Presentation |
| 7. Articulate the advantages of using different teaching methodologies for different audiences | D5. Synthesize information from multiple sources for research and practice. | • Final Project |
| 8. Develop skills needed to serve as a positive role model for students and handle difficult situations | A3. Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques.  
C6. Implement culturally and linguistically appropriate programs, services, and research.  
E4. Influence others to achieve high standards of performance and accountability.  
E9. Demonstrate a commitment to personal and professional values.  
G7. Demonstrate cultural sensitivity in ethical discourse and analysis | • In Class Activities |
# PUBLIC HEALTH 475 Spring 2011
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Homework Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>March 28 Introduction: A Learning-Centered Approach to Course and Curriculum Design</td>
<td>Diamond, Chapters 1-6; Davis Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>April 4 Clarifying Instructional Goals and Outcomes</td>
<td>Diamond, Chapters 9, 10, 13</td>
<td>Homework #1: Prioritized List of 3 Possible New Courses and Catalog Descriptions for Each</td>
</tr>
<tr>
<td>Week 3</td>
<td>April 11 Developing a Learning-Centered Syllabus</td>
<td>Diamond, Chapter 22; Davis, Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>April 18 Developing Effective Measures of Learning</td>
<td>Diamond, Chapters 14 &amp; 15; Davis, Chapters 34-43</td>
<td>Homework #2: Learning Objectives and Competencies for Your Proposed Course</td>
</tr>
<tr>
<td>Week 5</td>
<td>April 25 Designing and Implementing Your Assessment Plan; Curriculum and Course Revision/Learning from Experience</td>
<td>Diamond, Chapters 16, 17, 23 &amp; 24; Davis, Chapters 59-61</td>
<td>Homework #3: Syllabus and New Course Description for Your Proposed Course</td>
</tr>
<tr>
<td>Week 6</td>
<td>May 1 What the Best Teachers Do: Strategies for Creating a Positive Learning Environment</td>
<td>Davis, Chapters 9-13, 29-33, 45-50, and 55-58</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>May 9 Active Learning Strategies and Using Technology to Support Learning</td>
<td>Diamond, Chapter 18; Davis, Chapters 14-19 and 20-25</td>
<td>Homework #4: Assessment Plan for Your Proposed Course</td>
</tr>
<tr>
<td>Week 8</td>
<td>May 16 Addressing Diversity and Managing Difficult Situations</td>
<td>Diamond, Resource Q; Davis, Chapters 4-8</td>
<td>Homework #5: Sample Assignment for Your Proposed Course</td>
</tr>
<tr>
<td>Week 9</td>
<td>May 23 Distance Learning and Meeting the Needs of Adult Learners</td>
<td>Diamond, Chapters 19 &amp; 20</td>
<td>In Class Presentations</td>
</tr>
<tr>
<td>Week 10</td>
<td>May 30 Memorial Day – no class There is no final exam for this class</td>
<td>Final Project Due June 3rd at noon</td>
<td>Final Project Due June 3rd at noon</td>
</tr>
</tbody>
</table>

---

47
**Course Details**

**Course number and title:** EHS200B Foundations of Environmental Health Sciences

**Credits:** 4

**Instructor-in-charge:** HILARY GODWIN (HGDWIN@UCLA.EDU)

**Course type:** Lecture

**Course Schedule:**
- Lecture:
- Discussion:
- Lab:
- Outside Study:
- Office Hours:

**Course Assessment:**
- Homework:
- Exams:

**Grading Policy:**

**Course Prerequisites:**

**Catalog Description:** (Formerly numbered 200B.) Lecture, six hours. Requisite: course C200A. Multidisciplinary aspects of environmental health sciences in context of public health for environmental health major. Concurrently scheduled with course C185B. Letter grading.

**Course Website**

**Topics covered in the course and level of coverage:**

- Introduction to Course, Sustainability: 2.0 hours
- Food and Agriculture as environmental health issues: 2.0 hours
- Built Environments including transport systems as EH issues: 2.0 hours
- Energy policy and energy systems as EH issues (including effects on GHG emissions): 2.0 hours
- Resources and Sustainability as EH issues: 2.0 hours
- Where do we go from here? Implications for leadership, for education, for personal change: 2.0 hours
- Basic Microbiology - The Microbial World, Organisms of Public Health Significance: 2.0 hours
- Organisms of Public Health Significance Cont., Laboratory Detection and Identification Technologies: 2.0 hours
- Waterborne Disease; Ecological cycles, Survival strategies, Identifying Microbial Pollution Sources: 2.0 hours
- Microbial Contributions to Environmental Sustainability, Climate Change Effects on Microbial Ecology: 2.0 hours
- Lifetime/life span framework; the air pollution system: 2.0 hours
- Exposure assessment and case studies: 2.0 hours
- The GH effect; Emissions, accumulation and impacts of GHG: 2.0 hours
- Energy, climate change and sustainability: 2.0 hours
- The water cycle and natural mineral water quality. Categories of natural water, drinking water and wastewater effluent pollutants and related standards: 2.0 hours
- Water resources - The water cycle on campus at UCLA and associated water quality problems. Student presentations on different UCLA locations: 2.0 hours
- Water quality concepts - disinfection, biochemical oxygen demand and natural organic matter: 2.0 hours
- Water and wastewater treatment. Student present drinking water, bottled water, wastewater and selected other treatments: 2.0 hours
- Water and wastewater treatment. Student present water reuse, septic tanks, wastewater sludge and selected other treatments: 2.0 hours
- Ecosystem services, human well being, and sustainability: 2.0 hours
- Links between ecosystem health and public health: 2.0 hours
- Ecological effects of global climate change: 2.0 hours
- Group presentations: Sustainability project: 2.0 hours
- Industrial hygiene: 4.0 hours
- Professional ethics: 2.0 hours
- Responsible conduct of research: 2.0 hours

---

**Example of PH 475 in SPHweb**
### Appendix 6: course performance report

**Specific Course Outcomes**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(B1) Moderate</td>
<td>Moderate: (B1) (B5) (L8) (F7) (H7) (B3) (H6) (J2) (J5)</td>
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<tr>
<td>(B5) Moderate</td>
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<tr>
<td>(L8) Moderate</td>
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<tr>
<td>(F7) Moderate</td>
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<tr>
<td>(H7) Moderate</td>
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<tr>
<td>(B3) Moderate</td>
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<tr>
<td>(H6) Moderate</td>
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<tr>
<td>(J2) Moderate</td>
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<tr>
<td>(J5) Moderate</td>
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</tbody>
</table>

:: Upon completion of this course, students will have had the opportunity to learn about the following ::

<table>
<thead>
<tr>
<th></th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the major environmental health problems caused by water and air pollution.</td>
</tr>
<tr>
<td>2.</td>
<td>Understand the relationship between the built environment and human health.</td>
</tr>
<tr>
<td>3.</td>
<td>Understand the microbiological basis of risk in environmental health.</td>
</tr>
<tr>
<td>4.</td>
<td>Describe the services provided by ecosystems and the relationship between ecosystem and human health.</td>
</tr>
<tr>
<td>5.</td>
<td>Understand basic principles of climate change and its impact on human and ecological health.</td>
</tr>
<tr>
<td>6.</td>
<td>Describe the major factors influencing health in occupational settings.</td>
</tr>
<tr>
<td>7.</td>
<td>Analyze in a group setting the sustainability of different practices at UCLA and elsewhere and present results to peers and instructor in written and oral formats.</td>
</tr>
<tr>
<td>8.</td>
<td>Understand the basic principles of professional ethics.</td>
</tr>
</tbody>
</table>

**Competencies and how they are covered by the specific course outcomes**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(B1)</td>
<td>Describe the major environmental health problems caused by water and air pollution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Understand the relationship between the built environment and human health.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Understand the microbiological basis of risk in environmental health.</td>
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</tr>
<tr>
<td></td>
<td>Describe the services provided by ecosystems and the relationship between ecosystem and human health.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand basic principles of climate change and its impact on human and ecological health.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Describe the major factors influencing health in occupational settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B3)</td>
<td>Describe the major factors influencing health in occupational settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(B5)</td>
<td>Describe the major environmental health problems caused by water and air pollution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand the microbiological basis of risk in environmental health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe the major factors influencing health in occupational settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(F7)</td>
<td>Analyze in a group setting the sustainability of different practices at UCLA and elsewhere and present results to peers and instructor in written and oral formats.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(H6)</td>
<td>Understand the basic principles of professional ethics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(H7)</td>
<td>Analyze in a group setting the sustainability of different practices at UCLA and elsewhere and present results to peers and instructor in written and oral formats.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(J2)</td>
<td>Understand the basic principles of professional ethics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(J5)</td>
<td>Understand the basic principles of professional ethics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(L8)</td>
<td>Understand the relationship between the built environment and human health.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
EHSC200B - Foundations of Environmental Health Sciences

Winter 2013

Instructor name(s):
HILARY GODWIN
RICHARD JACKSON

Teaching assistant name(s):

Course Information

| Number of students registered in the course | 18 |
| Number and percentage of students responding to the survey | 11 (11.1%) |
| Number of students responding to the survey breakdown by degrees | NA(1) | MS(3) | MPH(?) |

Percentage of students expecting a grade of

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>54.5%</td>
</tr>
<tr>
<td>B</td>
<td>9.1%</td>
</tr>
<tr>
<td>C</td>
<td>9.1%</td>
</tr>
<tr>
<td>D</td>
<td>0.0%</td>
</tr>
<tr>
<td>F</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pass</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Pass</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

Distribution of students' GPA

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>greater than 3.5</td>
<td>72.2%</td>
</tr>
<tr>
<td>between 3.0+ and 3.5</td>
<td>16.7%</td>
</tr>
<tr>
<td>between 2.5+ and 3.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>between 2.0+ and 2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>less than 2.0</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

Course and Instructor Ratings (scale 1-5)

These scores measure the overall course and instructor rating by the students, on a scale from 1 (poor) to 5 (excellent).

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness and organization of the instructor(s) in delivering the course material.</td>
<td>3.7</td>
</tr>
<tr>
<td>Average effectiveness and organization of all instructors during the same quarter.</td>
<td>4.1</td>
</tr>
<tr>
<td>Overall instructor(s) rating independent of the rating of the course.</td>
<td>4.0</td>
</tr>
<tr>
<td>Average overall instructors' ratings in the department during the same quarter.</td>
<td>4.1</td>
</tr>
<tr>
<td>Overall course rating.</td>
<td>3.4</td>
</tr>
<tr>
<td>Average overall course rating in the department during the same quarter.</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Course Learning Objectives (scale 1-5)

As specified in the Course Learning Objectives Form, these scores measure how well the students feel that the course helped them learn the objectives listed below. Scores in red may require more emphasis the next time the course is offered.
time one course term ends.

1. Describe the major environmental health problems caused by water and air pollution. 3.6
2. Understand the relationship between the built environment and human health. 4.1
3. Understand the microbiological basis of risk in environmental health. 3.5
4. Describe the services provided by ecosystems and the relationship between ecosystem and human health. 2.8
5. Understand basic principles of climate change and its impact on human and ecological health. 3.8
6. Analyze in a group setting the sustainability of different practices at UCLA and elsewhere and present results to peers and instructor in written and oral formats. 3.1
7. Describe the major factors influencing health in occupational settings. 3.8
8. Understand the basic principles of professional ethics. 3.4

Student Preparation and Feedback (scale 1-5, zero is irrelevant)
These scores measure primarily the students’ preparation for the course and their satisfaction with it.

<table>
<thead>
<tr>
<th>Student satisfaction with their background for this course in</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Physics</td>
<td>0.0</td>
</tr>
<tr>
<td>Technical Writing</td>
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</tr>
<tr>
<td>Computer Programming</td>
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</tr>
<tr>
<td>Pre-requisite Courses</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student satisfaction with</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer or Design Assignments</td>
<td>2.8</td>
</tr>
<tr>
<td>Course Assignments</td>
<td>2.9</td>
</tr>
<tr>
<td>Course Material and Textbooks</td>
<td>3.5</td>
</tr>
<tr>
<td>Teaching Assistant(s)</td>
<td>0.0</td>
</tr>
<tr>
<td>Interaction with Instructor During Class and Office Hours</td>
<td>4.0</td>
</tr>
<tr>
<td>Interaction with Teaching Assistant(s) During Office Hours and Discussion Sections</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Average difficulty of class relative to other classes (1=low, 2=average, 3=high). 2.1
Percentage of students who felt they put the required effort into this class. 88.0%

Course Grading
These scores measure the overall student performance in the course. All grades are normalized to a maximum of 100 points

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Average</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Problem</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Histogram

<table>
<thead>
<tr>
<th>Course Rating</th>
<th>No Course Grade</th>
<th>No Accreditation Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Histogram available at the moment.</td>
<td>Histogram available at the moment.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Grade: 3.4/5
Standard Deviation: 0.3

Page 3 course performance report
<table>
<thead>
<tr>
<th>Instructor (HILARY GODWIN) Rating</th>
<th>Instructor (RICHARD JACKSON) Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Histogram</strong></td>
<td><strong>Histogram</strong></td>
</tr>
<tr>
<td><img src="image" alt="Histogram" /></td>
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<tr>
<td>1</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3 <img src="image" alt="Bar" /></td>
<td>3 <img src="image" alt="Bar" /></td>
</tr>
<tr>
<td>4 <img src="image" alt="Bar" /></td>
<td>4 <img src="image" alt="Bar" /></td>
</tr>
<tr>
<td>5 <img src="image" alt="Bar" /></td>
<td>5 <img src="image" alt="Bar" /></td>
</tr>
<tr>
<td><strong>Average Grade:</strong> 4/5</td>
<td><strong>Average Grade:</strong> 4/5</td>
</tr>
<tr>
<td><strong>Standard Deviation:</strong> 0.6</td>
<td><strong>Standard Deviation:</strong> 0.8</td>
</tr>
<tr>
<td><strong>Minimum Grade:</strong> 3/5</td>
<td><strong>Minimum Grade:</strong> 3/5</td>
</tr>
<tr>
<td><strong>Number of students:</strong> 11</td>
<td><strong>Number of students:</strong> 11</td>
</tr>
</tbody>
</table>

Maximum Grade: 4/5
Minimum Grade: 3/5
Number of students: 11
## Appendix 7: Degree Completion by Cohort

### Template 2.7.1. Students in DrPH Degree, By Cohorts Entering Between 2006-2007 and 2012-2013

<table>
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</thead>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td># Students entered</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
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## Template 2.7.1. Students in DrPH Degree, By Cohorts Entering Between 2006-2007 and 2012-2013

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<tbody>
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<th>3</th>
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<td>33.3%</td>
<td>28.6%</td>
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</tbody>
</table>

Note: Values highlighted in yellow are provided for example purposes only. Table is based on an allowable time to graduation of seven years; add or delete rows and columns as appropriate.

## Template 2.7.1. Students in PhD Degree, By Cohorts Entering Between 2006-2007 and 2012-2013

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<tr>
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<td># Students withdrew, dropped, etc.</td>
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</tr>
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</tr>
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<table>
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<td>1</td>
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<table>
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</tr>
<tr>
<td># Students changing degree objectives</td>
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<td>0</td>
<td>0</td>
<td></td>
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<tr>
<td># Students graduated</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
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<td>19.0%</td>
<td>2.4%</td>
<td>0.0%</td>
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<tr>
<td>2009-10 # Students continuing at beginning of this school year</td>
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<td>1</td>
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<td># Students changing degree objectives</td>
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</tr>
<tr>
<td># Students graduated</td>
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<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>2010-11 # Students continuing at beginning of this school year</td>
<td>11</td>
<td>36</td>
<td>38</td>
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<td>17.1%</td>
<td>2.6%</td>
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<tr>
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<td>11</td>
<td>12</td>
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<td>41.0%</td>
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<td>181</td>
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<td>5.6%</td>
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<td>15</td>
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## Template 2.7.1. Students in MPH, By Cohorts Entering Between 2006-2007 and 2012-2013

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<td># Students entered</td>
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<td>85.0%</td>
<td>3.0%</td>
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<td>174</td>
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<td>1</td>
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<td>17</td>
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<td>11</td>
<td></td>
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<td><strong>94.7%</strong></td>
<td><strong>96.4%</strong></td>
<td><strong>98.3%</strong></td>
<td><strong>94.4%</strong></td>
<td><strong>85.4%</strong></td>
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</tbody>
</table>

## Template 2.7.1. Students in MS, By Cohorts Entering Between 2006-2007 and 2012-2013

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<tr>
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<tr>
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<tr>
<td>2007-08</td>
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<td>41</td>
<td>59</td>
<td></td>
<td></td>
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</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
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<td>0</td>
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<td></td>
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<tr>
<td># Students changing degree objectives</td>
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<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td># Students graduated</td>
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<td>3</td>
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<td></td>
<td></td>
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<td>Cumulative graduation rate</td>
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<td>5.2%</td>
<td></td>
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</tr>
<tr>
<td>2008-</td>
<td># Students continuing at</td>
<td>17</td>
<td>55</td>
<td>44</td>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
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<td>---------</td>
</tr>
<tr>
<td>09 beginning of this school year</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td># Students changing degree objectives</td>
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<tr>
<td># Students graduated</td>
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<td>6</td>
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<tr>
<td>Cumulative graduation rate</td>
<td>86.7%</td>
<td>57.7%</td>
<td>14.3%</td>
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<tr>
<td>2009-10</td>
<td># Students continuing at beginning of this school year</td>
<td>2</td>
<td>22</td>
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<td>44</td>
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<tr>
<td># Students withdrew, dropped, etc.</td>
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<td>1</td>
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<tr>
<td># Students changing degree objectives</td>
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<td>1</td>
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<tr>
<td># Students graduated</td>
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<td>17</td>
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<tr>
<td>Cumulative graduation rate</td>
<td>91.1%</td>
<td>90.4%</td>
<td>63.4%</td>
<td>2.3%</td>
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<td>5</td>
<td>12</td>
<td>41</td>
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<td>1</td>
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<td></td>
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<tr>
<td># Students changing degree objectives</td>
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<tr>
<td># Students graduated</td>
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<td>8</td>
<td>26</td>
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<tr>
<td>Cumulative graduation rate</td>
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<td>64.3%</td>
<td>11.5%</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>28</td>
<td>6</td>
<td></td>
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<tr>
<td>Cumulative graduation rate</td>
<td>91.1%</td>
<td>100.0%</td>
<td>90.2%</td>
<td>92.9%</td>
<td>69.4%</td>
<td>13.6%</td>
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<td>2012-13</td>
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<td>0</td>
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<td>1</td>
<td>12</td>
<td>37</td>
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</tr>
<tr>
<td># Students changing degree objectives</td>
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<td>0</td>
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<td>6</td>
<td>0</td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>28</td>
<td>5</td>
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<tr>
<td>Cumulative graduation rate</td>
<td>91.1%</td>
<td>100.0%</td>
<td>90.2%</td>
<td>95.2%</td>
<td>93.9%</td>
<td>89.5%</td>
<td>11.4%</td>
</tr>
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</table>
Appendix 8: Job Placement Data 2013 (Survey Tool)

<table>
<thead>
<tr>
<th>1. What year did you graduate from the UCLA Fielding School of Public Health?</th>
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<tbody>
<tr>
<td>☐ 2011-12</td>
</tr>
<tr>
<td>☐ 2010-11</td>
</tr>
<tr>
<td>☐ 2009-10</td>
</tr>
<tr>
<td>☐ 2008-09</td>
</tr>
<tr>
<td>☐ 2007-08</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What was your home department?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Biostatistics</td>
</tr>
<tr>
<td>☐ Community Health Sciences</td>
</tr>
<tr>
<td>☐ Environmental Health Sciences</td>
</tr>
<tr>
<td>☐ Epidemiology</td>
</tr>
<tr>
<td>☐ Health Policy and Management (formerly Health Services)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What was your degree program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ MPH</td>
</tr>
<tr>
<td>☐ MS</td>
</tr>
<tr>
<td>☐ PhD</td>
</tr>
<tr>
<td>☐ DPH</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>4. Within one year of graduating from the Fielding School of Public Health, I was:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ employed within the field of public health</td>
</tr>
<tr>
<td>☐ employed outside the field of public health</td>
</tr>
<tr>
<td>☐ continuing my education or training</td>
</tr>
<tr>
<td>☐ not working by choice (raising family, etc)</td>
</tr>
<tr>
<td>☐ not employed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Currently, I am:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ employed within the field of public health</td>
</tr>
<tr>
<td>☐ employed outside the field of public health</td>
</tr>
<tr>
<td>☐ continuing my education or training</td>
</tr>
<tr>
<td>☐ not working by choice (raising family, etc)</td>
</tr>
<tr>
<td>☐ not employed</td>
</tr>
</tbody>
</table>
Appendix 9: Research Activity from 2010-2013, organized by department or center unit.

Data available for student participation on awards is an underestimate, as only funded students with graduate student researcher appointments were counted (e.g., does not include staff appointments or unfunded student work.)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator</th>
<th>Funding Source</th>
<th>Funding Period Start</th>
<th>Funding Period End</th>
<th>Amount of Total Award</th>
<th>Amount 2010</th>
<th>Amount 2011</th>
<th>Amount 2012</th>
<th>Communty-Based Y/N</th>
<th>Student Participation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOSTATISTICS</td>
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<tr>
<td>AMGEN PRE-DOCTORAL FELLOWSHIP IN BIOSTATISTICS</td>
<td>BELIN, THOMAS R</td>
<td>AMGEN</td>
<td>5/21/20 12</td>
<td>6/30/20 13</td>
<td>38,618</td>
<td>38,618</td>
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<td>BAYESIAN VARIABLE SELECTION IN GENERALIZED LINEAR MODELS WITH MISSING VALUES</td>
<td>BELIN, THOMAS R</td>
<td>UNIVERSITY OF CALIFORNIA, DAVIS</td>
<td>8/11/20 11</td>
<td>8/26/20 12</td>
<td>30,445</td>
<td>23,385</td>
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<td>ANTHRAX MODEL DEVELOPMENT</td>
<td>BROOKMEYER, RONALD S</td>
<td>PUBLIC HEALTH FOUNDATION ENTERPRISES, INC.</td>
<td>7/15/20 11</td>
<td>8/9/201 1</td>
<td>34,935</td>
<td></td>
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<td>Y</td>
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<td>LABORATORY AND STATISTICAL DEVELOPMENT OF CROSS-SECTIONAL HIV INCIDENCE ASSAYS</td>
<td>BROOKMEYER, RONALD S</td>
<td>JOHNS HOPKINS UNIVERSITY</td>
<td>8/1/201 1</td>
<td>7/31/20 16</td>
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<td>331,487</td>
<td>322,826</td>
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<td>MATHEMATICAL MODELING OF PREVENTION PACKAGES FOR HIV TRANSMISSION</td>
<td>BROOKMEYER, RONALD S</td>
<td>EMORY UNIVERSITY</td>
<td>5/1/201 1</td>
<td>3/31/20 14</td>
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<td>147,300</td>
<td>86,463</td>
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<td>CLINICAL AND PATHOLOGICAL STUDIES IN THE OLDEST OLD: STATISTICAL DESIGN &amp; ANALYSIS</td>
<td>BROOKMEYER, RONALD S</td>
<td>UNIVERSITY OF CALIFORNIA, IRVINE</td>
<td>1/1/10</td>
<td>11/7/12</td>
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<td>6/30/20 14</td>
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<td>40,000</td>
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<td>N</td>
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<tr>
<td>Project Name</td>
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<td>Fund- ing Period Start</td>
<td>Fund- ing Period End</td>
<td>Amount of Total Award</td>
<td>Amount 2010</td>
<td>Amount 2011</td>
<td>Amount 2012</td>
<td>Commun ity-Based Y/N</td>
<td>Student Participa tion Y/N</td>
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<td>(ADAM KING - 07/01/2013 - 06/30/2014)</td>
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<td>Adam King</td>
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<td>GEOGRAPHIC ACCESS TO CARE AND HPV VACCINE UPTAKE AMONG ETHNIC MINORITY GIRLS</td>
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<td>Commun ity- Based Y/N</td>
<td>Student Participation Y/N</td>
</tr>
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<td>BASTANI, ROSHAN</td>
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<td>9/30/20</td>
<td>9/29/20</td>
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<td>3,998,1 79</td>
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<td>A SUSTAINABLE APPROACH TO INCREASING CANCER SCREENING IN COMMUNITY HEALTH CENTERS</td>
<td>BASTANI, ROSHAN</td>
<td>DANA FARBER CANCER INSTITUTE</td>
<td>9/30/07</td>
<td>7/31/12</td>
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<td>UNIVERSITY OF WASHINGTON</td>
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<td>BASTANI, ROSHAN</td>
<td>FRED HUTCHINSON CANCER RESEARCH CENTER</td>
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<td>7/31/20</td>
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<td>BASTANI, ROSHAN</td>
<td>UC DAVIS CANCER CENTER</td>
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<td>8/31/11</td>
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<td>UCLA CAREER DEVELOPMENT PROGRAM IN CANCER PREVENTION AND CONTROL</td>
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<td>NIH/NATIONAL CANCER INSTITUTE</td>
<td>9/21/10</td>
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<td>FLORES, YVONNE N - FSPH Researcher (Zhang, Zuo-Feng and Bastani, Roshan - Primary Faculty Members; Mentors)</td>
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<td>WALLACE, STEVEN P</td>
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<td>10/1/2012</td>
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<td>UNIVERSITY OF CALIFORNIA, RIVERSIDE</td>
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<td>FROINES, JOHN R</td>
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<td>FROINES, JOHN R</td>
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<td>REGIONAL HEALTH IMPACTS FROM GOODS MOVEMENT: Raising Awareness in Four Counties</td>
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<td>EXPENDITURES (FELLOW: A. JONES)</td>
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<td>INAUGURAL CONFERENCE ON INNOVATIONS IN NURSING EDUCATION: EVALUATION OF THE VA NURSING ACADEMY</td>
<td>NEEDLEMAN, JAC K</td>
<td>SEPULVEDA RESEARCH CORPORATION (VA FOUNDATION)</td>
<td>12/15/08</td>
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<td>DEVELOPING A MODEL TO PREDICT SUBSTANCE USE DISORDER PREVALENCE ACROSS VA FACILITIES</td>
<td>PONCE, NINEZ A</td>
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<td>PRELIP, MICHAEL L</td>
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<td>RODRIGUEZ, HECTOR P</td>
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<td>PROJECTING THE IMPACT OF THE ACA AMONG IMMIGRANTS IN CALIFORNIA</td>
<td>VARGAS BUSTAMANTE, ARTURO</td>
<td>JOHN RANDOLPH HAYNES &amp; DORA HAYNES FOUNDATION</td>
<td>6/1/2013</td>
<td>8/31/2013</td>
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<td>THE EFFECTS OF THE 2008 ECONOMIC CRISIS ON FOOD SECURITY AND DIABETES RISK AMONG MEXICANS IN THE U.S. AND IN MEXICO</td>
<td>VARGAS BUSTAMANTE, ARTURO</td>
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<td>7/1/2012</td>
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<td>ZIMMERMAN, FREDERICK J</td>
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<td>PUBLIC HEALTH TRAINEESHIPS IN AREAS OF LOCAL AND NATIONAL NEED AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES</td>
<td>ARMENIAN, HAROUTUNE K</td>
<td>DHHS/HEALTH RESOURCES &amp; SERVICES ADMINISTRATION</td>
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<td>UCLA FIELDING SCHOOL OF PUBLIC HEALTH LABASPIRE SCHOLARSHIP</td>
<td>ARMENIAN, HAROUTUNE K</td>
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<td>HIGH SPEED, HIGH VOLUME LABORATORY</td>
<td>CLEMENS, JOHN D</td>
<td>U.S. ARMY/MEDICAL RESEARCH</td>
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<th>Funding Source</th>
<th>Funding Period Start</th>
<th>Funding Period End</th>
<th>Amount of Total Award</th>
<th>Amount 2010</th>
<th>Amount 2011</th>
<th>Amount 2012</th>
<th>Community-Based Y/N</th>
<th>Student Participation Y/N</th>
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<td>GODWIN, HILARY</td>
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<td>6/30/12</td>
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<td>HEYMANN, JODY</td>
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<td>CALIFORNIA WELLNESS FOUNDATION</td>
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<td>3/31/2015</td>
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<td>FAMILY AND NEIGHBORHOOD INTERVENTIONS TO REDUCE HEART DISEASE RISK IN EAST L.A.</td>
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<td>9/1/10</td>
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<td>ROSENSTOCK, LINDA</td>
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Based on CEPH Template 3.2.2.
Appendix 10: A list of the school’s current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years.

<table>
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<tr>
<th>Faculty member</th>
<th>Role</th>
<th>Organization</th>
<th>Activity or Project</th>
<th>Year(s)</th>
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<tr>
<td>Patrick Allard</td>
<td>Global toxicology Scholar</td>
<td>SOT</td>
<td>Outreach effort</td>
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<td></td>
<td>Envoy and application reviewer</td>
<td>Seeding Labs</td>
<td>Outreach</td>
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<tr>
<td>Richard Ambrose</td>
<td>Chair</td>
<td>Santa Monica Bay Restoration Commission</td>
<td>Technical Advisory Committee</td>
<td>2011-13</td>
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<td></td>
<td>Member</td>
<td>US Army Corps of Engineers</td>
<td>Environmental Advisory Board</td>
<td>2011-13</td>
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<tr>
<td></td>
<td>Member</td>
<td>California Ocean Protection Council</td>
<td>Science Advisory Team</td>
<td>2011-13</td>
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<td></td>
<td>Chair</td>
<td>California Coastal Commission</td>
<td>Scientific Advisory Panel</td>
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<td></td>
<td>Academic consultant</td>
<td>Long Beach Aquarium of the Pacific</td>
<td>Exhibition on environmental issues in Antarctica</td>
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<td>Onyebuchi Arah</td>
<td>Faculty mentor</td>
<td>The Albert Schweitzer Fellowship</td>
<td>Faculty Mentor to Schweitzer Fellow Angela Chow and Project on Holistic Care for Seniors Through the Venice Family Clinic</td>
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<td>Faculty mentor</td>
<td>Project Nicaragua</td>
<td>Policy interventions for spina bifida in Nicaragua</td>
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<td>Roshan Bastani</td>
<td>Committee member</td>
<td>UCLA Clinical and Translational Science Institute</td>
<td>Community Engagement and Research Program</td>
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<td>Faculty Advisory Committee</td>
<td>Asian American Studies Center</td>
<td>Asian American Studies Center, Faculty Advisory Committee</td>
<td>2010-present</td>
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<td>Advisory Board</td>
<td>California State University, Long Beach</td>
<td>Research Infrastructure in Minority Institutions</td>
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<td>Committee member</td>
<td>UCLA Clinical and Translational Science Institute</td>
<td>Research Education, Training, and Career Development Program</td>
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<td>Coordinating Committee</td>
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<td>Transdisciplinary Geographic Management Program, Region 6</td>
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<td>Harvard School of Public Health</td>
<td>R25 Harvard Cancer Prevention Education</td>
<td>2011-present</td>
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<td>Thomas Belin</td>
<td>Secretary/Treasurer</td>
<td>ASA Biometrics Section Officer</td>
<td>Yoga Seniors Study 2010-2012</td>
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<td>Special emphasis panel member</td>
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<td>K-12 education leadership 2011-2013</td>
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<td>Linda Bourque</td>
<td>Presenter</td>
<td>National Biodefense Science Board (NBSB) Personal Preparedness Working Group WebEx Teleconference 2009</td>
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<td>Presenter</td>
<td>National Conference on Volunteering and Service</td>
<td>Conference 2009</td>
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<td>Presenter</td>
<td>National Association of Insurance Commissioners, Earthquake Study Group</td>
<td>Committee meeting 2010</td>
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<td>Presenter</td>
<td>Emergency Management/Homeland Security, Government Technology Media Group, All Hazards/Stakeholders Summit</td>
<td>Conference 2010</td>
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<td>Participant</td>
<td>Weather Ready Nation: Science Imperatives for Severe Thunderstorm Research, National Oceanographic and Atmospheric Administration/National Science Foundation</td>
<td>Conference 2012</td>
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<td>U</td>
<td>Panel member</td>
<td>Natural Hazards Workshop Conference 2012</td>
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<td>Participant</td>
<td>Innovative Planning and Implementation Strategies, National Institute of Building Sciences, Multi-hazard Mitigation Council</td>
<td>Workshop 2013</td>
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<td><strong>Ron Brookmeyer</strong></td>
<td><strong>Workshop Leader</strong></td>
<td><strong>CDC of China</strong></td>
<td><strong>2011</strong></td>
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<td><strong>Member</strong></td>
<td>Institute of Medicine</td>
<td>Panel to Evaluate PEPFAR</td>
<td>2010-2013</td>
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<td><strong>Review Coordinator</strong></td>
<td>Institute of Medicine</td>
<td>Panel on Ethical and Scientific Issues in Studying the Safety of Approved Drugs</td>
<td>2012</td>
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<td><strong>Susan Cochran</strong></td>
<td><strong>Board Member</strong></td>
<td>Am Psych Association</td>
<td>Board of Professional Affairs</td>
<td>2009-2012</td>
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<td><strong>Board Member</strong></td>
<td>APA</td>
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<td>2013-2015</td>
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<td><strong>Curt Ekhert</strong></td>
<td>Media expert</td>
<td>Print, radio &amp; TV</td>
<td>Media interviews</td>
<td>2010-2013</td>
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<td><strong>Chandra Ford</strong></td>
<td>Advisor</td>
<td>LA Gay &amp; Lesbian Center, Stop Domestic Violence program</td>
<td>Assist with research</td>
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<td><strong>Media Judge</strong></td>
<td>Hollywood Health and Society</td>
<td>Sentinel Awards</td>
<td>2011, 2012</td>
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<td><strong>Technical Assistance Coordinator</strong></td>
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<td>Hollywood TA</td>
<td>2013</td>
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<td><strong>Hilary Godwin</strong></td>
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<td>California Science Center</td>
<td>Nanodays</td>
<td>AY2010-2011, 2011-12, and 2012-13</td>
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<td><strong>Panelist and Speaker</strong></td>
<td>Santa Monica Public Library</td>
<td>&quot;Meet the Scientist&quot;</td>
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<td><strong>Guest Speaker</strong></td>
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<td>Ran brainstorming session in two classes</td>
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<td>Sustainable Development Committee</td>
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<td>Guest Lecturer in Science Class</td>
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<td><strong>Pamina Gorbach</strong></td>
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<td>LA DPH STDP</td>
<td>CME</td>
<td>2012, 2011, 2010</td>
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<td><strong>Gail Harrison</strong></td>
<td>Member, Board of Directors</td>
<td>California Food Policy Advocates</td>
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<td>2010 - present</td>
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<td><strong>Diana Hilberman</strong></td>
<td>Board Member</td>
<td>Women in Health Administration</td>
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<tr>
<td>Position</td>
<td>Committee/Member</td>
<td>Institution/Role</td>
<td>Time</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Board Member</td>
<td>Association of University Programs in Health Administration</td>
<td>Board Member</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Board Member</td>
<td>Health Executives of Southern California</td>
<td>Board Member</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Moira Inkelas</td>
<td>Committee member</td>
<td>March of Dimes Program Services Community</td>
<td>2010-present</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.A. Care Health Plan Children's Health Consultant Advisory Committee</td>
<td>2010-2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Committee member</td>
<td>Managed Risk Medical Insurance Board Advisory Committee on Quality</td>
<td>2008-current</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Committee member</td>
<td>Magnolia Community Initiative Research &amp; Evaluation Group</td>
<td>2008-current</td>
<td></td>
</tr>
<tr>
<td>Richard Jackson</td>
<td>Advisor</td>
<td>CDC National Conversation</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IOM/NAS Committees</td>
<td>2009-13</td>
<td></td>
</tr>
<tr>
<td>Leeka Kheifets</td>
<td>Lecturer</td>
<td>California Department of Health Services</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Gerald Kominski</td>
<td>Speaker</td>
<td>League of Women Voters Panel</td>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaker</td>
<td>LA Jewish Home Conference</td>
<td>2012-13</td>
<td></td>
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<tr>
<td></td>
<td>Speaker</td>
<td>Cal Tech Invited Presentation</td>
<td>2012-13</td>
<td></td>
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<tr>
<td></td>
<td>Speaker</td>
<td>Health Care Executives of So. Cal. Conference</td>
<td>2012-13</td>
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<tr>
<td></td>
<td>Speaker</td>
<td>UCLA Extension Conference</td>
<td>2010-11</td>
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<tr>
<td>Niklas Krause</td>
<td>Expert testimony</td>
<td>Cal/OSHA Standard Setting for Hotel housekeeping work</td>
<td>2012/13</td>
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<td></td>
<td>Technical Advice</td>
<td>UNITE HERE International Union Health and Safety of hotel room cleaners</td>
<td>1999/2013</td>
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<tr>
<td>Gang Li</td>
<td>Associate Editor</td>
<td>Biometrics</td>
<td>2010-2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td>2nd Joint Biostatics Symposium Program Committee</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member, scientific committee</td>
<td>IMS-China Annual Meeting</td>
<td>2012</td>
<td></td>
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<td></td>
<td>Scientific committee</td>
<td>1st joint Biostatics Symposium</td>
<td>2012</td>
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<td></td>
<td>Scientific committee</td>
<td>Int'l conference on complex data analysis</td>
<td>2010</td>
<td></td>
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<tr>
<td>William</td>
<td>Chair</td>
<td>Santa Monica Malibu District Advisory</td>
<td>2009-10</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Organization</td>
<td>Committee/Project</td>
<td>Years</td>
</tr>
<tr>
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<tr>
<td>McCarthy</td>
<td>Board member</td>
<td>Sustainable Streets</td>
<td>Advance health education about the benefits of non-motorized transit</td>
<td>2011-present</td>
</tr>
<tr>
<td></td>
<td>Chair</td>
<td>American Cancer Society Wellness Committee</td>
<td>Met regularly to advise the ACS about Wellness strategies to pursue to reduce cancer risk</td>
<td>2010-2012</td>
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<tr>
<td>Donald Morisky</td>
<td>Consultant</td>
<td>Kaiser</td>
<td>Osteoporosis</td>
<td>2010 - present</td>
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<tr>
<td></td>
<td>Consultant</td>
<td>Pfizer</td>
<td>Hypertension and diabetes</td>
<td>2010-2011</td>
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<tr>
<td>Jack Needleman</td>
<td>Member</td>
<td>Institute of Medicine</td>
<td>Standing Committee on Credentialing Research in Nursing</td>
<td>2012-2013</td>
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<tr>
<td></td>
<td>Member</td>
<td>Joint Commission</td>
<td>Nursing Advisory Council</td>
<td>2010-present</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td>National Quality Forum</td>
<td>Steering Council on Resource Use Measures</td>
<td>2010-present</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td>Improvement Science Research Network</td>
<td>Steering Council</td>
<td>2010-Present</td>
</tr>
<tr>
<td>Alex Ortega</td>
<td>Director of Research</td>
<td>Trevor Project</td>
<td>Volunteer</td>
<td>2010-present</td>
</tr>
<tr>
<td></td>
<td>Board Member</td>
<td>Admin for Children and Families</td>
<td>Volunteer</td>
<td>2011-pres</td>
</tr>
<tr>
<td>Anne Pebley</td>
<td>Trustee</td>
<td>The Population Council</td>
<td>Board of Trustees</td>
<td>2007 to present</td>
</tr>
<tr>
<td></td>
<td>Chair, Evaluation Team</td>
<td>the Population Council</td>
<td>Evaluation of the Poverty, Youth, and Gender Program</td>
<td>2011</td>
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<tr>
<td>Michael Prelip</td>
<td>Board Member</td>
<td>Watts Health Care Corporation</td>
<td>Leadership for this FQHC</td>
<td>2010 – present</td>
</tr>
<tr>
<td></td>
<td>Board Member</td>
<td>ETR Associates</td>
<td>Leadership</td>
<td>2010 – present</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td>National Eye Institute Health Education Planning Committee</td>
<td>Develop of national health education efforts for eye health</td>
<td>2010 – present</td>
</tr>
<tr>
<td></td>
<td>reviewer</td>
<td>National Memophilia Foundation</td>
<td>Scholarship selection committee</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Nadereh Pourat</td>
<td>Reviewer</td>
<td>Journals including Health Affairs, JADA, etc.</td>
<td>Review of manuscripts</td>
<td>2010-2012</td>
</tr>
<tr>
<td></td>
<td>Reviewer</td>
<td>CDC</td>
<td>Special emphasis panel</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Mentor</td>
<td>UCLA CTSI</td>
<td>Mentored dental students during the summer on a research project</td>
<td>2012</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
<td>Organization/Committee/Advisory Board</td>
<td>Role/Activity</td>
<td>Years</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td>Beate Ritz</td>
<td>Reviewer</td>
<td>Health Research Council of New Zealand</td>
<td>Grant review</td>
<td>2012</td>
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<tr>
<td></td>
<td>Environmental expert</td>
<td>APDA</td>
<td>provide advise</td>
<td>2010- present</td>
</tr>
<tr>
<td></td>
<td>Advisor/expert</td>
<td>SCAQMD</td>
<td>expert advice on health effects from air pollution</td>
<td>2010- present</td>
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<tr>
<td></td>
<td>Expert, advisor</td>
<td>patient support groups</td>
<td>Expert, advisor</td>
<td>2010- present</td>
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<tr>
<td>Hector Rodriguez</td>
<td>Board Member</td>
<td>Health Care Partners Institute for Applied Research and Education</td>
<td>Strategy</td>
<td>2010- present</td>
</tr>
<tr>
<td></td>
<td>Environmental expert</td>
<td>APDA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advisor/expert</td>
<td>SCAQMD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expert, advisor</td>
<td>patient support groups</td>
<td></td>
<td></td>
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<tr>
<td>Dylan Roby</td>
<td>Consultant</td>
<td>Ashe Student Health and Wellness Center</td>
<td>Quality Improvement Committee</td>
<td>2011-2013</td>
</tr>
<tr>
<td></td>
<td>Guest Lecturer</td>
<td>Santa Clarita Valley Democratic Club</td>
<td>Speaking on health care reform at educational events</td>
<td>2010-2013</td>
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<tr>
<td></td>
<td>Guest Speaker</td>
<td>SEIU 721</td>
<td>Speaking about health care reform</td>
<td>2011-2012</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker</td>
<td>Community Partners</td>
<td>Speaking on health reform</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker</td>
<td>Children's Health Initiative of LA County</td>
<td>Speaking on health reform in LA</td>
<td>2012</td>
</tr>
<tr>
<td>Linda Rosenstock</td>
<td>Chair</td>
<td>Institute of Medicine</td>
<td>Committee on Clinical Preventive Services for Women</td>
<td>2010-2011</td>
</tr>
<tr>
<td></td>
<td>Member, Board of Directors and Executive Committee</td>
<td>Associated Schools of Public Health</td>
<td>Advising group overseeing schools of public health</td>
<td>2010 - 2012</td>
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<tr>
<td></td>
<td>Review Coordinator</td>
<td>Institute of Medicine and National</td>
<td>Report Review Coordinator for Priorities for the National Vaccine Plan, Institute of Medicine and National Research Council.</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td>Institute of Medicine</td>
<td>Member, Planning Committee, Interest Group on Environmental &amp; Occupational Health</td>
<td>2010-2011</td>
</tr>
<tr>
<td></td>
<td>Board Member</td>
<td>International Climate and Health Council</td>
<td></td>
<td>2010 – present</td>
</tr>
<tr>
<td>Damla Senturk</td>
<td>Associate Editor</td>
<td>Journal of Korean Statistical Society</td>
<td></td>
<td>2012 - present</td>
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<tr>
<td></td>
<td>Advisory Board Member</td>
<td>Turkiye Klinikleri Journal of Medical Sciences</td>
<td></td>
<td>2009- present</td>
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<tr>
<td></td>
<td>Invited Member</td>
<td>International Statistical Institute (ISI) Young Statisticians Committee</td>
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<td>2011- present</td>
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<tr>
<td>Regional Committee Member</td>
<td>Western Biometrics Society</td>
<td>Invited Session</td>
<td>2013-present</td>
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<tr>
<td>Chair</td>
<td>Eastern North American/ International Biometric Society Meeting</td>
<td>Invited Session on Functional Data Analysis</td>
<td>2012</td>
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<tr>
<td>Shira Shafir</td>
<td>Women’s Clinic and Family Counseling Center</td>
<td>Provision of health and mental health care</td>
<td>2010-2013</td>
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<tr>
<td>Donatello Telesca</td>
<td>WNAR</td>
<td>Invited Session</td>
<td>2012-2013</td>
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<tr>
<td>Discussant</td>
<td>ISBA</td>
<td>ISBA world meeting. Bayesian biostatistics</td>
<td>2012-2013</td>
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<tr>
<td>Award committee member</td>
<td>ASA</td>
<td>SBSS students paper competition</td>
<td>2011-2012</td>
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<tr>
<td>Dawn Upchurch</td>
<td>Venice Family Clinic</td>
<td>Clinical acupuncturist</td>
<td>2011-13</td>
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<tr>
<td>Arturo Vargas Bustamante</td>
<td>NIH</td>
<td>Early Career Reviewer</td>
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<tr>
<td>Reviewer</td>
<td>PCORI</td>
<td>Grant Reviewer</td>
<td>2012</td>
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<tr>
<td>Member Editorial Board</td>
<td>Azatlan: A Journal of Chicano Studies</td>
<td>Editorial Board</td>
<td>2012</td>
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<tr>
<td>Grant Review Board</td>
<td>Health Initiative of the Americas</td>
<td>Grant Review</td>
<td>2012</td>
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<tr>
<td>Ondine Von Ehrenstein</td>
<td>Fundación para la defensa del ambiente (FUNAM), Cordoba, Argentina</td>
<td>Child environmental and indigenous health</td>
<td>2010-present</td>
<td></td>
</tr>
<tr>
<td>Advisor, technical assistance</td>
<td>Filters for Families Nepal, (Nepal/US NGO: Maternal &amp; child health and environment)</td>
<td>Project development related to pregnancy and environment</td>
<td>2010-11</td>
<td></td>
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<tr>
<td>Leah Vriesman</td>
<td>Westwood Village Rotary Club</td>
<td>various, weekly meetings</td>
<td>2010-2013</td>
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<tr>
<td>Board of Directors Member</td>
<td>Angel Flight West</td>
<td>direct oversight and involvement in volunteer pilot organization providing free transportation to patients in need</td>
<td>2010-2013</td>
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<tr>
<td>Steven</td>
<td>Print, radio &amp; TV</td>
<td>media interviews 2-</td>
<td>2000-2013</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Organization/Project</td>
<td>Role/Description</td>
<td>Dates</td>
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<tr>
<td>Wallace</td>
<td>Board member</td>
<td>OASIS</td>
<td>educational centers for older adults</td>
<td>2010</td>
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<td></td>
<td>Planning Committee</td>
<td>The California Wellness Foundation</td>
<td>Design annual Health Aging conferences</td>
<td>2012-2013</td>
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<tr>
<td>May Wang</td>
<td>Consultant</td>
<td>Asian American Pacific Islander Obesity Prevention Alliance</td>
<td>Evaluation</td>
<td>2010-2011</td>
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<tr>
<td>Weng Kee Wong</td>
<td>Member</td>
<td>DSMB</td>
<td>Phase 1 trial or pre-term neonates</td>
<td>2012-2013</td>
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<tr>
<td></td>
<td>consultant</td>
<td>Singapore Clinical Research Institute</td>
<td>General biostatistical work</td>
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<td></td>
<td>Member</td>
<td>advisory board</td>
<td>Provide statistical advice</td>
<td>2011-2013</td>
</tr>
<tr>
<td></td>
<td>member</td>
<td>external review committee</td>
<td>Biostatistics Program at Oregon Health Science Program</td>
<td>2011</td>
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<tr>
<td>Yifang Zhu</td>
<td>Panel member</td>
<td>NAS</td>
<td>ACRP Project Panel 02-42 Meeting</td>
<td>2012-present</td>
</tr>
<tr>
<td></td>
<td>Committee member</td>
<td>EHS Department</td>
<td>Faculty search</td>
<td>2012</td>
</tr>
<tr>
<td>Yifang Zhu</td>
<td>Panel member</td>
<td>NAS</td>
<td>ACRP Project Panel 02-42 Meeting</td>
<td>2012-present</td>
</tr>
<tr>
<td></td>
<td>Committee member</td>
<td>EHS Department</td>
<td>Faculty search</td>
<td>2012</td>
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</table>

¹ based on CEPH template 3.2.1
## Appendix 11: Other Faculty Used to Support Teaching Programs

### Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)

#### Part-time faculty by background characteristics, 2012 - 13

<table>
<thead>
<tr>
<th>Department/Faculty Member</th>
<th>Title/Academic Rank</th>
<th>Title &amp; Current Employer</th>
<th>FTE or % Time</th>
<th>Graduate Degrees Earned</th>
<th>Terminal Degree Institution</th>
<th>Discipline for earned graduate degrees</th>
<th>Teaching Areas</th>
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<tr>
<td><strong>BIOSTATISTICS</strong></td>
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<tr>
<td>AFIFI, ABDELMONE</td>
<td>Professor Emeritus</td>
<td>Professor Emeritus/UCLA Biostatistics</td>
<td>.43</td>
<td>MS, PhD</td>
<td>UC BERKELEY</td>
<td>Statistics</td>
<td>Applied Multivariate Biostatistics, Introduction to Biostatistics</td>
</tr>
<tr>
<td>ELASHOFF, DAVID</td>
<td>Adjunct Professor</td>
<td>Joint Appt. Primary Department: Medicine/ Secondary FSPH Biostatistics</td>
<td>0</td>
<td>PhD</td>
<td>STANFORD U</td>
<td>Statistics</td>
<td>Introductory and analysis courses in Biostatistics; also Biostatistics Consulting Course</td>
</tr>
<tr>
<td>ELASHOFF, ROBERT</td>
<td>Professor</td>
<td>Joint Appt. Primary Department: Biomathematics/Secondary FSPH Biostatistics</td>
<td>0</td>
<td>MS, PhD</td>
<td>HARVARD U</td>
<td>Statistics</td>
<td>Basic Biostatistics, Statistical Analysis of DNA Microarray Data</td>
</tr>
<tr>
<td>GJERTSON, DAVID</td>
<td>Adjunct Professor</td>
<td>Joint Appt. Primary Department: Pathology/Secondary FSPH Biostatistics</td>
<td>0</td>
<td>MS, PhD</td>
<td>UCLA</td>
<td>Biostatistics</td>
<td>Principles of Biostatistical Consulting, Introduction to Biostatistics</td>
</tr>
<tr>
<td>HORVATH, STEFAN</td>
<td>Professor</td>
<td>Joint Appt. Primary Department:</td>
<td>0</td>
<td>PhD, MS, ScD</td>
<td>HARVARD U</td>
<td>Biostatistics and Mathematics</td>
<td>Statistical Methods for Microarray Data</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Department/Secondary Department</td>
<td>Graduation Details</td>
<td>University/Institution</td>
<td>Area of Focus</td>
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<tr>
<td>KIM, HYUN JUNG</td>
<td>Assistant Adjunct Professor</td>
<td>Human Genetics/Secondary Department; FSPH Biostatistics</td>
<td>0</td>
<td>MS, PhD</td>
<td>UCLA, Advanced Human Genetics, Linear Statistical Models</td>
<td></td>
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</tr>
<tr>
<td>LEE, MARTIN L</td>
<td>Adjunct Professor</td>
<td>Adjunct Professor</td>
<td>0</td>
<td>MS, PhD, CStat</td>
<td>UCLA, Biostatistics, Statistical Methods, Pharmaceutical Statistics, Biostatistics Seminar</td>
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<tr>
<td>LIU, HONGHU</td>
<td>Professor</td>
<td>Joint Appt. Primary Dept: Radiological Sciences/Secondary Department; FSPH Biostatistics</td>
<td>0</td>
<td>MS, PhD</td>
<td>UCLA, Biostatistics, Advanced Biostatistics Seminar</td>
<td></td>
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</tr>
<tr>
<td>NANDY, KARABI</td>
<td>Assistant Adjunct Professor</td>
<td>Joint Appt. Primary Dept: School of Dentistry/Secondary Dept: FSPH Biostatistics</td>
<td>0</td>
<td>MS, PhD</td>
<td>UNIVERSITY OF FLORIDA, Statistics</td>
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</tr>
<tr>
<td>NANDY, RAJESH RANJAN</td>
<td>Assistant Professor</td>
<td>Joint App. Primary Dept./Psychology, Secondary Dept./FSPH Biostatistics</td>
<td>0</td>
<td>MS, PhD</td>
<td>U OF WASHINGTON, Statistics, Develops novel statistical methods, Analyzes high dimensional data sets from functional MRI</td>
<td></td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Joint Appointment</td>
<td>Degrees</td>
<td>Institution</td>
<td>Data Science Skills</td>
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<tr>
<td>PRESSON, ANGELA</td>
<td>Adjunct Professor</td>
<td>Joint Appt. Primary Dept./Pediatrics, Secondary Dept./FSPH Biostatistics</td>
<td>MS, PhD</td>
<td>UCLA</td>
<td>Advanced Biostatistics Research Methods; Developing Research Proposals; Introduction to Statistical Thinking and Intro to Statistical Reasoning</td>
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<td>SAYRE, JAMES</td>
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<td>Joint Appt. Primary Department: Radiological Sciences, Secondary Department: FSPH Biostatistics</td>
<td>MS, Dr.PH</td>
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<td>Biostatistics, Computer Management of Health Data, Introduction to Biostatistics</td>
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<td>SINSHEIMER, JANET S</td>
<td>Professor</td>
<td>Joint Appt. Primary Department: Human Genetics, Secondary Department: FSPH Biostatistics</td>
<td>MA, MS, PhD</td>
<td>UCLA</td>
<td>Biomathematics, Theoretical Genetic Modeling, Applied Genetic Modeling</td>
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<td>SUCHARD, MARC ADAM</td>
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<td>Joint Appt. Primary Dept: Human Genetics, Secondary Dept: FSPH Biostatistics</td>
<td>PhD, MD</td>
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<td>Part-time appointment with FSPH.</td>
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<td></td>
<td>Professor</td>
<td>Outside work with Childrens Hospital Los Angeles through USC University Affiliated Programs</td>
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<td>BONTA, DIANA</td>
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<td>Since 2004, Vice President, Public Affairs of Kaiser Foundation Health Plan and Hospitals, Southern California Region</td>
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<td>DORIAN, ALINA</td>
<td>Adjunct Assistant</td>
<td>Assistant Director UCLA Center for Public Health and Disasters; Visiting Lecturer at Loma Linda U,</td>
<td>.50</td>
<td>BS, PhD</td>
<td>JOHNS HOPKINS U</td>
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<tr>
<td></td>
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Nutrition policies and programs (domestic); maternal and child health

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

Emergency public health (domestic & international); disaster relief; health education and health systems
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<td>DU PLESSIS, HELEN</td>
<td>Adjunct Associate Professor</td>
<td>School of Public Health</td>
<td>BS, MD, MPH</td>
<td>UCLA</td>
<td>Managed care; prenatal care and substance abuse</td>
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<td>ERSHOFF, DANIEL</td>
<td>Adjunct Professor</td>
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<td>BA, MPH, Dr.PH</td>
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<td>Behavioral Science</td>
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<td>EISENMAN, DAVID PAUL</td>
<td>Associate Professor in Residence</td>
<td></td>
<td>BA, MD</td>
<td>ALBERT EINSTEIN COLLEGE OF MEDICINE</td>
<td>Community resilience; disasters; climate change</td>
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<td>FRANK, JANET</td>
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<td>BS, MS, Dr.PH</td>
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<td>GANS, DAPHNA</td>
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<td>Aging; children with special health care needs and pediatric palliative care</td>
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<td>GREGORY, KIMBERLY D</td>
<td>M.D., M.P.H., Professor in Residence</td>
<td>Joint Appt. Primary Dept: OB-GYN/Secondary Dept: FSPH CHS</td>
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<td>Health services research; maternal quality of care.</td>
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<td>HALBERT, RONALD J</td>
<td>Adjunct Professor</td>
<td>Adjunct Professor/CHS. Medical Director, PriceSpective LLC</td>
<td>0</td>
<td>BAYLOR COLLEGE OF MEDICINE Doctor of Medicine (Preventive Medicine)</td>
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<td>Epidemiology of chronic respiratory disease; pharmaceutical and biotech industry; intentional disasters.</td>
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<td>HEBER, DAVID</td>
<td>Professor</td>
<td>Joint Appt. Primary Dept: Medicine(Nutrition)/Secondary Dept: FSPH CHS</td>
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<td>Clinical nutrition and obesity; endocrinology and metabolism; cancer; women's health.</td>
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<td>HERMAN, DENA</td>
<td>Adjunct Assistant Professor</td>
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<td>Maternal and child health; nutritional assessment with a focus on dietary quality; food security; health disparities of underserved populations; international nutrition</td>
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<td>HUNT, ISABELLE F</td>
<td>Professor</td>
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<td>KAR, SNEHENDU</td>
<td>Emeritus</td>
<td>Recalled to teach</td>
<td>.10</td>
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<td>BSc, MSc, MSPH, DrPH</td>
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<td>KOPPLE, JOEL</td>
<td>Professor in Residence</td>
<td>Joint Appt. Primary Dept: Medicine/Secondary Dept: FSPH CHS</td>
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<td>LI, VIRGINIA</td>
<td>Research Professor / Professor Emerita</td>
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<td>Associate Professor</td>
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<td>MENDEZ-LUCK, CAROLYN ANNE</td>
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<td>Professor Emerita</td>
<td>BA, MD, MPH</td>
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<td>Doctor of Medicine (Pediatrics)</td>
<td>Nutrition research and intervention studies in Africa</td>
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<td>ROSS, MICHAEL G</td>
<td>Professor</td>
<td>BS, MD, MPH</td>
<td>HARVARD U</td>
<td>Doctor of Medicine (OB-Gyn)</td>
<td>Pregnancy, prenatal care and fetal development</td>
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<td>ROTHERAM BORUS, MARY JANE</td>
<td>Professor</td>
<td>BA, MA, PhD</td>
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<td>Clinical Psychology</td>
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<td>BS, MD</td>
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<td>Doctor of Medicine (Emergency Medicine)</td>
<td>Emergency medicine and disaster relief; infectious diseases;</td>
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<td>BA, MS, MD</td>
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<td>Doctor of Medicine (Pediatrics)</td>
<td>Breastfeeding policy and promotion; international maternal and child health</td>
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<td>STRATTON, SAMUEL</td>
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<td>BS, MS, MD</td>
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<td>Health risk assessment for local community disaster hazards using verified models; defining priority rural Public Health issues</td>
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<td>TAVROW, PAULA</td>
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<td>DVM, MSc, PhD</td>
<td>Health Service Organization &amp; Policy, Doctor of Veterinary Medicine, PhD in Environmental Sciences and Natural Resources, Health, food and nutrition security adaptation strategies to climate change</td>
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<td>VILLA, VALENTINE</td>
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<td>BA, MS, MA, PhD</td>
<td>Gerontology, Gerontology and aging; Health Disparities among the Older adult population</td>
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<td>Chemistry, Molecular Toxicology, Air Pollution, Exposure Assessment Global Climate Change</td>
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<td>FROINES, JOHN R</td>
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<td>Genetics Carcinogenesis Hypoxia Environmental health practice</td>
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<td>HATFIELD, THOMAS</td>
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**EPIDEMIOLOGY**
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<td>Ash, Lawrence R.</td>
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<td>BS, MA, PhD</td>
<td>TULANE U</td>
<td>Clinical Pathology; zoonotic parasitic diseases; their ecology, biology, pathology, and epidemiology</td>
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<td>Bailey, Julia</td>
<td>Adjunct Assistant Professor</td>
<td>BSc, Ph.D</td>
<td>Yale U</td>
<td>Genetic Epidemiology; Genetic epidemiology of epilepsy and other neurological disorders, post traumatic stress disorder and schizophrenia</td>
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<td>Berlin, George</td>
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<td>Biology; medically important arthropods; mycobacterial infections</td>
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<td>Bradbury, Bria</td>
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<td>BA, MA, DSc</td>
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<td>Epidemiology; anemia of chronic kidney disease, secondary hyperparathyroidism, longitudinal data analysis</td>
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<td>Brown, Joelene</td>
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<td>BA, MPH, PhD</td>
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<td>Epidemiology; Epidemiology methods</td>
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<td>Butlerys, Mar C</td>
<td>Adjunct Professor</td>
<td>MD, MPH, PhD</td>
<td>UCLA</td>
<td>Epidemiology; HIV AIDS in South East Asia region. Also represents US on Global Fund to Fight AIDS, Tuberculosis and Malaria</td>
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<td>identification of risk and</td>
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<td>Southern California Permanente Medical Group, Research and Evaluation</td>
<td>Protective factors for cancer; identification of prognostic biomarkers for cancer disease progression;</td>
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<td>Joint Appt. Primary Dept: Infectious Diseases/Secondary: FSPH EPI</td>
<td>Counseling Psychology prevention of HIV-1 transmission and acquisition</td>
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<td>DONALDSON, ROSS IRELAND</td>
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<td>FRERICHS, RALPH R</td>
<td>Professor Emeritus</td>
<td>Epidemiologist, STD Program, Los Angeles County Department of Public Health</td>
<td>Doctor of Veterinary Medicine Epidemiologic approaches to the assessment of community health needs; formulation of health care policies</td>
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<td>GOLDSTEIN, BIN H</td>
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<td>Epidemiologist, STD Program, Los Angeles County Department of Public Health</td>
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<td>GREENLAND, SANDER</td>
<td>Professor Emeritus</td>
<td>Professor Emeritus BA, MA, MS, Dr. PH UCLA</td>
<td>Epidemiology Methodological epidemiology</td>
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<td>GREENWOOD, JA</td>
<td>Adjunct Director,</td>
<td>BA, MS, MPH, P UCLA</td>
<td>Epidemiology Epidemiologic</td>
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<td>MES</td>
<td>Professor</td>
<td>Corporate Environmental, Health and Safety, California Edison</td>
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<td>methodology; statistical methods for epidemiologic data</td>
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<td>HARAWA, NINA</td>
<td>Adjunct Associate Professor</td>
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<td>HARVEY, SYDNEY M</td>
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<td>HASHIBE, MIA</td>
<td>Adjunct Professor</td>
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<td>Epidemiologic/prevention methods for reducing intentional/unintentional injuries</td>
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<td>KALANTAR-ZADEH, KAMYAR</td>
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<td>Cardiovascular outcomes and survival analysis, Competing risks</td>
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<td>KERNDT, PETER R</td>
<td>Adjunct Professor</td>
<td>Director, Sexually Transmitted Diseases Program, Los Angeles County</td>
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<td>STDs and HIV/AIDS in the public health field</td>
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<td>Name</td>
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<td>Department of Public Health</td>
<td>Methods of control of communicable diseases; the application of methods of disease control for reduction</td>
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<td>KIM-FARLEY, ROBERT</td>
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<td>Director, Communicable Disease Control and Prevention, Los Angeles County Department of Public Health</td>
<td>0 BSEE, MPH, MD UC SAN FRANCISCO Doctor of Medicine</td>
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<td>Adjunct Professor</td>
<td>Joint Appt. Primary Dept: Clinical Professor, Infectious Diseases/Secondary Dept: FSPH EPI</td>
<td>0 AB, MD, MPH HRVARD U Doctor of Medicine Global Health Infectious Diseases</td>
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<td>KRAUS, JESS F</td>
<td>Professor Emeritus</td>
<td>Professor Emeritus</td>
<td>0 BA, MS, MPH, PhD U OF MINNESOTA Family-focused HIV disclosure intervention in Thailand; international research relations with Ministry of Thailand. Global health</td>
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<td>LEE, SUNG-JAE</td>
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<td>0 BA, MS, PhD VIRGINIA TECH Sociology Global health and health services; HIV prevention and treatment in developing countries</td>
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<td>MALEK, MARK</td>
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<td>0 BS, MD, MPH JOHNS HOPKINS interventions to control the</td>
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<td>Professor</td>
<td>Control, Epidemiology and Employee Health at the LA County Sheriff's Dept. He is also a US-CDC EIS Officer</td>
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<td>spread of communicable pathogens in the US correctional population,</td>
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<td>Professor and Head of the Danish Epidemiology Center, Aarhus University (Denmark)</td>
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<td>hematopoietic cancers; molecular epidemiology of AIDS-associated cancers; host resistance to HIV infection</td>
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<td>epidemiology; reproductive health and early origin of human diseases; drug safety in pregnancy; cancer epidemiology</td>
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<td>Director, Environment &amp; Resource Sustainability, Southern California Edison</td>
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<td>individual risk assessment, early detection, and therapeutic monitoring of cancer</td>
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<td>R,EVA</td>
<td>Associate Professor</td>
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<td>Epidemiology; circadian rhythms association to cancer and other chronic diseases. Breast cancer risk in shift workers.</td>
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<td>SIMON, PAUL A</td>
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<td>SMITH, LISA V</td>
<td>Adjunct Associate Professor</td>
<td>Epidemiologist, Rapid Assessment, Data Management and Evaluation, Epidemiology Unit, Office of Health Assessment and Epidemiology, Los Angeles; Collaborating Faculty, Urban Health</td>
<td>BS, MS, MPH, DrPH, UCLA</td>
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<td>STRASSBURG, MARC A.</td>
<td>Adjunct Professor</td>
<td>Chief, Web Informatics Division, Department of Health Services, Los Angeles County. Training sessions for Ministry of Health in China</td>
<td>BA, MPH, DrPH</td>
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<td>DAVIDSON, BRUCE</td>
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<td>Resource and Outcomes Management @ Cedars-Sinai Health System</td>
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<td>Joint Appt. Primary Dept: Pediatrics/Secondary Dept: FSPH HPM</td>
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<td>GOLDMAN, DANA</td>
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<td>Doctor of Medicine; oversees Community Health and Advocacy training; Primary Care Medicine Residency; grant support for minority students to pursue health professions. Behavioral research in children</td>
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<td>LITWIN, MARK S</td>
<td>Adjunct Professor –</td>
<td>CEO and Founder of Health</td>
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<td>Health Policy Analysis</td>
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<td>PELLICCIONI, LORIS</td>
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<td>BA, MS, PhD</td>
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<td>PRISELAC, THOMAS M</td>
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<td>SHAPIRO, MARTIN N. F.</td>
<td>Professor – Academic Year</td>
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<td>SINAIKO, RICHARD</td>
<td>Adjunct Associate Professor</td>
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<td>Director of Clinical and Public Health Informatics of LA County Department of Public Health</td>
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<td>Professor – Joint Appt.</td>
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<td>EUGENE</td>
<td>Academic Year</td>
<td>Primary: Dean of the David Geffen School of Medicine; Vice Chancellor of Health Sciences. Academic Dept: Ob-GYN./Secondary Dept; FSPH HPM</td>
<td>Sc</td>
<td>FRANCISCO Doctor of Medicine and public policy, including health services research and disparities in healthcare outcomes among disadvantaged populations.</td>
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<td>WELLS, KENNETH H B</td>
<td>Professor of In Residence Academic Year</td>
<td>Joint Appt. Primary Dept: Psychiatry/Secondary: FSPH HPM</td>
<td>0</td>
<td>AB, MD, MPH UC SAN FRANCISCO Doctor of Medicine Co-Director of Robert Wood Johnson Clinical Scholars program; mental health services quality and access; investigation access to underserved communities with diagnose and treatment of depressions.</td>
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<td>YANO, ELIZABETH H M</td>
<td>Adjunct Professor – Academic Year</td>
<td>VA of Greater Los Angeles Healthcare System</td>
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<td>BS, MPH, PhD UCLA Epidemiology Needs and impact of women’s health care. Organizational determinants of disparities.</td>
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1Based on CEPH template 4.1.2