

## Appendix

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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

<b>Name</b>	<b>Rank</b>	<b>Committee</b>	<b>Position</b>	<b>Service</b>	<b>Committee</b>	<b>Position</b>	<b>Service</b>
Ambrose, Richard	Professor	UCLA Diving Control Board	Member	2011-13	UCLA Committee for the UC Natural Reserve System	Member	2011-13
Aneshensel, Carol	Professor	Council of Academic Advisors	Mentor	2009-2013			
Arah, Onyebuchi	Professor	Chancellor's Global Health Initiative	Member, strategic/steering committee	2010	Search Committee, Vice-Chancellor International Affairs	Member	2010-11
Bastani, Roshan	Professor	Health Policy & Management Chair's Advisory Committee	Committee member	2010-present	Health Policy & Management PhD Committee	Committee member	2009-present
Belin, Thomas	Professor	Intercollegiate Athletic Committee	Member	2010-2012			
Bourque, Linda	Professor	Advisory Committee for the Social Science Data Archive, Institute for Social Research	Chair	2008-2010	Reserve Council on Academic Personnel, Academic Senate	Member	2009, 2012
Bourque, Linda	Professor	Council of Academic Advisors	Mentor	2009-2013	Rules and Jurisdiction	Member	2009-2012
Brookmeyer, Ron	Professor	search for Dean of SPH	member	2012			
Cochran, Susan	Professor	Council on Planning and Budget	Member	2009-2013			
Cumberland, William	Professor	Internal Scientific Review Committee JCCC	Protocol Review	1999-2013			

Dabrowska, Dorota	Professor	CCCE	member	2006-2009			
D'Amico, Elizabeth	Adjunct Professor	Human Subjects Protection Committee	member	2010-2011	Human Subjects Protection Committee	member	2011-2012
Ford, Chandra	Assistant Professor	Legislative Assembly	Departmental Representative	2011-present			
Ganz, Patricia	Professor	Health care task force of UC Faculty Welfare Committee	Committee member	2006-present			
Glik, Deborah	Professor	Committee on Committees	Vice Chair	2011-present			
Godwin, Hilary	Professor	Executive Committee, UCLA CNSI	member	AY2011-12, 2012-13	Faculty Advisor Committee, MolTox IDP	member	AY2010-11, 2011-12, 2012-13
Hankinson, Oliver	Professor	UCLA ACCESS steering committee	member	2009-2013	ACCESS admissions committee	member	2009-11
Harrison, Gail	Professor	Tenure evaluation committee	member	2010			
Inkelas, Moira	Associate Professor	Academic Senate Undergraduate Council	Member and Vice Chair	2008-11	Academic Senate Undergraduate Council Honors Awards & Prizes Committee	Chair	2009-11
Jackson, Richard	Professor		Healthiest Campus	Lead for Built Env	2011-13		
Kim, Hyun	Adjunct Assistant Professor	QIBA	biostat	2011-12	STR	organizer	2013
Kominski, Gerald	Professor	UCLA Faculty Welfare	Member	2010-11	UCLA Faculty Welfare	Member	2011-12

Li, Gang	Professor	ucla brain spore	executive committee	2011-current	ucla brain spore	committee on developmental research program	2011-current
Martinez-Maza, Otoniel	Professor	Academic Senate Legislative Assembly	member	2008-2013			
McCarthy, William	Adjunct Professor	UC Wellness Committee	Member	2010-2011	JCCC Seed Grant Committee	Member	2010-2012
Morisky, Donald	Professor	Pacific Rim Research Program	UCLA Representative	2004-2010	Faculty Mentoring Program	Participant	2007-present
Nandy, Karabi	Adjunct Assistant Professor	School of Nursing Evaluation Subcommittee	member	2008-present			
Ortega, Alex	Professor	Rules and Jurisdiction	Member	2012-pres	UC Postdoctoral Fellowship Prog	Member	2009-2011
Pebly, Anne	Professor	Research Administration Faculty Advisory Committee	Member	2009-present			
Pourat, Nadereh	Adjunct Professor	Steering committee to establish a center on Iran	steering committee member	2011			
Rice, Thomas	Professor	U.C. Task Force on Health Care Costs	Member	2011-12	Search Committee, Dean of Public Health	Member	2011-12
Rimoin, Anne	Associate Professor	Academic Senate	Department Representative	2009-13			
Rodriguez, Hector	Associate Professor	Student Conduct Committee	Faculty member panelist	2010-2012			
Rottman, Steven	Adjunct Professor	Chancellor's Committee on Influenza Pandemic	Medical Consultant	2009-2010			

Schweitzer, Stuart	Professor	Div of Nephrology	Core consultation	2010-11	Nephrology Center	consultation	2011-2012E
Shafir, Shira	Adjunct Assistant Professor	Vice Chancellor for Research's Cabinet	Assistant Vice Chancellor for Research Ethics	2011-2013			
Siegel, Judith	Professor	Academic Personnel Advisory Committee	Mentor	2010, 2011			
Tavrow, Paula	Adjunct Assistant Professor	Leadership Committee of the UC Global Health Institute	Co-Director of Center of Expertise in Women's Health and Empowerment	2010-present	Faculty Advisory Committee for the UCLA James S. Coleman African Studies Center	Member	2010-present
Telesca, Donatello	Assistant Professor	Legislative Assembly	Representative	2011-2012			
Upchurch, Dawn	Professor	Steering Committee, Bixby Foundation	Member	2011-13	CCPR Graduate Student Training Committee	Member	2011-13
Vargas Bustamante, Arturo	Assistant Professor	Faculty Advisory	UCLA Chicano Studies Research Center	2008-Present	Faculty Advisory	UCLA Latin American Institute	2012-Present
Wallace, Steven	Professor	Advisory Board, UC Office of the President, California Policy Research Center, Program on Access to Care	member	2008-2013	Academic Senate, CAP ad hoc committee	member	2010
Wang, May	Associate Professor	Hellmans Fellowship Selection Committee	Member	Spring 2013			
Wong,Weng Kee	Professor	CODEO	member	2010-2013			
Zimmerman, Frederick	Professor	Edossier Committee	Member	2010-11	Opus Steering Committee	Chair	2011-2012; 2012-2013

## **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 multidisciplinary (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)*

(Same as 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)*

(Same as 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)*

(Same as 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.

*285. Aging, Health, and Society (4)*

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.

*M420. Children with Special Healthcare Needs: Systems Perspective (4)*

(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 milieus. 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.

*440. Public Health and National Security at U.S.-Mexico Border (4)*

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)*

Lecture, six hours. Preparation: one year of undergraduate biology, calculus, chemistry, and physics. Multidisciplinary aspects of environmental health sciences in context of public health for environmental health majors. Concurrently scheduled with course C200A. Letter grading.

*C185B. Foundations of Environmental Health Sciences (6)*

Lecture, six hours. Requisite: course C185A. Multidisciplinary aspects of environmental health sciences in context of public health for environmental health majors. Concurrently scheduled with course C200B. Letter grading.

**Graduate Courses**

*C200A. Foundations of Environmental Health Sciences (6)*

Lecture, six hours. Preparation: one year of undergraduate biology, calculus, chemistry, and physics. Multidisciplinary aspects of environmental health sciences in context of public health for environmental health majors. Concurrently scheduled with course C185A. Letter grading.

*C200B. Foundations of Environmental Health Sciences (6)*

Lecture, six hours. Requisite: course C200A. Multidisciplinary aspects of environmental health sciences in context of public health for environmental health majors. Concurrently scheduled with course C185B. Letter grading.

*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)*

Lecture, three hours. Review of health conditions caused by occupational exposures, worker-oriented preventive methods, and workplace-related approaches to improving general health. Integration of exposure- and clinical-based preventive strategies. Appropriate for students in occupational-environmental medicine, preventive medicine, epidemiology, nursing, and occupational hygiene, and toxicologists interested in human implications. Letter grading.

*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)*

Lecture, two hours. Epidemiologic methods of estimating present and future burdens of aging: morbidity, disability, and dependency. Epidemiology of major disabling conditions affecting elderly. Evaluation of possible intervention strategies. Methodologic issues in geriatric epidemiology. S/U or letter grading.

*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)*

(Same as Community Health Sciences M252.) Lecture, three hours. Prerequisites: 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. Prerequisite: 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. Prerequisite: 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)*

(Same 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)*

(Same as Community Health Sciences M234.) 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.

*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.

*M420. Children with Special Healthcare Needs: Systems Perspective (4)*

(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)*

Lecture, four hours. Designed for juniors/seniors. Exploration of nation's health challenges, epidemiologic basis of public's health, organization and financing of health services in the U.S. and elsewhere, and current strategies for advancing people's health. Letter grading.

*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. Prerequisite: 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)*

Lecture, two hours. Requisites: courses 110A, 110B, M215. Coverage of methods necessary to address statistical problems in AIDS research, including projection methods for size of AIDS epidemic and methods for estimating incubation distribution. S/U or letter grading.

*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.

### **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 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 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.

## **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 of 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 211 A&B is strongly recommended for students in the second year of the program.

Public Health Practice	Populations	Individual and Structural Influences
212: Advanced Social Research Methods in Health	200: Global Health Problems	220: Racism and Public Health: Social Epidemiologic Approaches
213: Research in Community and Patient Health Education	205: Immigrant Health	224: Social Determinants of Nutrition and Health
M216: Qualitative Research Methodology	226: Women's Health and Well-Being	235: Influence of Social and Physical Environment on Racial Health Disparities
M218: Questionnaire Design and Administration	231: Maternal and Child Nutrition	247: Population Change and Public Policy
257: Program Planning in Community Disaster Preparedness	M239: Race and Ethnicity as a Concept in Practice and Research	254: Intentional Disasters: War and Refugees
258: Cooperative Interagency Management in Disasters	240: Child and Reproductive Health in Communities: Global Environmental Perspective	M263: Social Demography of Los Angeles
271: Health-Related Behavior Change	246: Women's Roles and Family Health	M272: Social Epidemiology
276: Complementary and Alternative Medicine	248: Women's Mental Health	273: Social Epidemiology of Chronic Disease
282: Communication in Health Promotion and Education	M260: Health and Culture in Americas	284: Sociocultural Aspects of Mental Health
285: Evidence-Based Health	M264: Latin America: Traditional	291: Health Policy and Aged

Promotion Programs for Older Adults	Medicine, Shamanism, and Folk Illness	
288: Health Communication in Popular Media	290: Race, Class, Culture, and Aging	440: Public Health and National Security at U.S.-Mexico Border
292: Communication and Media Development in Health Promotion/Education	M294: Social and Behavioral Factors of HIV/AIDS: Global Perspective	448: Nutrition Policies and Programs: Domestic and International Perspectives
295: Overview of Emergency Public Health	431: Foundations of Reproductive Health	CM470: Improving Worker Health: Social Movements, Policy Debates, and Public Health
443: Assessment of Family Nutrition	432: Perinatal Healthcare: Principles, Programs, and Policies	
451: Post-Disaster Community Health	434A: Maternal and Child Health in Developing Areas	
474: Self-Care and Self-Help in Community Health	447: Health and Social Context in Middle East	
484: Risk Communications	477: Health Disparities, Health Equity, and Sexual Minority Populations	
485: Resource Development for Community Health Programs		

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**

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

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

<b>AGENCY</b>	<b>PRECEPTOR NAME</b>
Asian Liver Center at Stanford University	Cheung, Chrissy (MPH)
Autism Speaks	Rosanoff, Michael (MPH)
California Dept. of Public Health	Howard, Holly
California Dept. of Public Health	Raider, Faith
California Healthy Nail Salon Collaborative	Fu, Lisa (MPH)
Children's Hospital Los Angeles	Iverson, Ellen
City of Beverly Hills	Mottice-Muller, Pamela
Community Coalition	Kim, Joanne (MPH)
Families in Good Health-St. Mary Medical Center	Gervacio, Lindsay (MA, MPH)
Health Net, Inc.	Su, Hoa
Jhpiego	Banda, Joseph
John Snow Inc.	Kironde, Samson (MPH, MD)
Kids Come First	Speak, Beverly
LA Care Health Plan	Diaz, Lisa (RN, MSN)
LA Care Health Plan	Kasick, Nai
LA County Dept. of Public Health	Franco, Louisa (MPH)
LA County Dept. of Public Health	Leighs, Michael
LA County Dept. of Public Health	Readhead, Heather (MD, MPH)
LA County Dept. of Public Health	Robles, Brenda
LA County Dept. of Public Health	Scully, Janet
LA County Dept. of Public Health	Valdez, Erika
LA County Dept. of Public Health	Wood, Michelle

<b>AGENCY</b>	<b>PRECEPTOR NAME</b>
Long Beach DHHS	Brown, Diane
Long Beach Health Department	Stevens, Shawna
Los Angeles Trust for Children's Health	Puffer, Maryjane
March of Dimes	Crivici, Fernanda
March of Dimes	Lombardo, Victoria
Ministry of Public Health Area 1 Tena	Shiguango, Marisol
Muslim Aid South East Asia	Ko Ko, Nay Win (MBBS, MPH)
Nutri-Salud	Hurtado, Elena
Population Council	Bellows, Ben
Population Council	Muthengi, Eunice
Public Health England (PHE)	Amirthalingam, Gayatri
Sepulveda VA	Rosen, Rachel
Southside Coalition of Community Health Centers	Vaccaro, Nina (MPH)
Special Service for Groups	Wat, Eric C.
St. Barnabas Senior Services	Thorpe, Carol Lee
St. Johns Well Child and Family Center	Mangia, Jim (MPH)
The Wellness Center at the Historic General Hospital	Mullenax, Nancy
University Research Co.	Arinaitwe, Moses
VA West LA Healthcare	Gunn, Laura (MPH)
Violence Prevention Coalition of Greater Los Angeles	Healy, Daniel (MPH)
Westside Children's Center	Miller-Askew, Lawren
Women's Clinic & Family Counseling Center	Singer, Jade (PA, MPH)
YTH--Youth+Technology+Health	Sheoran, Bhupendra
Alameda County DPH	Paras, Rachel
Altamed Health Services Corporation	Cruz, Stella
Altamed Health Services Corporation	Martija, Renee
Asian Pacific Family Center	Gock, Terry (MD)
Asian Pacific Health Care Venture	Sebrio, Cecile
California Dept. of Public Health	Ujihara, Alyce
California Family Health Council	Braun, Rebecca
California Family Health Council	Cantu, Michelle
Center for Health Justice	Molina, Monica
Children's Hospital Los Angeles	Dudek, Julia (MPH)
Chinatown Service Center	Chung, M. Angela
City of Beverly Hills	Mottice-Muller, Pamela
City of West Hollywood Public Safety	Cook, Kristin
Community Partners	Cole, Bridget Hogan
Gawad Kalinga Community Development Foundation	Solis, Elen (MD)

<b>AGENCY</b>	<b>PRECEPTOR NAME</b>
Health Net, Inc.	Robinson-Frank, Elaine
Iris Cantor-UCLA Women's Health Education & Resource Center	Friedman, Julie (MPH, CHES)
Korean American Family Service Center	Kyunghee Kim, Christine (MA, MFT)
LA County Dept. of Health Services	Warriner, Laura Lathrop
LA County Dept. of Public Health	Donovan, Kevin
LA County Dept. of Public Health	Gilchick, Robert (Dr.)
LA County Dept. of Public Health	Leighs, Michael
LAC+USC Department of Emergency Medicine	Menchine, Michael
Little Tokyo Service Center	Murase, Mike
Long Beach DHHS	Brown, Diane
Los Angeles Gay & Lesbian Center	Cohen, Susan (MPH)
Los Angeles Trust for Children's Health	Puffer, Mary Jane
MAZON: A Jewish Response to Hunger	Himelfarb, Elaine (MPH)
National Environmental Education Foundation	Chang, Jane
Office of Women's Health	Eidem, Ellen
Olive View-UCLA Medical Center	Amners, Malaika
Olive View-UCLA Medical Center	Viveros, Lori
ONG RAES	Rideau, Alexandre
Population Council	RamaRao, Saumya
San Diego Hunger Coalition	Schultz, Amanda
Santa Cruz County Health Services Agency	Hyland, Corrine
Simms/Mann Venice Family Clinic	Rodriguez, Nancy (MPH)
Southside Coalition of Community Health Centers	Vaccaro, Nina (MPH)
Stop Malaria Project	Mukwakwa, Chime (SMP, Chief of Party)
The Health Education Council	Mosley, Ramona
Transitions Global	Stricker, Merry
UCLA COSH	Martinez, Jessica E. (MPH)
UCLA Labor Occupational Safety & Health	Riley, Kevin (MPH, PhD)
UCLA OB/GYN Clinic at West Medical Building	Siedel, Katie
Urban Health Resource Centre	Verma, Shabnam
Utah Department of Health	Marti, Kathryn
Violence Prevention Coalition of Greater Los Angeles	Healy, Daniel (MPH)
AIDS Healthcare Foundation	Lankton, Robin
APAIT Health Center	To, Stacy
Ashe Center UCLA	Dawson, Jo Ann (MD)
Brazos Abiertos	Cabrera, Carlos (MD)
California Breathing	Tobacman, Janet
Center for Occupational and Environmental Health	Israel, Leslie (DO, MPH)

<b>AGENCY</b>	<b>PRECEPTOR NAME</b>
Children's Hospital Los Angeles	Gantan, Susan
Children's Hospital Los Angeles	Schneir, Arlene
Children's Institute, Inc.	Molina, Adriana
Chinese Community Health Resource Center	Sun, Angela
County of Sacramento DHHS	Saffold, Sharon
DHHS	Coronado, Laura (MPH)
Educacion Popular en Salud	Anderson, Karen
Family, Adult, and Child Therapies	Andron-Ostrow, Linda
Frank D. Lauterman Regional Center	Shueman, Sharon A. (PhD)
Fundacao Oswaldo Cruz (FIOCRUZ)	Soares, Flavia (MD)
Gawad Kalinga Community Development Foundation	Allana, Rona Rosa Grace V.
Harbor-UCLA	Granados, Gilberto (MD, MPH)
Harbor-UCLA	Puvvula, Jyoti
LA County Dept. of Health Services	Nagata, Vicki (MSW)
LA County Dept. of Public Health	Bagchi, Pamina
LA County Dept. of Public Health	Chow, Cindy
LA County Dept. of Public Health	Marshall, Jessica
LA County Dept. of Public Health	Ramos, Diana (MD)
LA County Dept. of Public Health	Walker, Susan
LA County Sheriff's Department	Malek, Mark (MD)
LA Health Action	Gupta, Neevam
Liberty Hill Foundation	Prichard, Michele
Los Angeles Alliance for New Economy (LAANE)	Arzu, Francisco
March of Dimes	Lombardo, Victoria
Network for a Health California at ABC Unified School District/LATTC/Lawndale USD/El Monte USD/Hawthorne USD	Dunaway, Judith
Office of First Lady of Sierra Leone	Katta, Florence
Office on Women's Health	Abercrombie, Ann
Office on Women's Health	Leggin, Brooke
Partners in Care Foundation	Dunn, Jody
Partners in Care Foundation	Kally, Zina (PhD)
Prvidence Health & Services, Center for Community Health Improvement	Mayen-Cho, Marie
San Joaquin County Public Health Services	Bowie, Shene (DrPH)
Special Service for Groups	Wat, Eric C.
The Children's Clinic	Faiver, Cristina (MPH, CHES)
Uganda Youth Development Link (UYDEL)	Kasirye, Rogers
USAID	Nieves, Claudia
West Los Angeles VA Hospital	Aldana, Ileana
WINGS	Smith, Adriana (MPH)

<b>AGENCY</b>	<b>PRECEPTOR NAME</b>
AIDS Healthcare Foundation	Sayana, Shilpa (MD, MPH)
AIDS Healthcare Foundation--Cambodia Cares	Sarath, Chhim (Dr.)
American Diabetes Association	Reyna, Franco
Asian and Pacific Islander American Health Forum	Dong, Alice
Beach Cities Health District	Santora, Lisa
Bixby Center for Global Reproductive Health at UCSF	Maddock, Leah (MPH)
California Breathing	Rossi, Deanna
CalOptima	Rose, Sandra (MPH)
CLEAN Carwash Campaign	Osmer, Chloe
County of Sonoma DHS	Bauer, Ellen
Helen Keller International--Sierra Leone	Hodges, Mary
International Centre for Diarrhoeal Disease Research, Bangladesh	Nahar, Quamrun (MD)
International Centre for Diarrhoeal Disease Research, Bangladesh	Reichenbach, Laura (MD)
LA County Dept. of Public Health	Messex, Monty
LA County Dept. of Public Health	Smart, Jeanne
LA County Dept. of Public Health	Srabian, Susan
Los Angeles County Department of Mental Health	Southard, Marvin J. (DSW)
Luapula Foundation	Zulu, Moses
Mary & Dick Allen Diabetes Center--Hoag Hospital	Iyer, Kris (Dr.)
MOMS Orange County	Sacks, Sadie (RN, MSN)
Nambian Planned Parenthood Association	Moongo, Denise
Pan American Health Organization	Lee, Robert (MD)
Population Council	Undie, Chi-Chi (Dr.)
Prevention Institute	Chemimi, Sana
Public Health Institute	Aced-Molina, Rebecca
Raising Voices (Uganda)	Michau, Lori
Regional Directorate, Ghana Health Services	Williams, J. Koku Awoonar (MD)
Sakumono Community Hospital	Newman, Nana Obuobisa (Dr.)
SF LGBT Community Center	Martinez, Eric
South Asian Network	Chhetry, Ranjeeta
Southern California Coalition for Safety and Health	Greystack, Pete
St. Mary Medical Center	Limosnero, Maria J.
Susan G. Komen for the Cure	Weintraub, Deb
The Children's Clinic	Nicholas, Elisa (MD, MSPH)
Universidad Centroccidental "Lisandro Alvarado"	Gonzalez, Francisco (Dr.)
USAID/Pakistan	Paz-Castillo, Janet
VA Greater Los Angeles Healthcare System, PERC	West, Paul
Venice Family Clinic	Manousogiannakis, Eleni

<b>AGENCY</b>	<b>PRECEPTOR NAME</b>
Ventura County Health Care Public Health	Saucedo, Selfa
Ventura County Public Health	Lopez-Navarro, Silvia
Ventura County Public Health	Villicana, Alicia
Women's Dignity	Mulindwa-Matovu, Christine

### **EHS Interns 2010-12**

<b>Practicum Site</b>	<b>Preceptor</b>
The Greenlining Institute	CC Song
Children's Hospital Los Angeles	Helen Arbogast
LA Biomed	Kamyar Kalantar
Healthy Choices in Pittsburg PA	Susan Radio
Research in Dr. Chesselet's Parkinsons lab	Kimberly McDowell
Southern California Injury Prevention Research Center	Billie Weiss
UCLA Adult Congenital Heart Dis. Ctr	Jamil Aboulhosn
Chevron, El Segundo Refinery	Elaine Del Castillo
CDPH Env Hlth Inv Branch	Alyce Ujihara
International Medical Corps	Steve Commins
UCSF Hospital, Epidemiology and Infection Control	Susan Garritson
Peace Corps	Prior experience. Internship requirement waived
Cedars	Johanna Kim
UCLA Environment Health & Safety	Ross Veal
Americorps	Prior experience. Internship requirement waived.
Dr. Mark Hyman	Mark Hyman
Dept of Toxic Sub Control	Peter Wood
LA County Dept PH, PLACE Program	Gayle Haberman
LADPH 200 hrs/ LADPH MCAH 200 hrs	Eleanor Long

### **Epidemiology Interns 2010-2012**

<b>Practicum Site</b>	<b>Preceptor</b>
LA Biomed (2)	Kamyar Kalantar-Zadeh
LAUSD	Tim Kordic
Instituto Mexicano del Seguro Social	Yvonne Flores
UCLA Center for Health Policy Research	Dylan Roby
University of California, San Francisco	Judith Prochaska
City of Berkeley Public Health Division	Victoria Breckwich-Vasquez
LA County/ Health Assmt & Epi (4)	Lisa Smith/Susie Baldwin
Epi Scholars Program	Ricardo Contreras
LA County Veterinary Public Health	Emily Beeler
LA County Public Health Laboratory	Nicole Green
California Breathing (California Dept of Public Health)	Meredith Milet
Veteran's Administration	Julia Bailey
UCLA - Semel Neuropsychiatric Dept	Michael Irwin
USAID	Jennifer Sloznick
International Centre for Diarrheal Disease Research, Bangladesh	Tasnim Azim

### Health Policy & Management - Agency List Summer 2012 and Fall 2013

Internship Site	Preceptor
Genentech, Inc.	Ellen Lee
Harbor-UCLA	Clint Coil, MD
Dept of Family Medicine	Dr. Stephen Shoptaw
Bruin Biometrics	Martin Burns
CS Business Development	Lori Weise
Cedars-Sinai Performance Improvement	Omkar Kulkarni
Cedars Sinai Performance Improvement	Omkar Kulkarni
Cedars Sinai Medical Services Network	Tom Gordon
Life Technologies	Dr. Paul Billings
LACare: Medical Management	Dr. Sarita Mohanty
VAGLA-West LA Branch Quality research with Rodriguez	Hector Rodriguez
The Saban Free Clinic	Ursula Baffigo
Community Partners - BCCQ	Bridget Cole
South Central Family Health Ctr	Genevieve Filmardirossian
The SCAN Foundation	Lisa Shugarman
SCPMG South Bay	Ozzie Martinez
SCPMG Downey	Sherman Wang
UCLA Ashe Student Health Ctr	Dr. Nancy Holt
VA GLAHS	Deborah Lasker
Kaiser Consulting and Implementation	Burton Melius
Rady Childrens Hospital, San Diego	Lisa Moore/ Josh Kohrumel
UCLA Pediatric Medical Home	Carlos Lerner
Wilshire Health & Community Services, Inc.	Tricia Ritchie
LA Cty Dept of Health Services	Dr. Anish Mahajan
UCSF	Dr. Andrew Auerbach
Rady Childrens Hospital San Diego	Lisa Moore
SCPMG South Bay	Ozzie Martinez
Valley Presbyterian Medical Center	Gayathri Jith
The Children's Partnership	Beth Morrow
UCLA Innovation Institute	Dr. Katherine Steinberg
GW Univ. Washington DC	Sara Rosenbaum
Behavioral Health Services	Michael Ballue
VA GLAHS Finance Dept	Suzanne Schmeb
SCPMG Riverside	Christine Evans
Venice Family Clinic	Jenny O'Brian
RRUCLA Operative Services	Doug Gunderson
AltaMed Health Service Corp	Alfonso Vega
Kaiser Permanente - Culturally Responsive Care	Lakiesha Tidwell
Harbor UCLA Hem-Onc	Mark Munekata, MD
RRUCLA Performance Excellence	Felipe Osorno
Stella Middle Charter Academy/ UCLA Geffen SOM	Jonathan Wisco, MD
Harbor UCLA ED	Clint Coil, MD
Cedars-Sinai Medical Delivery network	Thomas D. Gordon
USAID	Shawntel Hines
UCLA Health System	Sarah Lloyd-Kolkin
Citrus Valley Health Partners	Ms. Hanh Pham
Obama Election - Health Policy	Christen Linke Young
Dept. of Healthcare Services	Terri Stratton
LA Cty DHS - Mitch Katz Office	Dr. Anish Mahajan

Sutter Marin County	Mary Friedman
Kaiser Consulting & Implementation	Marc Moreels
Los Angeles Trust for Childrens' Health	MaryJane Puffer
Ctr for Health Policy Research	Michael Rodriguez
Childrens Hospital Los Angeles	Gail Margolis/Ellen Zaman
Valley Presbyterian Hospital	Gayathri Jith
Padres Contra El Cancer	Elvia Barboa
WMMC Family Care Specialists	Dr. Hector Flores
Cedars-Sinai Medical Delivery network	Thomas D. Gordon
LACare Health Plan (?)	Sarita Mohanty
Olive View Medical Center	Dr. Peter Balingit
KP Management Consulting	Jin B. Shim
KP South Bay Medical Center	Ozzie Martinez & Jeff Moses
Southern CA Permanente Medical Group	Larry Sharfstein
Zynx Health	John Chang
KP South Bay Medical Center	Ozzie Martinez & Jeff Moses
Amgen	Angela Sciarra
Ctr for Study of Health Care Provider Behavior: VA Sepulveda	Becky Yano

## 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](mailto: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](mailto: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:

"Tools for Teaching, 2nd edition" Barbara Gross Davis © 2009 by Jossey-Bass. ISBN 0787965677.

"Designing and Assessing Courses and Curricula: A Practical Guide" Robert M. Diamond © 2008 by Jossey-Bass. ISBN 047026134X.

#### Recommended Texts/Materials:

"What the Best College Teachers Do" Ken Bain © 2004 by Harvard University Press. 0674013255.

"Peer Instruction: A User's Manual" Eric Mazur © 1996 by Benjamin Cummings. 0135654416.

"Teaching at Its Best: A Research-Based Resource for College Instructors" Linda B. Nilson © 2010 by Jossey-Bass. 0470401044.

**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](mailto: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

#### (4) 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 a 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 activelearning 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). Attendance and In-Class Participation (10%). To receive credit for this portion of the course, you are expected to come to class each meeting and to participate actively in class by asking questions and engaging in the class discussions.

*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 BE REFERRED IMMEDIATELY TO THE DEAN OF STUDENTS AND/OR THE DEAN OF THE SCHOOL OF PUBLIC HEALTH FOR REVIEW AND DISCIPLINARY ACTION.**

## Appendix 6: An Example of Competencies in Courses

### Learning Objectives and Competencies of course

PUB HLTH 475 (3/27/11)

Page 4 of 4

### PUBLIC HEALTH 475: Learning Objectives & Competencies

Learning Objectives: By the end of this course, students should be able to:	ASPH DrPH Competencies Addressed By This Course ( <a href="http://www.asph.org/publication/DrPH_Core_Competency_Model/index.html">http://www.asph.org/publication/DrPH_Core_Competency_Model/index.html</a> )	Measured by
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	<ul style="list-style-type: none"> <li>Homework Assignments 1-5 and Final Project</li> </ul>
2. Develop learning objectives for a course and align them with programmatic competencies	B4. Guide an organization in setting communication goals, objectives, and priorities	<ul style="list-style-type: none"> <li>Homework 2 and Final Project</li> </ul>
3. Develop an effective course syllabus	B5. Create informational and persuasive communications	<ul style="list-style-type: none"> <li>Homework 3 and Final Project</li> </ul>
4. Develop an assessment plan for a course	B7. Develop formative and outcome evaluations plans for communication [and marketing] efforts	<ul style="list-style-type: none"> <li>Homework 4 and Final Project</li> </ul>
5. Develop assignments that are aligned with learning objectives for course		<ul style="list-style-type: none"> <li>Homework 5 and Final Project</li> </ul>
6. Articulate the advantages of using active learning strategies and successfully employ an active learning module in a classroom setting	B9. Propose recommendations for improving communication processes. D1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies, and systems.	<ul style="list-style-type: none"> <li>Final Project and In Class Presentation</li> </ul>
7. Articulate the advantages of using different teaching methodologies for different audiences	D5. Synthesize information from multiple sources for research and practice.	<ul style="list-style-type: none"> <li>Final Project</li> </ul>
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	<ul style="list-style-type: none"> <li>In Class Activities</li> </ul>

**PUBLIC HEALTH 475 Spring 2011  
Tentative Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b> (Please read prior to class on the day specified)	<b>Homework Assignment</b> (Must be submitted electronically via course website before the beginning of class on the day listed)
<b>Week 1</b> March 28	Introduction: A Learning-Centered Approach to Course and Curriculum Design	Diamond, Chapters 1-6; Davis Chapter 1	
<b>Week 2</b> April 4	Clarifying Instructional Goals and Outcomes	Diamond, Chapters 9, 10, 13	Homework #1: Prioritized List of 3 Possible New Courses and Catalog Descriptions for Each
<b>Week 3</b> April 11	Developing a Learning-Centered Syllabus	Diamond, Chapter 22; Davis, Chapter 2	
<b>Week 4</b> April 18	Developing Effective Measures of Learning	Diamond, Chapters 14 & 15; Davis, Chapters 34-43	Homework #2: Learning Objectives and Competencies for Your Proposed Course
<b>Week 5</b> April 25	Designing and Implementing Your Assessment Plan; Curriculum and Course Revision/Learning from Experience	Diamond, Chapters 16, 17, 23 & 24; Davis, Chapters 59-61	Homework #3: Syllabus and New Course Description for Your Proposed Course
<b>Week 6</b> May 1	What the Best Teachers Do: Strategies for Creating a Positive Learning Environment	Davis, Chapters 9-13, 29-33, 45-50, and 55-58	

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b> (Please read prior to class on the day specified)	<b>Homework Assignment</b> (Must be submitted electronically via course website before the beginning of class on the day listed)
<b>Week 7</b> May 9	Active Learning Strategies and Using Technology to Support Learning	Diamond, Chapter 18; Davis, Chapters 14-19 and 20-25	Homework #4: Assessment Plan for Your Proposed Course
<b>Week 8</b> May 16	Addressing Diversity and Managing Difficult Situations	Diamond, Resource Q; Davis, Chapters 4-8	Homework #5: Sample Assignment for Your Proposed Course
<b>Week 9</b> May 23	Distance Learning and Meeting the Needs of Adult Learners	Diamond, Chapters 19 & 20	In Class Presentations
<b>Week 10</b>	Memorial Day – no class There is no final exam for this class		Final Project Due June 3 <sup>rd</sup> at noon

<b>Course number and title:</b>	EHSC200B Foundations of Environmental Health Sciences																																																					
<b>Credits:</b>	4																																																					
<b>Instructor-in-charge:</b>	HILARY GODWIN ( <a href="mailto:HGODWIN@UCLA.EDU">HGODWIN@UCLA.EDU</a> )																																																					
<b>Course type:</b>	Lecture																																																					
<b>Required or Elective:</b>	Elective																																																					
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<b>Course Prerequisites:</b>																																																						
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<b>Course Website</b>																																																						
<b>Topics covered in the course and level of coverage:</b>	<table border="1"> <tr><td>● Introduction to Course. Sustainability</td><td>2.0 hours</td></tr> <tr><td>● Food and Agriculture as environmental health Issues</td><td>2.0 hours</td></tr> <tr><td>● Built Environments including transport systems as EH Issues</td><td>2.0 hours</td></tr> <tr><td>● Energy policy and energy systems as EH Issues (including effects on GHG emissions)</td><td>2.0 hours</td></tr> <tr><td>● Resources and Sustainability as EH Issues</td><td>2.0 hours</td></tr> <tr><td>● Where do we go from here? Implications for leadership, for education, for personal change.</td><td>2.0 hours</td></tr> <tr><td>● Basic Microbiology - The Microbial World, Organisms of Public Health Significance</td><td>2.0 hours</td></tr> <tr><td>● Organisms of Public Health Significance Cont., Laboratory Detection and Identification Technologies</td><td>2.0 hours</td></tr> <tr><td>● Waterborne Disease; Ecological cycles, Survival strategies, Identifying Microbial Pollution Sources</td><td>2.0 hours</td></tr> <tr><td>● Microbial Contributions to Environmental Sustainability, Climate Change Effects on Microbial Ecology</td><td>2.0 hours</td></tr> <tr><td>● Lifetime/fate framework; the air pollution system</td><td>2.0 hours</td></tr> <tr><td>● Exposure assessment and case studies</td><td>2.0 hours</td></tr> <tr><td>● The GH effect; Emissions, accumulation and impacts of GHG</td><td>2.0 hours</td></tr> <tr><td>● Energy, climate change and sustainability</td><td>2.0 hours</td></tr> <tr><td>● The water cycle and natural mineral water quality. Categories of natural water, drinking water and wastewater effluent pollutants and related standards.</td><td>2.0 hours</td></tr> <tr><td>● Water resources - The water cycle on campus at UCLA and associated water quality problems. Student presentations on different UCLA locations.</td><td>2.0 hours</td></tr> <tr><td>● Water quality concepts- disinfection, biochemical oxygen demand and natural organic matter</td><td>2.0 hours</td></tr> <tr><td>● Water and wastewater treatment. Student present drinking water, bottled water, wastewater and selected other treatments</td><td>2.0 hours</td></tr> <tr><td>● Water and wastewater treatment. . 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Level of contribution of course to [Competencies](#)

Example of PH 475 in SPHweb

(B1) Moderate	<b>Moderate: (B1) (B5) (L8) (F7) (H7) (B3) (H6) (J2) (J5)</b>
(B5) Moderate	
(L8) Moderate	
(F7) Moderate	
(H7) Moderate	
(B3) Moderate	
(H6) Moderate	
(J2) Moderate	
(J5) Moderate	

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

<b>Specific Course Outcomes</b>	<b>Competencies</b>
1. Describe the major environmental health problems caused by water and air pollution.	<b>B1 B5</b>
2. Understand the relationship between the built environment and human health	<b>B1 L8</b>
3. Understand the microbiological basis of risk in environmental health.	<b>B1 B5</b>
4. Describe the services provided by ecosystems and the relationship between ecosystem and human health.	<b>B1</b>
5. Understand basic principles of climate change and its impact on human and ecological health.	<b>B1</b>
6. Describe the major factors influencing health in occupational settings.	<b>B1 B3 B5</b>
7. 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.	<b>F7 H7</b>
8. Understand the basic principles of professional ethics.	<b>H6 J2 J5</b>

<b>Competencies and how they are covered by the specific course outcomes</b>	
<b>(B1)</b>	Describe the major environmental health problems caused by water and air pollution. Understand the relationship between the built environment and human health Understand the microbiological basis of risk in environmental health. Describe the services provided by ecosystems and the relationship between ecosystem and human health. Understand basic principles of climate change and its impact on human and ecological health. Describe the major factors influencing health in occupational settings.
<b>(B3)</b>	Describe the major factors influencing health in occupational settings.
<b>(B5)</b>	Describe the major environmental health problems caused by water and air pollution. Understand the microbiological basis of risk in environmental health. Describe the major factors influencing health in occupational settings.
<b>(F7)</b>	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.
<b>(H6)</b>	Understand the basic principles of professional ethics.
<b>(H7)</b>	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.
<b>(J2)</b>	Understand the basic principles of professional ethics.
<b>(J5)</b>	Understand the basic principles of professional ethics.
<b>(L8)</b>	Understand the relationship between the built environment and human health

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Mar 27, 2013

**:: Course Performance Form ::**

Logout

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Winter 2013

**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(61.1%)  
**Number of students responding to the survey breakdown by degrees**  
 NA(1) MS(3) MPH(7)

Percentage of students expecting a grade of		Distribution of students' GPA	
A	54.5%	greater than 3.5	72.2%
B	9.1%	between 3.0+ and 3.5	16.7%
C	9.1%	between 2.5+ and 3.0	0.0%
D	0.0%	between 2.0+ and 2.5	0.0%
F	0.0%	less than 2.0	11.1%
Pass	0.0%		
No Pass	0.0%		
Unknown	27.3%		

**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).

	1 (poor) to 5 (excellent)
Effectiveness and organization of the instructor(s) in delivering the course material.	3.7
Average effectiveness and organization of all instructors during the same quarter.	4.1
<b>Overall instructor(s) rating independent of the rating of the course.</b>	<b>4.0</b>
Average overall instructors' ratings in the department during the same quarter.	4.1
<b>Overall course rating.</b>	<b>3.4</b>
Average overall course rating in the department during the same quarter.	4.0

**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 the course is offered.

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.

#### Student satisfaction with their background for this course in

Mathematics	0.0
Physics	0.0
Technical Writing	0.0
Computer Programming	0.0
Pre-requisite Courses	0.0

#### Student satisfaction with

Computer or Design Assignments	2.8
Course Assignments	2.9
Course Material and Textbooks	3.5
Teaching Assistant(s)	0.0
Interaction with Instructor During Class and Office Hours	4.0
Interaction with Teaching Assistant(s) During Office Hours and Discussion Sections.	0.0

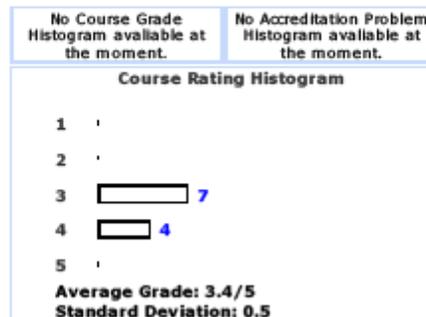
Average difficulty of class relative to other classes (1=low, 2=average, 3=high).	2.1
Percentage of students who felt they put the required effort into this class.	88.0%

### Course Grading

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

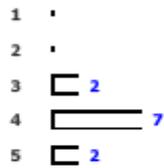
	Average	Standard Deviation
Course Grade	0.0	0.0
Accreditation Problem	0.0	0.0

### Histogram



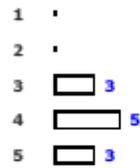
Maximum Grade: 4/5  
Minimum Grade: 3/5  
Number of students: 11

Instructor(HILARY GODWIN ) Rating Histogram



Average Grade: 4/5  
Standard Deviation: 0.6  
Maximum Grade: 5/5  
Minimum Grade: 3/5  
Number of students: 11

Instructor(RICHARD JACKSON ) Rating Histogram



Average Grade: 4/5  
Standard Deviation: 0.8  
Maximum Grade: 5/5  
Minimum Grade: 3/5  
Number of students: 11

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## Appendix 7: Degree Completion by Cohort

Template 2.7.1. Students in DrPH Degree, By Cohorts Entering Between 2006-2007 and 2012-2013								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2006-07	# Students entered	5						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0.0%						
2007-08	# Students continuing at beginning of this school year	5	8					
	# Students withdrew, dropped, etc.	0	0					
	# Students graduated	0	0					
	Cumulative graduation rate	0.0%	0.0%					
2008-09	# Students continuing at beginning of this school year	5	8	17				
	# Students withdrew, dropped, etc.	0	1	0				
	# Students changing degrees objectives		1	3				
	# Students graduated	0	0	0				
	Cumulative graduation rate	0.0%	0.0%	0.0%				
2009-10	# Students continuing at beginning of this school year	5	6	14	5			
	# Students withdrew, dropped, etc.	0	0	1	0			
	# Students changing degree objectives	0	1	1				
	# Students graduated	1	0	1	1			
	Cumulative graduation rate	20.0%	0.0%	7.69%	20.0%			
2010-11	# Students continuing at beginning of this school year	4	5	11	4	9		
	# Students withdrew, dropped, etc.	0	0	0	0	0		
	# Students changing degree objectives	0	0	0	2	2		
	# Students graduated	2	1	3	0	0		
	Cumulative graduation rate	60.0%	16.7%	30.7%	33.3%	0.0%		
2011-12	# Students continuing at beginning of this school year	2	4	8	3	7	5	

<b>Template 2.7.1. Students in DrPH Degree, By Cohorts Entering Between 2006-2007 and 2012-2013</b>								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	
	# Students changing degree objectives	0	0	0	0	0	2	
	# Students graduated	0	2	2	0	0	0	
	Cumulative graduation rate	60.0%	50.0%	46.2%	33.3%	0.0%	0.0%	
2012-13	# Students continuing at beginning of this school year	2	2	6	3	7	3	3
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	0
	# Students changing degree objectives	0	0	0	0	0	0	0
	# Students graduated	0	1	3	0	2	0	0
	Cumulative graduation rate	60.0%	66.7%	69.2%	33.3%	28.6%	0.0%	0.0%

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.

<b>Template 2.7.1. Students in PhD Degree, By Cohorts Entering Between 2006-2007 and 2012-2013</b>								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2006-07	# Students entered	21						
	# Students withdrew, dropped, etc.	0						
	# Students changing degree objectives	0						
	# Students graduated	2						
	Cumulative graduation rate	9.5%						
2007-08	# Students continuing at beginning of this school year	19	41					
	# Students withdrew, dropped, etc.	0	2					
	# Students changing degree objectives	0	0					
	# Students graduated	1	1					
	Cumulative graduation rate	14.3%	2.4%					
2008-09	# Students continuing at beginning of this school year	18	38	39				
	# Students withdrew, dropped,	1	2	0				

Template 2.7.1. Students in PhD Degree, By Cohorts Entering Between 2006-2007 and 2012-2013								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	etc.	0	0	0				
	# Students changing degree objectives							
	# Students graduated	1	0	0				
	Cumulative graduation rate	19.0%	2.4%	0.0%				
2009-10	# Students continuing at beginning of this school year	16	36	39	50			
	# Students withdrew, dropped, etc.	0	0	1	0			
	# Students changing degree objectives	0	0	0	0			
	# Students graduated	5	0	0	0			
	Cumulative graduation rate	42.9%	2.4%	0.0%	0.0%			
2010-11	# Students continuing at beginning of this school year	11	36	38	50	49		
	# Students withdrew, dropped, etc.	0	0	1	1	1		
	# Students changing degree objectives	0	0	0	0	1		
	# Students graduated	2	6	1	0	0		
	Cumulative graduation rate	52.4%	17.1%	2.6%	0.0%	0.0%		
2011-12	# Students continuing at beginning of this school year	9	30	36	49	47	47	
	# Students withdrew, dropped, etc.	0	1	2	0	0	0	
	# Students changing degree objectives	0	1	0	2	1	0	
	# Students graduated	0	14	4	3	1	1	
	Cumulative graduation rate	52.4%	52.5%	12.8%	6.3%	2.1%	2.1%	
2012-13	# Students continuing at beginning of this school year	9	14	30	44	45	46	44
	# Students withdrew, dropped, etc.	0	0	2	0	0	0	1
	# Students changing degree objectives	1	0	0	1	0	3	0
	# Students graduated	2	7	11	12	3	0	1
	Cumulative graduation rate	65.0%	70.0%	41.0%	31.9%	8.5%	2.2%	2.3%

<b>Template 2.7.1. Students in MPH, By Cohorts Entering Between 2006-2007 and 2012-2013</b>								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2006-07	# Students entered	170						
	# Students withdrew, dropped, etc.	4						
	# Students changing degree objectives	0						
	# Students graduated	7						
	Cumulative graduation rate	2.4%						
2007-08	# Students continuing at beginning of this school year	159	198					
	# Students withdrew, dropped, etc.	5	3					
	# Students changing degree objectives	0	0					
	# Students graduated	130	12					
	Cumulative graduation rate	80.6%	60.0%					
2008-09	# Students continuing at beginning of this school year	24	183	181				
	# Students withdrew, dropped, etc.	0	3	2				
	# Students changing degree objectives	0	3	2				
	# Students graduated	19	147	10				
	Cumulative graduation rate	91.8%	81.5%	5.6%				
2009-10	# Students continuing at beginning of this school year	5	30	167	187			
	# Students withdrew, dropped, etc.	0	0	0	3			
	# Students changing degree objectives	0	0	2	3			
	# Students graduated	4	20	150	9			
	Cumulative graduation rate	94.1%	91.8%	90.4%	4.9%			
2010-11	# Students continuing at beginning of this school year	1	10	15	172	169		
	# Students withdrew, dropped, etc.	0	0	1	0	1		
	# Students changing degree objectives	0	0	1	4	3		

<b>Template 2.7.1. Students in MPH, By Cohorts Entering Between 2006-2007 and 2012-2013</b>								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	# Students graduated	0	5	11	144	5		
	Cumulative graduation rate	94.1%	94.4%	97.1%	85.0%	3.0%		
2011-12	# Students continuing at beginning of this school year	1	5	2	24	160	174	
	# Students withdrew, dropped, etc.	0	0	0	1	1	1	
	# Students changing degree objectives	0	0	0	0	2	1	
	# Students graduated	1	4	2	17	135	11	
	Cumulative graduation rate	94.7%	96.4%	98.3%	94.4%	85.4%	6.4%	
2012-13	# Students continuing at beginning of this school year	0	1	0	6	25	161	170
	# Students withdrew, dropped, etc.	0	0	0	0	0	3	2
	# Students changing degree objectives	0	0	0	0	0	0	0
	# Students graduated	0	1	0	4	23	149	8
	Cumulative graduation rate	94.7%	96.9%	98.3%	96.7%	99.3%	92.5%	4.7%

<b>Template 2.7.1. Students in MS, By Cohorts Entering Between 2006-2007 and 2012-2013</b>								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2006-07	# Students entered	47						
	# Students withdrew, dropped, etc.	3						
	# Students changing degree objectives	1						
	# Students graduated	2						
	Cumulative graduation rate	4.3%						
2007-08	# Students continuing at beginning of this school year	41	59					
	# Students withdrew, dropped, etc.	0	0					
	# Students changing degree objectives	1	1					
	# Students graduated	23	3					
	Cumulative graduation rate	55.6%	5.2%					
2008-	# Students continuing at	17	55	44				

Template 2.7.1. Students in MS, By Cohorts Entering Between 2006-2007 and 2012-2013								
	Cohort of Students	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
09	beginning of this school year							
	# Students withdrew, dropped, etc.	1	1	1				
	# Students changing degree objectives	0	6	2				
	# Students graduated	14	27	6				
	Cumulative graduation rate	86.7%	57.7%	14.3%				
2009-10	# Students continuing at beginning of this school year	2	22	35	44			
	# Students withdrew, dropped, etc.	0	0	2	1			
	# Students changing degree objectives	0	0	1	1			
	# Students graduated	2	17	20	1			
	Cumulative graduation rate	91.1%	90.4%	63.4%	2.3%			
2010-11	# Students continuing at beginning of this school year	0	5	12	41	53		
	# Students withdrew, dropped, etc.	0	0	0	1	1		
	# Students changing degree objectives	0	0	0	1	1		
	# Students graduated	0	3	8	26	6		
	Cumulative graduation rate	91.1%	96.2%	82.9%	64.3%	11.5%		
2011-12	# Students continuing at beginning of this school year	0	2	4	13	45	47	
	# Students withdrew, dropped, etc.	0	0	0	0	0	1	
	# Students changing degree objectives	0	0	0	0	3	3	
	# Students graduated	0	2	3	12	28	6	
	Cumulative graduation rate	91.1%	100.0%	90.2%	92.9%	69.4%	13.6%	
2012-13	# Students continuing at beginning of this school year	0	0	1	1	12	37	44
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	2
	# Students changing degree objectives	0	0	0	0	0	6	0
	# Students graduated	0	0	0	1	12	28	5
	Cumulative graduation rate	91.1%	100.0%	90.2%	95.2%	93.9%	89.5%	11.4%



## Appendix 8: Job Placement Data 2013 (Survey Tool)

### 1. What year did you graduate from the UCLA Fielding School of Public Health?

- 2011-12
- 2010-11
- 2009-10
- 2008-09
- 2007-08

### 2. What was your home department?

- Biostatistics
- Community Health Sciences
- Environmental Health Sciences
- Epidemiology
- Health Policy and Management (formerly Health Services)

### 3. What was your degree program?

- MPH
- MS
- PhD
- DrPH

### 4. Within one year of graduating from the Fielding School of Public Health, I was:

- employed within the field of public health
- employed outside the field of public health
- continuing my education or training
- not working by choice (raising family, etc)
- not employed

### 5. Currently, I am:

- employed within the field of public health
- employed outside the field of public health
- continuing my education or training
- not working by choice (raising family, etc)
- not employed

## Appendix 9: Research Activity from 2010-2013, organized by department or center unit.<sup>1</sup>

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. )

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun- ity- Based Y/N	Student Participa- tion Y/N
<b>BIostatistics</b>										
AMGEN PRE-DOCTORAL FELLOWSHIP IN BIOSTATISTICS	BELIN, THOMAS R	AMGEN	5/21/2012	6/30/2013	38,618			38,618	N	Y
BAYESIAN VARIABLE SELECTION IN GENERALIZED LINEAR MODELS WITH MISSING VALUES	BELIN, THOMAS R	UNIVERSITY OF CALIFORNIA, DAVIS	8/11/2011	8/26/2012	30,445		23,385	7,060	N	N
ANTHRAX MODEL DEVELOPMENT	BROOKMEYER, RONALD S	PUBLIC HEALTH FOUNDATION ENTERPRISES, INC.	7/15/2011	8/9/2011	34,935		34,935		N	Y
LABORATORY AND STATISTICAL DEVELOPMENT OF CROSS-SECTIONAL HIV INCIDENCE ASSAYS	BROOKMEYER, RONALD S	JOHNS HOPKINS UNIVERSITY	8/1/2011	7/31/2016	654,313		331,487	322,826	N	Y
MATHEMATICAL MODELING OF PREVENTION PACKAGES FOR HIV TRANSMISSION	BROOKMEYER, RONALD S	EMORY UNIVERSITY	5/1/2011	3/31/2014	305,795	0	147,300	86,463	Y	Y
CLINICAL AND PATHOLOGICAL STUDIES IN THE OLDEST OLD: STATISTICAL DESIGN & ANALYSIS	BROOKMEYER, RONALD S	UNIVERSITY OF CALIFORNIA, IRVINE	1/1/10	11/7/12	92,109	40,251	39,340	-63,304	N	Y
AMGEN PRE-DOCTORAL FELLOWSHIP IN BIOSTATISTICS	CUMBERLAND, WILLIAM G	AMGEN	7/1/2013	6/30/2014	40,000			40,000	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
(ADAM KING - 07/01/2013 - 06/30/2014)										
BIostatistics TRAINING FOR AIDS RESEARCH	CUMBERLAND, WILLIAM G	NIH/NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES	8/1/10	7/31/15	1,048,887	247,114	496,560	256,251	N	Y
CHARACTERIZING THE ROLE OF IMMUNE ACTIVATION IN HIV PERSISTENCE	KITCHEN, CHRISTINA R	AMFAR, THE FOUNDATION FOR AIDS RESEARCH	3/1/11	2/29/12	120,000	120,000	0	0	N	N
EFFECTIVE SEMIPARAMETRIC MODELS FOR ULTRA-SPARSE, UNSYNCHRONIZED, IMPRECISE DATA	SENTURK, DAMLA	NIH/NATIONAL INST OF DIABETES, DIGESTIVE AND KIDNEY DISEASE	9/15/2011	8/31/2014	638,344	0	222,698	193,612	N	Y
CONSISTENT MODEL SELECTION IN THE P>>N SETTING	TELESCA, DONATELLO	UNIVERSITY OF TEXAS, HOUSTON (INCL M.D, ANDERSON CANCER CTR)	4/1/11	8/31/12	103,148	46,066	0	57,083	N	N
IMPROVING SYNCOPED RISK STRATIFICATION IN OLDER ADULTS	WEISS, ROBERT E	OREGON HEALTH & SCIENCE UNIVERSITY	2/1/2013	1/31/2018	49,120			49,120	N	Y
<b>Subtotal</b>						<b>453,431</b>	<b>1,295,705</b>	<b>987,729</b>	<b>1</b>	<b>9</b>
<b>CANCER PREVENTION &amp; CONTROL RESEARCH</b>										
GEOGRAPHIC ACCESS TO CARE AND HPV VACCINE UPTAKE AMONG ETHNIC MINORITY GIRLS	BASTANI, ROSHAN	DHHS/AGENCY FOR HEALTH CARE RESEARCH AND QUALITY	9/1/2011	5/31/2012	36,593		36,593		N	N
INCREASING HPV	BASTANI,	NIH/NATIONAL	5/1/201	3/31/20	2,783,9		585,403	704,188	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
VACCINE UPTAKE IN A LOW INCOME ETHNIC MINORITY POPULATION	ROSHAN	CANCER INSTITUTE	2	17	73					
UCLA HEALTHY-BY-DEFAULT (HBD) REACH PROJECT	BASTANI, ROSHAN	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/30/2012	9/29/2017	19,990,895			3,998,179	Y	Y
A SUSTAINABLE APPROACH TO INCREASING CANCER SCREENING IN COMMUNITY HEALTH CENTERS	BASTANI, ROSHAN	DANA FARBER CANCER INSTITUTE	9/30/07	7/31/12	96,872	33,171	31,198	0	Y	N
CANCER CONTROL DISSEMINATION TO ASIAN AMERICANS	BASTANI, ROSHAN	UNIVERSITY OF WASHINGTON	9/29/07	7/31/11	22,982	1,863	0		Y	N
EVALUATION OF A HEPATITIS B OUTREACH INTERVENTION FOR CAMBODIANS	BASTANI, ROSHAN	FRED HUTCHINSON CANCER RESEARCH CENTER	9/22/08	7/31/2013	176,251	35,118	35,118	35,779	Y	N
INCREASING HEPATITIS B SCREENING AMONG KOREAN CHURCH ATTENDEES	BASTANI, ROSHAN	UC DAVIS CANCER CENTER	9/29/06	8/31/11	2,262,854	447,653	0		Y	Y
UCLA CAREER DEVELOPMENT PROGRAM IN CANCER PREVENTION AND CONTROL	BASTANI, ROSHAN	NIH/NATIONAL CANCER INSTITUTE	9/21/10	8/31/15	2,471,060	495,235	518,998	520,957	Y	Y
UCLA/RAND CENTER FOR ADOLESCENT HEALTH PROMOTION-CATEGORY 1	BASTANI, ROSHAN	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/30/09	9/29/14	5,780,000	1,320,553	1,496,250	1,285,000	Y	Y
TRDRP TRAVEL	BERMAN, BARBA	UC TOBACCO-	5/11/10	6/30/12	1,200	1,200	0		N	N

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
AWARD	RA A	RELATED DISEASE RESEARCH PROGRAM								
HEALTH LIVING: A COMMUNITY-ACADEMIC PARTNERSHIP TO ADDRESS DISPARITIES IN OBESITY AMONG YOUTH	COWGILL, BURTON O - FSPH Researcher (Bastani, Roshan - Mentor)	RAND CORPORATION	11/1/2011	3/31/2014	21,376		21,376	0	Y	Y
NEW METHODS FOR THE DESIGN OF CANCER STUDIES WITH CLUSTERED BINARY OUTCOMES	CRESPI, CATHERINE	NIH/NATIONAL CANCER INSTITUTE	7/1/09	6/30/11	154,000	77,000			N	Y
THE IMPACT OF GENETIC AND ENVIRONMENTAL RISK FACTORS ON LIVER DISEASE SUSCEPTIBILITY IN A COHORT OF MEXICAN ADULTS	FLORES, YVONNE N - FSPH Researcher (Zhang, Zuo-Feng and Bastani, Roshan - Primary Faculty Members; Mentors)	AMERICAN ASSN FOR THE STUDY OF LIVER DISEASES	7/1/2012	6/30/2014	150,000		150,000	0	N	N
EFFECT OF WEIGHT LOSS ON BONE HEALTH IN POST-MENOPAUSAL BREAST CANCER SURVIVORS	GANZ, PATRICIA A	WASHINGTON UNIVERSITY	9/1/2012	8/31/2013	17,058			17,058	N	N
ENHANCING OUTCOMES IN YOUNG BREAST CANCER SURVIVORS: A PROGRAM OF THE UCLA-LIVESTRONG SURVIVORSHIP CENTER OF EXCELLENCE	GANZ, PATRICIA A	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/30/2011	9/29/2014	460,001		230,000	230,001	Y	N

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
IMPROVING OUTCOMES FOR BREAST CANCER SURVIVORS: MEASURING THE COMPARATIVE EFFECTIVENESS OF SURVIVORSHIP CARE PROGRAMS WITHIN THE UCLA-LIVESTRONG SURVI	GANZ, PATRICIA A	ASCO CANCER FOUNDATION	7/1/2010	6/30/2015	500,000	100,000	100,000	100,000	Y	Y
LIVESTRONG SURVIVORSHIP STUDY FOR YOUNG ADULTS WITH CANCER	GANZ, PATRICIA A	FRED HUTCHINSON CANCER RESEARCH CENTER	8/1/2012	12/31/2012	36,713			36,713	N	N
LOW DOSE TAMOXIFEN IN HODGKIN LYMPHOMA SURVIVORS FOR BREAST CANCER RISK REDUCTION	GANZ, PATRICIA A	CITY OF HOPE (BECKMAN RESEARCH INSTITUTE)	6/1/2012	5/31/2013	16,360		0	16,360	N	N
NSABP COMMUNITY CLINICAL ONCOLOGY PROGRAM RESEARCH BASE	GANZ, PATRICIA A	NATIONAL SURGICAL ADJUVANT BREAST & BOWEL PROJECT FOUNDATION	6/1/2012	5/31/2013	283,060		0	283,060	N	N
A MODEL CLINICAL/TRANSLATIONAL RESEARCH PROGRAM FOR BREAST CANCER SURVIVORS: A FOCUS ON COGNITIVE FUNCTION AFTER BREAST CANCER TREATMENT (2010-	GANZ, PATRICIA A	THE BREAST CANCER RESEARCH FOUNDATION	10/1/10	9/30/13	688,000	223,000	225,000	240,000	N	N

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
11) (2011-2012)										
CHAIRPERSON OF THE NSABP BEHAVIORAL AND HEALTH OUTCOMES COMMITTEE	GANZ,PATRICIA A	NATIONAL SURGICAL ADJUVANT BREAST & BOWEL PROJECT FOUNDATION	7/1/01	1/31/14	398,759	40,276	0	61,890	N	N
COGNITIVE FUNCTIONING AFTER BREAST CANCER TREATMENT	GANZ,PATRICIA A	NIH/NATIONAL CANCER INSTITUTE	9/14/06	7/31/11	2,184,023	438,696	0		N	N
EXAMINING TUMOR ASSOCIATED MACROPHAGES IN BREAST CANCER SPECIMENS	GANZ,PATRICIA A	NATIONAL SURGICAL ADJUVANT BREAST & BOWEL PROJECT FOUNDATION	1/1/11	12/31/13	50,000	50,000	0	0	N	N
NSABP TIND MASTER AGREEMENT TIND-137	GANZ,PATRICIA A	NATIONAL SURGICAL ADJUVANT BREAST & BOWEL PROJECT FOUNDATION	2/1/02	6/30/15	51,000	18,500	0	0	N	N
REDUCING BREAST CANCER RECURRENCE WITH WEIGHT LOSS: A VANGUARD TRIAL	GANZ,PATRICIA A	UNIVERSITY OF CALIFORNIA, SAN DIEGO	5/1/10	2/28/2013	61,937	46,338	15,599	0	N	N
STAR TRIAL (STUDY OF TAMOXIFEN AND RALOXIFENE)	GANZ,PATRICIA A	NATIONAL SURGICAL ADJUVANT BREAST & BOWEL PROJECT FOUNDATION	6/1/99	5/31/2012	664,073	51,000	3		N	N
STRESS REDUCTION AND HEALTHY LIVING IN YOUNGER BREAST CANCER SURVIVORS:	GANZ,PATRICIA A	SUSAN G. KOMEN BREAST CANCER FOUNDATION	8/1/10	7/31/2013	725,000	250,000	250,000	225,000	N	N

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
INTERVENTION DEVELOPMENT & EVALUATION										
UCLA - NATIONAL SURGICAL BREAST AND BOWEL PROJECT	GANZ,PATRICIA A	NATIONAL SURGICAL ADJUVANT BREAST & BOWEL PROJECT FOUNDATION	4/1/00	1/31/14	193,838	11,638	0	0	N	N
UCLA CENTER OF EXCELLENCE FOR CANCER SURVIVORSHIP	GANZ,PATRICIA A	LANCE ARMSTRONG FOUNDATION	1/1/06	12/31/2013	679,150	170,000	239,150	220,000	Y	Y
ADAPTING A BREAST CANCER EDUCATION PROGRAM FOR SOUTH ASIANS	GLENN,BETH	UC/CALIFORNIA BREAST CANCER RESEARCH PROGRAM	7/1/08	6/30/11	163,749	84,519			Y	Y
SUN PROTECTION AMONG CHILDREN WITH A FAMILY HISTORY OF MELANOMA	GLENN,BETH	NIH/NATIONAL CANCER INSTITUTE	7/17/09	6/30/11	154,000	77,000			Y	Y
ALLIANCE FOR REDUCING CANCER NORTHWEST	MAXWELL, ANNETTE E	UNIVERSITY OF WASHINGTON	9/30/2011	9/29/2013	85,308		40,032	45,276	N	N
BUILDING MIXTEC COMMUNITY CAPACITY TO ADDRESS BREAST HEALTH	MAXWELL, ANNETTE E	UC/CALIFORNIA BREAST CANCER RESEARCH PROGRAM	8/1/2012	1/31/2014	168,750			112,936	Y	N
AN RCT TO PROMOTE MAMMOGRAPHY AMONG CHINESE AMERICAN WOMEN	MAXWELL,ANNETTE	GEORGETOWN UNIVERSITY	7/1/10	12/31/2012	431,910	76,237	334,261	82,800	Y	Y
COMMUNITY DISSEMINATION OF AN EVIDENCE-BASED CRC SCREENING	MAXWELL,ANNETTE	AMERICAN CANCER SOCIETY, INCORPORATED	7/1/10	6/30/14	1,723,000	1,723,000	0	0	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
INTERVENTION										
METHODOLOGY CORE	MAXWELL,ANNETTE	UC DAVIS CANCER CENTER	9/29/06	8/31/11	530,435	101,551	0		N	Y
LAUSD MENU AND PLATE WASTE EVALUATION	MCCARTHY, WILLIAM J	PUBLIC HEALTH FOUNDATION ENTERPRISES, INC.	9/26/2011	3/18/2012	75,000		75,000		Y	Y
POLICY-ORIENTED REDUCTION IN SMOKING BY RESIDENTS/STAFF OF HOMELESS SHELTERS	MCCARTHY,WILLIAM J	COUNTY OF LOS ANGELES/DEPT OF HEALTH SERVICES/PUBLIC HEALTH	3/14/11	3/18/12	595,000	595,000	0		Y	Y
PROTECTING THE HOMELESS VIA SHELTER TOBACCO CONTROL POLICIES	MCCARTHY,WILLIAM J	UC TOBACCO-RELATED DISEASE RESEARCH PROGRAM	7/1/08	12/31/10	43,000	43,000			Y	Y
SURVEILLANCE OF LUNG CANCER TRENDS IN THE U.S. WITH MISCAN	MCCARTHY,WILLIAM J	ERASMUS UNIVERSITY ROTTERDAM	9/1/09	8/31/10	39,059	39,059			N	Y
COMMUNITY AND FAMILY CONTEXT OF TEEN SMOKING	MISTRY,RITESH - FSPH Researcher (Bastani, Roshan - Mentor)	UC TOBACCO-RELATED DISEASE RESEARCH PROGRAM	7/1/08	6/30/11	270,000	180,294			N	N
PATIENT-CENTERED OUTCOMES RESEARCH IN COMMUNITY HEALTH CENTERS	PONCE, NINEZ A	ASSOCIATION OF ASIAN PACIFIC COMMUNITY HEALTH ORGANIZATIONS	4/1/2012	8/31/2013	122,916		33,891	89,025	Y	Y
PERSONALIZED MEDICINE FOR COLORECTAL & BREAST CANCER	PONCE,NINEZ	UNIVERSITY OF CALIFORNIA, SAN FRANCISCO	1/1/09	8/31/11	65,403	30,927	0		N	Y
HARVARD PREVENTION RESEARCH CENTER ON NUTRITION AND PHYSICAL ACTIVITY	RODRIGUEZ, HECTOR P	HARVARD UNIVERSITY(INCL. HARVARD MEDICAL SCHOOL)	9/30/2011	9/29/2012	183,486		183,486	0	Y	Y
CONTRIBUTORS TO	STANTON,	THE BREAST	10/1/20	9/30/20	628,450		225,000	240,000	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
ADHERENCE IN BREAST CANCER PATIENTS INITIATING ENDOCRINE THERAPIES (09-10)	ANNETTE L	CANCER RESEARCH FOUNDATION	09	13						
FAITH, FELLOWSHIP, AND FITNESS ON THE MOVE!	YANCEY, ANTRONETTE K	CLERGY AND LAITY UNITED FOR ECONOMIC JUSTICE-CALIFORNIA (CLU	7/1/2012	6/30/2014	90,000			90,000	Y	Y
EVALUATING THE EFFICACY OF THE INSTANT RECESS VERSUS INTERVENTION TO INCREASE PHYSICAL ACTIVITY IN LAUSD FELLOW: DENISE WOODS)	YANCEY, ANTRONETTE	ROBERT WOOD JOHNSON FOUNDATION	9/15/10	9/14/11	24,997	24,997	0		Y	Y
JOINING FORCES WITH A KEY COMMUNITY TO COMBAT OBESITY DISPARITIES-2	YANCEY, ANTRONETTE	NIH/NATIONAL CENTER ON MINORITY HEALTH & HEALTH DISPARITIES	7/1/08	2/28/14	3,170,177	617,889	732,209	0	Y	Y
RACIAL AND ETHNIC APPROACHES TO COMMUNITY HEALTH US	YANCEY, ANTRONETTE	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/30/07	12/31/12	4,279,618	912,107	877,375	0	Y	Y
<b>Subtotal</b>						<b>8,316,821</b>	<b>6,435,942</b>	<b>8,634,222</b>	<b>26</b>	<b>26</b>
<b>CENTER FOR HEALTH POLICY RESEARCH</b>										
SODA CONSUMPTION IN CALIFORNIA UPDATE	BABEY, SUSAN H - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	CALIF CENTER FOR PUBLIC HEALTH ADVOCACY	6/1/2013	12/31/2013	57,000			57,000	N	Y

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
EXAMINING THE EFFECTS OF WATER POLICY CHANGES IN CALIFORNIA PUBLIC SCHOOLS USING THE CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS)	BABEY, SUSAN H - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	RAND CORPORATION	1/1/2012	3/31/2014	103,740		103,740	0	N	N
EXAMINING THE PHYSICAL AND MENTAL HEALTH BENEFITS OF DOG AND CAT OWNERSHIP FOR CHILDREN	BABEY, SUSAN H - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	RAND CORPORATION	8/20/2010	5/31/2013	114,383	55,135	59,248	0	N	Y
LONGITUDINAL ASSOCIATIONS OF NEIGHBORHOOD ENVIRONMENT WITH OBESITY AND HEALTH	BABEY, SUSAN H - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	NIH/NATIONAL HEART, LUNG, AND BLOOD INSTITUTE	8/15/2010	6/30/2014	702,164	356,076	346,088	0	N	Y
CALIFORNIA FITNESS TEST RESULTS BY COUNTY, CITY, SCHOOL DISTRICT 2004-2009	BABEY, SUSAN - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	CALIF CENTER FOR PUBLIC HEALTH ADVOCACY	1/11/11	12/31/11	86,000	86,000	0		N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS)	BROWN, EUGENE R	CA/DEPARTMENT OF PUBLIC HEALTH	7/1/2010	6/30/2014	4,021,000	1,695,000	1,695,000	631,000	N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) - EPILEPSY PREVALENCE AND HEALTH-RELATED QUALITY OF LIFE IN ADOLESCENTS	BROWN, EUGENE R	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/15/2011	9/14/2012	47,335		47,335	0	N	N
CALIFORNIA HEALTH	BROWN, EUGENE	CA/DEPARTMENT	4/1/2011	6/30/2012	2,650,200	0	1,050,200	800,000	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
INTERVIEW SURVEY (CHIS) 2011-2012	R	OF HEALTH CARE SERVICES	1	13	50		50			
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2011-2012	BROWN, EUGENE R	CA/DEPARTMENT OF MANAGED HEALTH CARE	9/2/2011	4/30/2013	409,921		282,601	127,320	N	Y
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2011-2012	BROWN, EUGENE R	CA/CALIFORNIA CHILDREN AND FAMILIES COMMISSION	3/23/2012	6/30/2013	1,500,000		1,500,000	0	N	N
CALIFORNIA HEALTH INTERVIEW SURVEY 2007	BROWN, EUGENE R	SAN DIEGO, COUNTY OF	10/1/2007	10/31/2013	1,065,838	0	440,885	0	N	Y
KAISER PERMANENTE ASKCHIS QUERY SYSTEM	BROWN, EUGENE R	KAISER FDN RESEARCH INST (INCL HLTH PLAN, MED GRP, HOSP, PER	7/1/2012	1/1/2013	316,375			316,375	N	N
NATIONAL NETWORK OF STATE AND LOCAL HEALTH SURVEYS	BROWN, EUGENE R	ROBERT WOOD JOHNSON FOUNDATION	7/1/2011	6/30/2013	387,651		387,651	0	N	N
2011-2012 CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) - SOUTHERN CALIFORNIA	BROWN,E. R	KAISER FDN RESEARCH INST (INCL HLTH PLAN, MED GRP, HOSP, PER	1/1/11	1/1/13	550,000	550,000	0	0	N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS 2011-2012)	BROWN,E. R	THE CALIFORNIA ENDOWMENT	2/15/11	2/14/13	3,036,655	3,036,655	0	0	N	Y
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) - AMERICAN INDIAN AND AMERICAN NATIVE OVERSAMPLE 2011	BROWN,E. R	UNITED AMERICAN INDIAN INVOLVEMENT, INC.	2/1/11	7/31/11	100,000	100,000	0		N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) - KAISER NORTHERN	BROWN,E. R	KAISER FDN RESEARCH INST (INCL HLTH PLAN, MED GRP, HOSP, PER	1/15/11	1/14/12	550,000	550,000	0		N	N

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2011-2012	BROWN,E. R	CA/DEPARTMENT OF MENTAL HEALTH	4/1/11	6/30/13	800,000	800,000	0	0	N	N
CHIS 2009 POLICY RESEARCH STUDIES	BROWN,E. R	THE CALIFORNIA ENDOWMENT	2/15/11	5/31/13	524,086	524,086	0	0	N	Y
GENERAL OPERATING SUPPPORT FOR UCLA CENTER FOR HEALTH POLICY RESEARCH	BROWN,E. R	BLUE SHIELD OF CAL RES & EDUC FDN.	12/1/09	12/1/11	20,000	20,000	0		N	N
ON-LINE ANALYTIC SYSTEM FOR USE WITH RESTRICTED DATA FROM THE NATIONAL HEALTH INTERVIEW SURVEY	BROWN,E. R	WESTAT,INC.(FRM LY WESTAT CORPORATION)	9/20/10	8/14/13	151,491	151,491	0	0	N	N
THE 2009 CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS 2009) - BUILDING HEALTH COMMUNITIES OVERSAMPLE	BROWN,E. R	THE CALIFORNIA ENDOWMENT	11/1/09	10/31/11	1,729,643	300,000	0		N	N
STRATEGIES TO ADVANCE THE NATIONAL RESEARCH COUNCIL'S AGENDA IN MINORITY AGING	FRANK, JANET C - FSPH joint appointment, collaborate with Wallace, Steven	NIH/NATIONAL INSTITUTE ON AGING	9/30/2008	8/31/2013	259,000	0	0	50,000	N	N
ASSURING CHILDREN'S ACCESS TO PEDIATRIC SUBSPECIALITY CARE	GANS, DAPHNA - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	LUCILE PACKARD FOUNDATION FOR CHILDREN'S HEALTH	12/1/2012	4/30/2013	45,314			45,314	N	Y
LANGUAGE CHARACTERISTICS OF THE HEALTH	GANS, DAPHNA - FSPH Researcher at Center for	CALIFORNIA PAN-ETHNIC HEALTH NETWORK	9/1/2011	2/28/2012	14,636		14,636		N	N

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
INSURANCE EXCHANGE POPULATION	Health Policy Research (Kominski, Gerald, Center Director)									
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2011-2012	GRANT, DAVID M - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	BLUE SHIELD OF CAL RES & EDUC FDN.	7/1/201 2	12/31/2 012	220,500			220,500	N	N
CHIS SMALL AREA ESTIMATES	GRANT, DAVID M - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	COUNTY OF SANTA CLARA/DEPARTME NT OF PUBLIC HEALTH	7/30/20 12	12/31/2 014	47,320			47,320	N	N
CHIS BUILDING HEALTHY COMMUNITIES OVERSAMPLE: FOLLOW-UP ACTIVITIES	GRANT, DAVID M - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	THE CALIFORNIA ENDOWMENT	2/1/201 2	10/31/2 013	616,000		616,000	0	N	N
CALIFORNIA HEALTH POLICY RESEARCH PROGRAM	KOMINSKI, GERALD F	UNIVERSITY OF CALIFORNIA, BERKELEY	7/1/201 1	3/14/20 13	238,284		238,284	0	N	Y
CHIS 2011-2012 POLICY RESEARCH STUDIES	KOMINSKI, GERALD F	THE CALIFORNIA ENDOWMENT	4/1/201 3	3/31/20 15	581,935			581,935	N	Y
DEMOGRAPHIC ANALYSIS AND MICROSIM MODEL COMPARISONS	KOMINSKI, GERALD F	CALIFORNIA HEALTH BENEFIT EXCHANGE	1/1/201 2	6/30/20 13	180,000		0	180,000	N	N
EFFECTIVENESS OF PEDIATRIC PALLIATIVE CARE: INTERIM FINDINGS	KOMINSKI, GERALD F	CHILDREN'S HOSPICE & PALLIATIVE CARE COALITION	5/1/201 2	10/31/2 012	24,000		0	24,000	N	N
ESTIMATING SIZE,	KOMINSKI,	CALIFORNIA	3/7/201	5/15/20	6,845		6,845			

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
DEMOGRAPHICS AND COVERAGE STATUS OF BHP-ELIGIBLE POPULATION	GERALD F	HEALTHCARE FOUNDATION	2	12						
HEALTH CARE COVERAGE INITIATIVE (HCCI) EVALUATION	KOMINSKI, GERALD F	CA/DEPARTMENT OF HEALTH CARE SERVICES	11/1/2007	11/30/2012	2,495,702	544,570	576,383	94,524	N	Y
LOW INCOME HEALTH PROGRAM (LIHP) EVALUATION	KOMINSKI, GERALD F	BLUE SHIELD OF CAL RES & EDUC FDN.	9/1/2011	8/31/2012	445,292		445,292	0	N	Y
LOW INCOME HEALTH PROGRAM (LIHP) EVALUATION	KOMINSKI, GERALD F	BLUE SHIELD OF CAL RES & EDUC FDN.	9/1/2012	8/31/2013	345,471			345,471	Y	Y
LOW INCOME HEALTH PROGRAM (LIHP) EVALUATION	KOMINSKI, GERALD F	CA/DEPARTMENT OF HEALTH CARE SERVICES	7/1/2011	8/31/2012	566,831		0	566,831	Y	Y
MEDI-CAL DISEASE MANAGEMENT EVALUATION	KOMINSKI, GERALD F	CA/DEPARTMENT OF HEALTH CARE SERVICES	12/1/2006	11/30/2011	1,577,354	288,374	131,738		N	Y
PEDIATRIC PALLIATIVE CARE WAIVER EVALUATION	KOMINSKI, GERALD F	CA/HHS/DEPARTM ENT OF HEALTH SERVICES	1/1/2010	6/30/2014	550,447	165,317	132,341	187,924	N	Y
THE STATE OF HEALTH INSURANCE IN CALIFORNIA PROJECT (SHIC)	KOMINSKI, GERALD F	CALIFORNIA WELLNESS FOUNDATION	1/1/2013	12/31/2014	125,000			125,000	N	Y
CHIS CAREGIVER ANALYSIS	MENDEZ-LUCK, CAROLYN	THE SCAN FOUNDATION	10/1/10	11/30/11	69,787	69,787	0		N	Y
IMPROVEMENTS IN AIR QUALITY AND HEALTH OUTCOMES AMONG CALIFORNIA MEDICAID ENROLLEES DUE TO GOODS MOVEMENT ACTIONS: PHASE 1	MENG, YING-YING - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	HEALTH EFFECTS INSTITUTE	9/1/2012	8/31/2013	296,455			296,455	Y	N
OSHPD DIABETES	MENG, YING-	CALIF CENTER	6/1/2011	1/31/2012	63,000			63,000	N	N

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun- ity- Based Y/N	Student Participa- tion Y/N
HOSPITALIZATION	YING - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	FOR PUBLIC HEALTH ADVOCACY	3	14						
PREVALENCE OF CHRONIC OBSTRUCTIVE PULOMONARY DISEASE IN CALIFORNIA ACCORDING TO 2011 BRFSS DATA	MENG, YING- YING - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	BREATHE CALIFORNIA OF LOS ANGELES (BREATHE LA, FRMLY AMER LU	5/21/20 12	12/15/2 012	17,064		0	17,064	N	N
AIR POLLUTION AND TYPE 2 DIABETES PREVALENCE, CONTROL AND RISK FACTORS	MENG, YING- YING - FSPH Researcher at Center for Health Policy Research (Kominski, Gerald, Center Director)	SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT	7/1/201 1	6/30/20 13	299,937		299,937	0	N	Y
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS 2013-2014)	PONCE, NINEZ A	THE CALIFORNIA ENDOWMENT	3/1/201 3	2/28/20 15	3,132,5 37			3,132,5 37	N	Y
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2013-2014	PONCE, NINEZ A	CA/DEPARTMENT OF PUBLIC HEALTH	1/1/201 3	9/30/20 13	153,200			153,200	N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2013-2014	PONCE, NINEZ A	PUBLIC HEALTH INSTITUTE (FORMERLY CA PUBLIC HEALTH FDN)	1/1/201 3	9/30/20 14	297,278			297,278	N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) 2013-2014 - KAISER NORTHERN CALIFORNIA	PONCE, NINEZ A	KAISER FDN RESEARCH INST (INCL HLTH PLAN, MED GRP, HOSP, PER	4/1/201 3	12/31/2 014	1,000,0 00			1,000,0 00	N	Y
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS)- KAISER	PONCE, NINEZ A	EAST BAY COMMUNITY FOUNDATION	8/24/20 12	12/31/2 012	316,375			316,375	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
NORTHERN		(THE)								
DISPARITIES IN UTILIZATION OF GENE EXPRESSION PROFILING AND SUBSEQUENT CHEMOTHERAPY DECISIONS	PONCE, NINEZ A	AETNA LIFE INSURANCE	6/29/2012	6/28/2014	325,433		0	325,433	N	Y
MONITORING THE ACA WITH CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS 2013-2014) ACCESS MEASURES	PONCE, NINEZ A	CALIFORNIA HEALTHCARE FOUNDATION	1/31/2013	7/31/2015	580,883			580,883	N	Y
THE CALIFORNIA HEALTH INTERVIEW SURVEY 2005-2014	PONCE, NINEZ A	NIH/NATIONAL CANCER INSTITUTE	4/1/2005	8/31/2013	10,415,876	330,000	480,000	1,025,000	N	Y
ASSESSING COMMUNITY CLINIC READINESS FOR HEALTH CARE REFORM	POURAT, NADEREH	CALIFORNIA COMMUNITY FOUNDATION	7/1/2013	6/30/2014	45,000			45,000	Y	N
ASSESSING COSTS OF MATERNAL HYPERTENSION AND MATERNAL HEMORRHAGE	POURAT, NADEREH	CA/DEPARTMENT OF PUBLIC HEALTH	3/19/2012	6/19/2012	52,541		52,541		N	Y
CHRONIC CARE MANAGEMENT	POURAT, NADEREH	CA/DEPARTMENT OF HEALTH CARE SERVICES	7/1/2012	6/30/2015	270,702			152,865	N	N
ASSESSMENT OF CALIFORNIA SAFETY NET PROVIDERS	POURAT, NADEREH	UNIVERSITY OF CALIFORNIA, SAN FRANCISCO	4/1/11	3/31/12	66,558	66,558	0		N	N
CHARACTERISTICS OF CALIFORNIANS WHO ARE ELIGIBLE FOR COVERAGE UNDER HEALTH CARE REFORM	POURAT, NADEREH	CALIFORNIA HEALTHCARE FOUNDATION	1/1/11	11/30/11	82,516	82,516	0		N	N
ANALYZING THE	ROBY, DYLAN H	TRUST FOR	1/1/201	1/31/20	130,081			130,081	N	N

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
IMPACT AND RETURN ON INVESTMENT OF WELLNESS AND PREVENTION PROGRAMS		AMERICA'S HEALTH	3	14						
DATA COLLECTION FOR CARE MANAGEMENT PROGRAM EVALUATION	ROBY, DYLAN H	BEACH CITIES HEALTH DISTRICT	3/1/2013	6/30/2013	24,964			24,964	N	N
DESIGNING AN EVALUATION FOR THE CARE MANAGEMENT PROGRAM	ROBY, DYLAN H	BEACH CITIES HEALTH DISTRICT	2/1/2013	6/30/2013	24,889			24,889	N	N
LIHP DATA AND TRANSITION OPERATIONS	ROBY, DYLAN H	BLUE SHIELD OF CAL RES & EDUC FDN.	11/1/2012	9/30/2013	125,000			125,000	Y	Y
LIHP TO MEDI-CAL TRANSITION PLAN	ROBY, DYLAN H	BLUE SHIELD OF CAL RES & EDUC FDN.	3/1/2012	9/30/2012	92,000		92,000	0	Y	Y
LIVWELL TOTS EVALUATION CONSULTING	ROBY, DYLAN H	BEACH CITIES HEALTH DISTRICT	3/1/2012	6/30/2012	21,250		21,250		Y	Y
PERSON-CENTERED HOSPITAL DISCHARGE PLANNING MODEL EVALUATION	ROBY, DYLAN H	CA/DEPARTMENT OF HEALTH CARE SERVICES	5/1/2010	5/18/2012	179,000	79,000	100,000		N	N
SURVEY DESIGN AND EVALUATION OF CARE MANAGEMENT	ROBY, DYLAN H	BEACH CITIES HEALTH DISTRICT	3/1/2013	6/30/2013	24,958			24,958	N	N
PRIMARY CARE PHYSICIAN SUPPLY UNDER THE PATIENT PROTECTION AND AFFORDABLE CARE ACT (PPACA)	ROBY, DYLAN H	THE PHYSICIANS FOUNDATION	7/15/10	11/30/10	42,727	42,727			N	Y
COMPARING THE	RODRIGUEZ,	DHHS/AGENCY	9/30/20	9/29/20	2,987,6	1,077,2	1,086,6	913,780	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
EFFECTIVENESS OF DIABETES CARE INTERVENTIONS IN SAFETY NET CLINICS	HECTOR P	FOR HEALTH CARE RESEARCH AND QUALITY	10	13	40	98	45			
INTERGOVERNMENT PERSONNEL ACT AGREEMENT: VISN 22 PATIENT-CENTERED MEDICAL HOME DEMONSTRATION LABORATORY (PCMH EMO LAB)	RODRIGUEZ, HECTOR P	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	2/1/2013	9/30/2013	34,372			34,372	Y	N
INTERGOVERNMENTAL PERSONNEL ACT (IPA) AGREEMENT - VISN 22 PATIENT-CENTERED MEDICAL HOME DEMONSTRATION LABORATORY (PCMH-DEMO LAB)	RODRIGUEZ, HECTOR P	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	4/15/2012	9/30/2012	24,646		0	24,646	Y	N
LOCAL HEALTH DEPARTMENT INFLUENCES ON THE HEALTH OF OLDER ADULTS: A STATEWIDE EVALUATION	RODRIGUEZ, HECTOR P	ROBERT WOOD JOHNSON FOUNDATION	5/1/2010	10/31/2012	227,761	96,835	29,171		N	Y
THE EFFECT OF DIFFERENTIAL ITEM FUNCTIONING ON THE MEASUREMENT OF RACIAL AND ETHNIC DISPARITIES IN PATIENTS' EXPERIENCES OF AMBULATORY CARE	RODRIGUEZ, HECTOR P	ROBERT WOOD JOHNSON FOUNDATION	9/1/2009	3/31/2012	81,456	103	6,353		N	N
IPA FOR HECTOR P. RODRIGUEZ	RODRIGUEZ, HECTOR P	VETERANS AFFAIRS (INCL VA	1/1/11	9/30/11	19,958	19,958	0			

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun- ity- Based Y/N	Student Participa- tion Y/N
		MEDICAL CENTERS)								
AMERICAN INDIAN INFANT HEALTH INITIATIVE (AIIHI)	WALLACE, STEVEN P	INDIAN HEALTH COUNCIL, INC.	4/1/201 1	6/30/20 12	25,000		25,000		N	N
DISSEMINATION OF "OPPORTUNITY KNOCKS" PREVENTIVE HEALTH CARE SERIES	WALLACE, STEVEN P	MICHIGAN PUBIC HEALTH INSTITUTE	6/1/201 2	8/30/20 12	5,000		0	5,000	N	N
ENHANCING ECONOMIC AND HEALTH SECURITY FOR OLDER CALIFORNIANS	WALLACE, STEVEN P	CALIFORNIA WELLNESS FOUNDATION	7/1/201 3	6/30/20 15	220,000			220,000	N	Y
ENHANCING THE DELIVERY OF CLINICAL PREVENTATIVE SERVICES IN COMMUNITY SETTINGS	WALLACE, STEVEN P	MICHIGAN PUBIC HEALTH INSTITUTE	7/15/20 11	7/31/20 12	28,600		85,000	0	N	Y
HELPING OLDER- ADULTS MAINTAIN INDEPENDENCE THROUGH OPTIMIZING OPTIONS (HOME TOO)	WALLACE, STEVEN P	THE SCAN FOUNDATION	7/1/201 2	12/31/2 013	274,986			274,986	N	N
IMPROVING THE ELDER ECONOMIC SECURITY STANDARD INDEX FOR USE IN CALIFORNIA	WALLACE, STEVEN P	CALIFORNIA WELLNESS FOUNDATION	10/1/20 11	9/30/20 12	125,000		125,000	0	Y	Y
TURNING KNOWLEDGE INTO ACTION: FIGHTING AIR POLLUTION IN	WALLACE, STEVEN P	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/30/20 10	3/29/20 13	499,930	250,000	249,930	0	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
TWO IMMIGRANT COMMUNITIES										
UNDOCUMENTED IMMIGRANTS AND HEALTH CARE REFORM	WALLACE, STEVEN P	COMMONWEALTH FUND	10/1/2011	8/31/2013	61,203		56,203	5,000	N	Y
AMERICAN INDIAN INFANT HEALTH INITIATIVE: OUTCOME EVALUATION REPORT	WALLACE, STEVEN P	CA/DEPARTMENT OF HEALTH CARE SERVICES	5/1/10	6/30/10	4,999	4,999			N	N
ANALYSIS OF CALIFORNIA GOVERNOR'S 2010-11 BUDGET: IMPACT ON SENIORS AND LONG-TERM CARE	WALLACE, STEVEN P	THE SCAN FOUNDATION	1/15/10	11/30/11	210,333	190,333	0		N	Y
ASSESSMENT OF LOCAL ENVIRONMENTAL RISK TRAINING (ALERT)	WALLACE, STEVEN P	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	9/28/09	7/31/12	1,000,000	500,000	0	0	Y	Y
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) AMERICAN INDIAN ALASKA NATIVE OVERSAMPLE	WALLACE, STEVEN P	SAN DIEGO AMERICAN INDIAN HEALTH CENTER	12/1/10	5/31/11	100,000	100,000			N	N
CALIFORNIA HEALTH INTERVIEW SURVEY (CHIS) AMERICAN INDIAN ALASKA NATIVE OVERSAMPLE 2011	WALLACE, STEVEN P	NATIVE AMERICAN HEALTH CENTER	1/1/11	12/31/11	90,000	90,000	0		N	N
DATA FOR FALLS PREVENTION IN CALIFORNIA	WALLACE, STEVEN P	ARCHSTONE FOUNDATION	1/1/11	9/30/13	125,000	125,000	0	0	N	Y
IPA FOR ROSANA LEOS 2009-2010	WALLACE, STEVEN P	VETERANS AFFAIRS (INCL VA	12/31/09	9/30/10	27,032	27,032			N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
		MEDICAL CENTERS)								
THE HOSPICE SERVICES PROJECT - IPA FOR ROSANA LEOS 2010-11	WALLACE,STEVE N P	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	10/1/10	9/30/11	38,504	38,504	0		N	Y
UPDATING ELDER INDEX FOR CALIFORNIA	WALLACE,STEVE N P	INSIGHT CENTER FOR COMMUNITY ECONOMIC DEVELOPMENT	7/1/10	12/31/10	11,908	11,908			N	Y
<b>Subtotal</b>						<b>12,425,262</b>	<b>10,783,347</b>	<b>13,613,280</b>	<b>13</b>	<b>44</b>
<b>COMMUNITY HEALTH SCIENCES</b>										
PARTNERS IN EXCELLENCE FOR MCH NUTRITION	BAER,MARION T	DHHS/HEALTH RESOURCES & SERVICES ADMINISTRATION	7/1/08	6/30/13	1,193,300	28,000	459,123	3,000	N	Y
PROJECT TO ESTABLISH THE GROUNDWORK FOR PUBLIC HEALTH/JOINT REGIONAL INTELLIGENCE CENTER (JRIC) EXERCISE	DORIAN,ALINA - Shoaf, Kimberley, Mentor	COUNTY OF LOS ANGELES/DEPARTMENT OF HEALTH SERVICES	7/1/10	8/9/10	50,000	50,000			N	Y
EFFECTS OF CRIMINAL JUSTICE SYSTEM EXPOSURE ON YOUTH'S SUBSTANCE USE TRAJECTORIES	GEE, GILBERT C	KEAN UNIVERSITY	5/15/2012	4/30/2015	64,055			64,055	N	N
SOCIAL CONTEXT AND FERTILITY: A MIXED-METHODS APPROACH TO SURVEY DEVELOPMENT	GIPSON, JESSICA D	NIH/NATIONAL INST OF CHILD HEALTH AND HUMAN DEVELOPMENT	9/15/2011	5/31/2016	635,399		126,573	253,883	N	Y
LANGELLIER, BRENT	GLIK, DEBORAH	NIH/NATIONAL	8/15/20	8/14/20	33,246			35,880	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
ALLAN: THE EFFECT OF CORNER STORE MAKEOVERS ON STORE PATRONS AND NEARBY CORNER STORES	C	HEART, LUNG, AND BLOOD INSTITUTE	12	13						
MEASURING HEALTH, MEDIA, COMPUTER & DIGITAL LITERACY EASURING HELATH, MEDIA, COMPUTER & DIGITAL LITERACY AMONG SENEGALESE YOUTH	GLIK, DEBORAH C	NIH/FOGARTY INTERNATIONAL CENTER	8/28/2011	7/31/2014	185,975		72,680	58,100	N	Y
ADOLESCENT HEALTH LITERACY: IMPROVING USE OF PREVENTIVE HEALTH SERVICES	GLIK,DEBORAH C	NIH/NATIONAL INST OF CHILD HEALTH AND HUMAN DEVELOPMENT	9/20/09	8/31/11	1,306,662	661,097	0		N	Y
ANALYSIS AND PUBLICATION OF FOOD INSECURITY DATA FROM 2009	HARRISON, GAIL G	CALIFORNIA FOOD POLICY ADVOCATES	8/1/2011	7/31/2012	22,725		22,725	0	N	Y
FOOD INSECURITY, HEALTH, AND DISABILITY IN THE NATIONAL HEALTH INTERVIEW SURVEY	HARRISON, GAIL G	U S DEPT OF AGRICULTURE/EC ONOMIC RESEARCH SERVICE	2/20/2013	7/14/2015	300,000			300,000	Y	Y
IS THERE A RELATIONSHIP BETWEEN PARTICIPATION IN FOOD ASSISTANCE PROGRAMS AND OBESITY?	HARRISON, GAIL G	AMERICAN HEART ASSOCIATION (WESTERN STATES AFFILIATE)	7/1/2011	6/30/2012	21,500		21,500		N	Y
WIC INFANT AND TODDLER FEEDING STUDY	HARRISON, GAIL G	WESTAT,INC.(FRM LY WESTAT CORPORATION)	9/28/2011	9/22/2016	801,456		198,896	223,601	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
ASSESSING THE INFLUENCE OF THE NEW WIC FOOD PACKAGE ON OBESITY RISK IN EARLY CHILDHOOD OF WIC PARTICIPANTS IN LA COUNTY	HARRISON,GAIL	AMERICAN HEART ASSOCIATION (WESTERN STATES AFFILIATE)	7/1/10	6/30/11	21,500	21,500			N	Y
AANCART: THE NATIONAL CENTER FOR REDUCING ASIAN AMERICAN CANCER HEALTH DISPARITIES	KAGAWA-SINGER,MARJORIE	UNIVERSITY OF CALIFORNIA, DAVIS	9/13/10	8/31/2013	532,097	181,022	171,076	179,999	Y	Y
CULTURE, SOCIAL SUPPORT & QUALITY OF LIFE: ASIAN AMERICAN BREAST CANCER SURVIVORS	KAGAWA-SINGER,MARJORIE	NIH/NATIONAL CANCER INSTITUTE	5/1/11	3/31/16	1,605,681	288,199	693,701	220,165	Y	Y
INCREASING DIVERSITY IN CANCER CONTROL RESEARCH	KAGAWA-SINGER,MARJORIE	UNIVERSITY OF CALIFORNIA, SAN FRANCISCO	9/1/06	8/31/2012	1,136,083	217,694	0	38,682	Y	Y
ESTABLISH UNIVERSITY-BASED GRANTS TO ASSESS WIC IMPACTS ON PERICONCEPTIONAL NUTRITION	LU, MICHAEL C	USDA FOOD AND NUTRITION SERVICE	9/30/2011	9/30/2016	997,759		997,759	0	N	Y
FAMILY CARE FOR OLDER LATINOS WITH DIABETES	MENDEZ-LUCK,CAROLYN	NIH/NATIONAL INSTITUTE ON AGING	9/15/09	10/31/2011	670,728	161,114	24,841		Y	N
SOCIAL NETWORK AND SEXUAL RISK FOR HIV AMONG OLDER FEMALE SEX WORKERS	MORISKY, DONALD E	VIRGINIA COMMONWEALTH UNIVERSITY	9/19/2011	6/30/2015	49,634		49,634	0	Y	N
SOCIAL NETWORK AND SEXUAL RISK	MORISKY, DONALD E	UNIVERSITY OF MARYLAND	9/1/2012	6/30/2015	39,335			39,335	N	N

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FOR HIV AMONG OLDER FEMALE SEX WORKERS IN CHINA										
INCREASING ANIMAL SOURCE FOODS IN DIETS OF HIV-INFECTED WOMEN AND THEIR CHILDREN	NEUMANN, CHARLOTTE G	INDIANA UNIVERSITY	6/1/06	7/31/2014	239,029	68,346	0	0	N	Y
DOES SCHOOL READINESS IMPROVE ACADEMIC ACHIEVEMENT FOR LOW INCOME AND IMMIGRANT CHILDREN IN LOS ANGELES?	PEBLEY, ANNE R	JOHN RANDOLPH HAYNES & DORA HAYNES FOUNDATION	2/1/2012	1/31/2014	150,063		150,063	0	N	N
SOCIAL DISPARITIES IN HEALTH AMONG LATINOS	PEBLEY, ANNE R	NIH/NATIONAL INST OF CHILD HEALTH AND HUMAN DEVELOPMENT	5/1/2007	4/30/2014	2,152,379		418,037	0	N	N
NEIGHBORHOOD AND FAMILY EFFECTS ON DISPARITIES IN CHRONIC DISEASE	PEBLEY, ANNE R	NIH/NATIONAL INST OF CHILD HEALTH AND HUMAN DEVELOPMENT	9/24/08	7/31/2013	1,641,445	397,598	395,603	0	Y	Y
CORNER STORE MAKEOVERS IN EAST LOS ANGELES/BOYLE HEIGHTS	PRELIP, MICHAEL L	THE CALIFORNIA ENDOWMENT	7/1/2012	6/30/2014	404,511		249,192	0	Y	Y
UCLA CENTER FOR POPULATION HEALTH & HEALTH DISPARITIES RESEARCH EDUCATION PROGRAM	PRELIP, MICHAEL L	NIH/NATIONAL HEART, LUNG, AND BLOOD INSTITUTE	6/15/2011	5/31/2016	335,387		66,867	0	Y	Y
HAZARD RISK	SHOAF,	CA/DEPARTMENT	2/1/201	6/30/20	200,000		200,000	0	N	Y

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ASSESSMENT FOR THE BAY AREA MSA HEALTH DEPARTMENTS	KIMBERLEY I	OF PUBLIC HEALTH	2	13						
BIDS PHEPCOP III - COMMUNITY OUTREACH PROJECT	SHOAF,KIMBERLEY	PUBLIC HEALTH FOUNDATION ENTERPRISES, INC.	6/1/10	3/31/11	50,000	50,000			Y	Y
COMMUNITY ENGAGEMENT AND PUBLIC HEALTH PREPAREDNESS: IDENTIFYING COMMUNITIES AND GATEKEEPERS	SHOAF,KIMBERLEY	COUNTY OF LOS ANGELES/DEPARTMENT OF PUBLIC HEALTH	2/15/11	7/30/11	125,000	125,000	0		Y	y
PREPAREDNESS AND EMERGENCY RESPONSE RESEARCH CENTERS: A PUBLIC HEALTH SYSTEMS APPROACH	SHOAF,KIMBERLEY	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/30/09	9/29/13	4,024,468	1,258,145	1,262,675	432,050	Y	Y
SOUTHWEST REGIONAL PUBLIC HEALTH TRAINING CENTER	SHOAF,KIMBERLEY	DHHS/HEALTH RESOURCES & SERVICES ADMINISTRATION	9/1/10	8/31/15	3,250,002	650,000	650,000	650,000	Y	Y
A BIOPSYCHOSOCIAL INVESTIGATION OF WOMEN'S HEALTH AT MIDLIFE	UPCHURCH, DAWN M	NIH/NATIONAL INSTITUTE ON AGING	9/15/2011	8/31/2013	200,000		200,000	0	N	Y
FAMILY CARE OF OLDER LATINOS WITH DIABETES	WALLACE, STEVEN P	OREGON STATE UNIVERSITY	11/1/2011	7/31/2013	128,922		0	128,922	Y	N
SPEAR: SUBSTANCE ABUSE TREATMENT SYSTEMS: AN INTERORGANIZATIONAL NETWORK PERSPECTIVE	WALLACE, STEVEN P	NIH/NATIONAL INSTITUTE ON DRUG ABUSE	7/1/11	6/30/2012	34,103	34,103	35,365	(35,365)	N	Y

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TORRES, JACQUELINE MARIE: A COMPARISON OF MENTAL HEALTH FOR MEXICAN AND AMERICAN OLDER ADULTS	WALLACE, STEVEN P	NIH/NATIONAL INSTITUTE ON AGING	9/1/2012	8/31/2014	68,291			33,769	N	Y
NEIGHBORHOOD TRENDS IN EARLY CHILDHOOD OBESITY IN LOS ANGELES COUNTY, 2003-2012	WANG, MAY-CHOO	LA COUNTY CHILDREN & FAMILIES FIRST (AKA FIRST 5 LA)	3/13/2013	6/30/2013	19,626			19,626	Y	Y
SOCIAL AND FAMILY ENVIRONMENTS AND CHILD OBESITY IN DIVERSE NEIGHBORHOODS	WANG, MAY C	NIH/NATIONAL INST OF CHILD HEALTH AND HUMAN DEVELOPMENT	9/21/10	8/31/11	97,127	97,127	0		Y	Y
STIMULUS: AGENT-BASED MODEL OF INDIVIDUAL-LEVEL FOOD CHOICE AND PHYSICAL ACTIVITY BEHAVIOR	WANG, MAY C	NIH/NATIONAL INST OF DIABETES, DIGESTIVE AND KIDNEY DISEASE	9/25/09	8/31/11	860,216	452,445	0		N	Y
AGING, STRESS & HEALTH AMONG GAY-IDENTIFIED MEN: LINKING PAST AND PRESENT	WIGHT, RICHARD G - FSPH Researcher (Detels, Roger and Aneshensel, Carol, Co-Investigators)	NIH/NATIONAL INSTITUTE ON AGING	4/1/2012	3/31/2014	400,674		224,618	176,056	Y	Y
<b>Subtotal</b>						<b>4,741,390</b>	<b>6,690,928</b>	<b>2,821,758</b>	<b>18</b>	<b>31</b>
<b>ENVIRONMENTAL HEALTH SCIENCES</b>										
LOW ENERGY OPTIONS FOR MAKING WATER FROM WASTEWATER	AMBROSE, RICHARD F	UNIVERSITY OF CALIFORNIA, IRVINE	10/1/2012	9/30/2017	455,998			48,655	N	Y
ADVISORY PANEL ON THE EVALUATION	AMBROSE, RICHARD F	UNIVERSITY OF CALIFORNIA, SAN	4/1/10	4/30/11	6,600	6,600			N	N

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OF ARTIFICIAL SALT MARSHES OF THE VENICE LAGOON		DIEGO								
BIOLOGICAL EFFECT OF DIRECT HYDROMODIFICATION ON STREAM CONDITIONS AND BENEFICIAL USES: LESSONS FOR STREAM RESTORATION	AMBROSE,RICHARD F	SOUTHERN CALIFORNIA COASTAL WATER RESEARCH PROJECT	5/1/10	2/28/11	45,380	45,380			N	Y
DETERMINING LONG-TERM CHANGES IN SPECIES ABUNDANCES AND COMMUNITY STRUCTURE IN SOUTHERN CALIFORNIA ROCKY INTERTIDAL HABITATS	AMBROSE,RICHARD F	UNIVERSITY OF CALIFORNIA, SANTA CRUZ	5/1/10	4/30/15	472,130	186,079	0	190,275	N	Y
DEVELOPING THE TECHNICAL BASIS FOR CALIFORNIA'S STATUS & TRENDS ASSESSMENT OF WETLAND EXTENT	AMBROSE,RICHARD F	SOUTHERN CALIFORNIA COASTAL WATER RESEARCH PROJECT	1/1/11	12/31/2012	105,983	84,083	0	21,900	N	Y
CHARACTERIZATION OF THE PHYSICAL, CHEMICAL, AND BIOLOGICAL PROPERTIES OF PM EMISSIONS, VOCs, AND CARBONYL GROUPS FROM COMMERCIAL COOKING OPERATIONS	CHO, ARTHUR K	UNIVERSITY OF CALIFORNIA, RIVERSIDE	1/6/2012	12/31/2013	53,975		53,975	0	N	N

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DETERMINING THE PHYSICAL AND CHEMICAL COMPOSITION AND ASSOCIATED HEALTH EFFECTS OF TAILPIPE PM EMISSIONS	CHO, ARTHUR K	UNIVERSITY OF CALIFORNIA, RIVERSIDE	2/1/2012	6/30/2014	50,450		53,253	(2,803)	N	N
DEVELOPMENT OF QUANTITATIVE CELLULAR ASSAYS FOR USE IN UNDERSTANDING THE CHEMICAL BASIS OF AIR POLLUTANT TOXICITY	CHO, ARTHUR K	SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT	6/8/2012	7/7/2014	368,457		0	368,457	N	N
HEALTH EFFECTS OF PM PARTICLES EMITTED FROM HEAVY-DUTY VEHICLES - A COMPARISON BETWEEN DIFFERENT BIODIESEL FUELS	CHO, ARTHUR K	UNIVERSITY OF CALIFORNIA, RIVERSIDE	1/13/2012	9/12/2013	28,880		0	28,880	N	N
ANALYSIS OF VEHICLE EXHAUST SAMPLES FOR DHBA AND DTT TOXICITY RELATED ASSAYS	CHO, ARTHUR K	CA/EPA AIR RESOURCES BOARD	6/15/10	6/14/12	46,742	46,742	0		N	N
DEVELOPMENT OF A RISK REDUCTION METHODOLOGY FOR HAZARDOUS WASTE SITES LOCATED IN VULNERABLE COMMUNITIES	FROINES, JOHN R	UC/INSTITUTE FOR MEXICO AND THE UNITED STATES (MEXUS)	7/1/2010	3/31/2013	12,500	0	12,500	0	N	Y
ENVIRONMENTAL EXPOSURES, HOST	FROINES, JOHN R	UNIVERSITY OF SOUTHERN	4/1/2011	3/31/2014	117,552	0	45,378	36,087	N	N

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FACTORS AND HUMAN DISEASE		CALIFORNIA								
IN VIVO ASSESSMENT OF THE ADJUVANT EFFECT OF VAPOR-PHASE POLLUTANTS ON ALLERGIC SENSITIZATION	FROINES, JOHN R	BP GROUP (BP AMERICA, BP EXPLORATION, BRITISH PETROLEUM) (GR	2/4/2013	2/3/2014	213,268			213,268	N	N
RISK AND DECISION: EVALUATING PESTICIDE APPROVAL IN CALIFORNIA	FROINES, JOHN R	CLARENCE E. HELLER CHARITABLE FOUNDATION	6/1/2011	4/30/2013	61,102	0	61,102	0	N	Y
ENVIRONMENTAL EXPOSURES, HOST FACTORS, AND HUMAN DISEASE	FROINES, JOHN R	UNIVERSITY OF SOUTHERN CALIFORNIA	4/1/08	3/31/11	469,010	178,292			N	N
INTERNATIONAL FORUM ON DISABILITY MANAGEMENT (IFDM) 2010	FROINES, JOHN R	CA/DEPARTMENT OF INDUSTRIAL RELATIONS	3/1/10	12/31/10	60,600	15,000			Y	N
REGIONAL HEALTH IMPACTS FROM GOODS MOVEMENT: RAISING AWARENESS IN FOUR COUNTIES	FROINES, JOHN R	THE CALIFORNIA ENDOWMENT	6/1/09	6/30/11	360,625	36,805			Y	N
TOXICOLOGIC PATHWAYS OF RAIL YARD EMISSION EXPOSURE ON NON-CANCER HEALTH IMPACTS	FROINES, JOHN R	BP GROUP (BP AMERICA, BP EXPLORATION, BRITISH PETROLEUM) (GR	9/1/09	8/31/11	620,480	339,608	0		N	N
UCLA - MEXICO/COLOMBIA COLLABORATIVE TRAINING AND RESEARCH	FROINES, JOHN R	NIH/FOGARTY INTERNATIONAL CENTER	5/1/07	2/29/12	654,987	87,250	23,750		N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
PROGRAM										
DEVELOPMENT OF MASS-CODE PLATFORM FOR RAPID BIOSURVEILLANCE	GODWIN, HILARY	UC DISCOVERY GRANT-DISCOVERY RESEARCH AND TRAINING GRANT	9/1/2011	4/30/2013	25,000		25,000	0	N	Y
DEVELOPMENT OF MASS-CODE PLATFORM FOR RAPID BIOSURVEILLANCE	GODWIN, HILARY	AGILENT TECHNOLOGIES	9/1/2011	4/30/2013	25,000		25,000	0	N	Y
HEALTH CARE WORKER SAFETY TRAINING	KRAUSE, NIKLAS	ADVANCED STERILIZATION PRODUCTS	3/23/2012	3/22/2013	40,000		40,000	0	Y	N
SOUTHERN CALIFORNIA EDUCATION AND RESEARCH CENTER	KRAUSE, NIKLAS	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	7/1/2012	6/30/2017	8,435,902		2,707,542	0	N	Y
SOUTHERN CALIFORNIA EDUCATION AND RESEARCH CENTER	KRAUSE, NIKLAS	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	7/1/09	6/30/12	2,750,739	1,446,319	0		N	Y
WHOLE GLOVE PERMEATION/PENETRATION OF ORGANIC LIQUIDS WITH A DEXTROUS ROBOT HAND	QUE HEE, SHANE	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/1/09	8/31/2013	8/31/2013	358,724	343,619	0	N	Y
MECHANISMS OF INTESTINAL INFLAMMATION-ASSOCIATED SYSTEMIC GENOTOXICITY	SCHIELTL, ROBERT H	NIH/NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES	9/21/2012	8/31/2013	378,400			378,400	N	Y
EFFECTS OF INTESTINAL MICROFLORA ON HIGH-LET RADIATION MEDIATED TOXICITY	SCHIELTL, ROBERT H	NASA/AMES RESEARCH CENTER	11/1/10	10/31/13	1,320,000	375,000	505,000	440,000	N	Y

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
AND GENOMIC INSTABILITY										
ALTERNATIVE ANALYSIS ON NON-LEADED ALLOYS FOR PUBLIC WATER SYSTEM APPLICATIONS	SINSHEIMER, PETER J - FSPH Researcher (Froines, John and Godwin, Hilary, Mentors)	CALIFORNIA METALS COALITION	7/1/2012	7/31/2013	180,000			145,000	Y	N
CALIFORNIA ENVIRONMENTAL GARMENT CARE DEMONSTRATION PROJECT: NON-TOXIC DRY CLEANING INCENTIVE PROGRAM (AB998) PHASE 3	SINSHEIMER, PETER J - FSPH Researcher (Froines, John and Godwin, Hilary, Mentors)	CA/EPA AIR RESOURCES BOARD	2/1/2012	9/30/2013	367,994		367,994	0	Y	Y
ALTERNATIVES ANALYSIS OF NON-LEAD ALLOYS USED IN POTABLE WATER-SUPPLY APPLICATIONS	SINSHEIMER, PETER J - FSPH Researcher (Froines, John and Godwin, Hilary, Mentors)	CALIFORNIA METALS COALITION	4/25/11	11/30/11	100,000	100,000	0		N	Y
ENCOURAGING WET CLEANING	SINSHEIMER, PETER J - FSPH Researcher (Froines, John and Godwin, Hilary, Mentors)	RUTGERS UNIVERSITY	6/8/09	10/31/10	16,300	16,300			N	N
SOURCE REDUCTION ASSISTANCE GRANT PROGRAM	SINSHEIMER, PETER J - FSPH Researcher (Froines, John and Godwin, Hilary, Mentors)	ROCHESTER INSTITUTE OF TECHNOLOGY	3/1/11	9/30/12	9,000	9,000		0	N	N
ASSESSING AND REDUCING TAXI DRIVER'S EXPOSURE TO	ZHU, YIFANG	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	7/1/2012	6/30/2014	423,500			192,500	Y	Y

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
ULTRAFINE PARTICLES										
CAREER: EFFECTS OF VOLATILITY AND MORPHOLOGY ON VEHICULAR EMITTED ULTRAFINE PARTICLE DYNAMIC	ZHU, YIFANG	NATIONAL SCIENCE FOUNDATION	6/30/2010	12/31/2013	371,799	346,799	25,000	0	N	Y
EFFECTS OF COMPLETE STREET ON TRAVEL BEHAVIOR AND EXPOSURE TO VEHICULAR EMISSIONS	ZHU, YIFANG	CA/EPA AIR RESOURCES BOARD	6/1/2012	5/31/2015	250,000		0	250,000	Y	Y
REDUCING AIR POLLUTION EXPOSURE IN PASSENGER VEHICLES AND SCHOOL BUSES	ZHU, YIFANG	CA/EPA AIR RESOURCES BOARD	4/1/2012	9/30/2014	150,000		150,000	0	N	Y
ASSESSING CHILDREN'S EXPOSURE TO ULTRAFINE PARTICLES FROM VEHICULAR EMISSIONS	ZHU, YIFANG	HEALTH EFFECTS INSTITUTE	10/1/10	9/30/11	100,000	100,000	0		N	Y
<b>Subtotal</b>						<b>3,777,981</b>	<b>4,439,113</b>	<b>2,310,619</b>	<b>7</b>	<b>21</b>
<b>EPIDEMIOLOGY</b>										
COMPARATIVE EFFECTIVENESS OF DIALYSIS MODALITIES	ARAH, ONYEBUCHI A	UNIVERSITY OF WASHINGTON	9/15/2012	7/31/2013	17,829			17,829	N	N
DEEPENING OUR UNDERSTANDING OF QUALITY IMPROVEMENT IN EUROPE (DUQUE)	ARAH, ONYEBUCHI	AUTONOMOUS UNIVERSITY OF BARCELONA (SPAIN)	11/1/09	4/30/13	337,808	337,808	0	0	N	Y

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AUAC/AUA FUNDS FOR DR. ARMENIAN	ARMENIAN, HAROUTUNE K	AMERICAN UNIVERSITY OF ARMENIA CORPORATION	1/1/2008	6/30/2014	525,277	44,800	19,481	61,034	N	N
COMPOSTABLE OR MORE VACCINATION, LESS DEBRIS: DEVELOPING COMPOSTABLE VACCINE PACKAGING	CLEMENS, JOHN D	BILL AND MELINDA GATES FOUNDATION	5/1/2012	10/31/2013	100,000		100,000	0	N	Y
AGING AND FRACTURE RISK AMONG HIV-INFECTED AND HIV-UNINFECTED MEN	DETELS, ROGER	JOHNS HOPKINS UNIVERSITY	9/1/2012	8/30/2013	137,457			137,457	Y	N
CARDIOVASCULAR AND HIV/AIDS EFFECTS ON BRAIN STRUCTURE FUNCTION AND COGNITION	DETELS, ROGER	UNIVERSITY OF PITTSBURGH	9/30/10	8/31/2013	190,151	66,220	62,909	61,022	N	N
MULTICENTER AIDS COHORT STUDY	DETELS, ROGER	UNIVERSITY OF PITTSBURGH	6/1/10	5/31/11	161,441	161,441			Y	Y
MULTIDISCIPLINARY HIV AND TB IMPLEMENTATION SCIENCES TRAINING IN CHINA	DETELS, ROGER	CHINESE CENTER FOR DISEASE CONTROL AND PREVENTION (CHINA)	4/1/09	6/30/2013	804,503	126,411	147,722	147,722	Y	Y
NATURAL HISTORY OF AIDS IN HOMOSEXUAL MEN	DETELS, ROGER	NIH/NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES	4/25/09	3/31/14	23,272,389	5,422,966	5,168,306	4,237,269	Y	Y
THE AGING KIDNEY IN HIV-INFECTION: BIOMARKERS FOR EARLY DETECTION OF INJURY	DETELS, ROGER	NORTHERN CALIFORNIA INSTITUTE FOR RESEARCH AND EDUCATION	5/1/10	4/30/15	72,023	32,950	39,073	0	N	N
UCLA FOGARTY	DETELS, ROGER	NIH/FOGARTY	6/1/08	5/31/20	4,617,3	1,759,0	731,524	0	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
AITRP		INTERNATIONAL CENTER		14	75	08				
LA SPROUTS: A GARDEN/NUTRITION INTERVENTION TO IMPROVE HEALTH FOR HIGH-RISK YOUTH	GATTO, NICOLE M - FSPH Researcher (Ritz, Beate, Co-PI)	UNIVERSITY OF SOUTHERN CALIFORNIA	5/1/2012	4/30/2013	24,926		24,926	0	Y	N
ADULT FILM PERFORMERS TRANSMISSION BEHAVIOR & STI PREVALENCE	GORBACH, PAMINA M	UC CALIFORNIA HIV/AIDS RESEARCH PROGRAM (CHRP)	9/1/2011	8/31/2014	200,000		114,163	85,837	Y	Y
EPIDEMIOLOGIC IMPACT OF HPV VACCINE INTRODUCTION	GORBACH, PAMINA M	CINCINNATI CHILDREN'S HOSPITAL MED. CTR. (INCL.RES.FDN)	1/18/2013	12/31/2013	17,322			17,322	Y	N
MICROBICIDE TRIALS NETWORK (MTN-015)	GORBACH, PAMINA M	MAGEE-WOMENS HOSPITAL, RESEARCH INSTITUTE AND FOUNDATION	6/1/2012	12/31/2013	43,867		0	43,867	Y	Y
SEXUAL RISK BEHAVIORS AMONG MSM: IMPLICATIONS FOR PREP DELIVERY	GORBACH, PAMINA M	NIH/NATIONAL INSTITUTE OF MENTAL HEALTH	5/1/2012	4/30/2014	63,172		31,871	31,301	Y	Y
SUBAWARD 9258: MICROBICIDE TRIALS NETWORK (BRWG)	GORBACH, PAMINA M	MAGEE-WOMENS HOSPITAL, RESEARCH INSTITUTE AND FOUNDATION	6/1/2012	12/31/2013	148,735		0	148,735	Y	Y
SUBAWARD 9259: MICROBICIDE TRIALS NETWORK (MTN-018)	GORBACH, PAMINA M	MAGEE-WOMENS HOSPITAL, RESEARCH INSTITUTE AND FOUNDATION	6/1/2012	12/31/2013	59,215		0	59,215	Y	Y
ATN COORDINATING CENTER	GORBACH, PAMINA M	UNIVERSITY OF ALABAMA	5/28/11	2/28/2014	236,395	38,722	37,918	159,755	Y	Y
MICROBICIDE	GORBACH, PAMINA M	MAGEE-WOMENS	6/29/06	5/31/20	753,597	61,327	152,996		Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
TRIALS NETWORK	A M	HOSPITAL, RESEARCH INSTITUTE AND FOUNDATION		12						
TRANSMISSION BEHAVIOR IN PARTNERSHIPS OF NEWLY HIV INFECTED SOUTHERN CALIFORNIANS	GORBACH,PAMIN A M	NIH/NATIONAL INSTITUTE ON DRUG ABUSE	6/10/07	5/31/2014	2,653,215	522,636	0	0	Y	Y
UNDERSTANDING SOURCES OF BIAS AND OUTCOMES IN PERITONEAL DIALYSIS PATIENT RESEARCH	GREENLAND,SAN DER	LOS ANGELES BIOMEDICAL RESEARCH INSTITUTE AT HARBOR-UCLA MED	9/16/09	8/31/11	46,211	46,211	0		N	N
INFECTIOUS DISEASES & LABORATORY DEVELOPMENT PROGRAM 2010-13	HARVEY,SYDNEY	CA/DEPARTMENT OF PUBLIC HEALTH	7/1/10	6/30/13	1,726,000	425,000	416,000	0	N	Y
MOLECULAR EPIDEMIOLOGY OF B-CELL ACTIVATION, DNA REPAIR & HIV-ASSOCIATED LYMPHOMA	HUSSAIN, SHEHNAZ K	NIH/NATIONAL CANCER INSTITUTE	9/1/2010	8/31/2015	637,592	0	125,208	125,208	N	N
MOLECULAR EPIDEMIOLOGY OF AIDS - LYMPHOMA	HUSSAIN,SHEHN AZ	UC UNIVERSITYWIDE AIDS RESEARCH PROGRAM	4/1/09	3/31/12	185,002	25,003	0		N	N
NUCLEOTIDE VARIATION IN THE PROLACTIN RECEPTOR AND ITS AGONISTS AND BREAST CANCER RISK	HUSSAIN,SHEHN AZ	SUSAN G. KOMEN BREAST CANCER FOUNDATION	7/15/09	4/13/2013	299,912	62,506	0	0	N	N
PHARYNGEAL	JAVANBAKHT,MA	NIH/NATIONAL	5/5/11	4/30/16	617,760	122,902	123,226	125,926	N	N

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun- ity- Based Y/N	Student Participa- tion Y/N
GONORRHEA AMONG YOUNG PEOPLE: IMPLICATION FOR PREVENTION	RJAN	INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES								
MEN WHO HAVE SEX WITH MEN HUMAN PAPILLOMAVIRUS (HPV) PREVALENCE STUDY	KERNDT, PETER R	UNIVERSITY OF KENTUCKY	9/30/2011	9/30/2013	243,536		0	237,658	Y	Y
ASSESSING OCCUPATIONAL ELECTRIC SHOCKS, MAGNETIC FIELDS AND ALS	KHEIFETS, LEEKA I	DHHS/CENTERS FOR DISEASE CONTROL (INCL CDC FOUNDATION)	9/1/2011	8/31/2013	401,975		194,933	207,042	Y	Y
ASTHMA AND EMF	KHEIFETS, LEEKA I	ELECTRIC POWER RESEARCH INSTITUTE (EPRI)	6/1/2012	12/31/2013	429,264		209,806	219,458	Y	Y
EXPLORING THE FEASIBILITY OF NOVEL APPROACHES TO THE INVESTIGATION OF ELF & CHILDHOOD LEUKEMIA	KHEIFETS, LEEKA I	ELECTRIC POWER RESEARCH INSTITUTE (EPRI)	1/1/2012	12/31/2013	357,547		168,612	188,935	Y	Y
FEASIBILITY OF TRANSEXPO STUDY	KHEIFETS, LEEKA I	ELECTRIC POWER RESEARCH INSTITUTE (EPRI)	9/1/2007	12/31/2013	706,201	0	239,360	0	Y	N
CELL PHONE USE AND THE HEALTH OF CHILDREN IN THE DANISH NATIONAL BIRTH COHORT	KHEIFETS, LEEKA I	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	9/5/09	6/30/12	423,500	192,500	0		N	Y
REPLICATION OF DRAPER STUDY OF LEUKEMIA, BRAIN TUMORS & DISTANCE TO POWER LINES IN	KHEIFETS, LEEKA I	ELECTRIC POWER RESEARCH INSTITUTE (EPRI)	10/1/06	12/31/13	1,867,147	400,000	237,000	360,000	Y	N

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
CALIFORNIA: FEASIBILITY STUDY OF EXPOSURE ASSESSMENT BY UCLA										
CENTER FOR RAPID INFLUENZA SURVEILLANCE AND RESEARCH (CRISAR)	LAYNE, SCOTT P	NIH/NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES	3/30/07	5/13/09	4,951,635	-399,951			Y	N
GWAS OF HORMONE TREATMENT AND CVD AND METABOLIC OUTCOMES IN THE WHI	LIU, SIMIN	FRED HUTCHINSON CANCER RESEARCH CENTER	9/25/09	7/31/2013	70,203	18,337	35,138	35,770	N	N
TELOMERE AND ITS BIO-REGULATORS AS PREDICTORS FOR CLINICAL DIABETES IN WOMEN	LIU, SIMIN	NIH/NATIONAL INST OF DIABETES, DIGESTIVE AND KIDNEY DISEASE	6/1/09	5/31/11	445,000	204,598			N	N
HEALTH OF CHILDREN BORN BY MOTHERS WITH RHEUMATOID ARTHRITIS	OLSEN, JORN	NIH/NATL INST OF ARTHRITIS & MUSCULOSKELETAL & SKIN DISEASES	7/20/2011	6/30/2014	333,336		378,949	(45,613)	Y	N
PRENATAL PFC EXPOSURE AND AUTISM ADHD AND CEREBRAL PARESIS	OLSEN, JORN	UNIVERSITY OF AARHUS (AARHUS UNIVERSITET)	1/1/2011	12/31/2015	155,635		100,145	55,490	Y	Y
COLLABORATIVE PROGRAM DEVELOPMENT WITH GVF-DTRA	RIMOIN, ANNE W	GLOBAL VIRAL FORECASTING INITIATIVE	##### ##	1/31/2013	5,000			5,000	Y	N
COLLABORATIVE PROGRAM DEVELOPMENT WITH GVFI	RIMOIN, ANNE W	GLOBAL VIRAL FORECASTING INITIATIVE	5/18/2010	12/31/2012	357,334		129,747	20,000	Y	Y
ESTIMATING	RIMOIN, ANNE W	BILL AND MELINDA	#####	12/31/2	1,057,6			1,057,6	Y	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
POPULATION IMMUNITY TO POLIOVIRUS IN THE DEMOCRATIC REPUBLIC OF CONGO		GATES FOUNDATION	##	014	67			67		
EMERGENCE OF HUMAN MONKEYPOX IN CENTRAL AFRICA	RIMOIN, ANNE W	NIH/NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES	5/15/08	4/30/13	608,850	121,770	121,770	0	Y	Y
IPA FOR ANNE RIMOIN	RIMOIN, ANNE W	NIH/FOGARTY INTERNATIONAL CENTER	7/1/09	6/30/2013	90,922	-16,334	25,544	0	Y	N
THE EMERGENCE OF HUMAN MONKEYPOX IN CENTRAL AFRICA	RIMOIN, ANNE W	UNIVERSITY OF CALIFORNIA, IRVINE	6/15/10	4/30/11	88,532	88,532			Y	N
AIR POLLUTION AND PARKINSON'S IN THE DANISH PASIDA STUDY	RITZ, BEATE R	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	12/6/2012	11/30/2014	381,884			181,788	Y	Y
PARENTAL OCCUPATION AND CHILDHOOD CANCERS	RITZ, BEATE R	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	4/15/2012	3/31/2014	152,460		77,000	69,300	Y	Y
AIR POLLUTION AND CHILDHOOD CANCERS IN CALIFORNIA	RITZ, BEATE R	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	4/1/10	3/31/12	421,170	190,528	0		N	Y
IN-VEHICLE AIR POLLUTION EXPOSURE MEASUREMENT AND MODELING	RITZ, BEATE R	UNIVERSITY OF CALIFORNIA, IRVINE	6/30/08	6/28/12	12,000	12,000	0		N	N
PARKINSON'S DISEASES SUSCEPTIBILITY GENES AND PESTICIDES	RITZ, BEATE R	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	2/1/11	11/30/15	3,126,090	641,992	638,167	579,143	Y	Y
PESTICIDE	RITZ, BEATE R	NIH/NATIONAL	4/1/11	3/31/20	409,293	224,070	185,223	0	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
EXPOSURE AND CHILDHOOD CANCER (PECC) STUDY		INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES		14						
REGISTRY STUDY OF PARKINSON'S DISEASE IN DENMARK	RITZ,BEATE R	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	9/19/06	12/31/2013	4,518,099	614,492	0	0	N	Y
SUNLIGHT EXPOSURE & VITAMIN D METABOLIC GENE VARIATIONS IN PARKINSON'S DISEASE	RITZ,BEATE R	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	8/1/09	7/31/11	153,230	76,230	0		Y	Y
PIMENTEL, LUZ: THE NATIONAL CENTER FOR FOREIGN ANIMAL AND ZOO NOTIC DISEASE DEFENSE (FAZD CENTER) HS STEM CAREER DEVELOPMENT PROGRAM	SORVILLO, FRANK J	TEXAS AGRILIFE RESEARCH	11/1/2012	10/31/2013	40,655			40,655	N	Y
URBAN NETWORKS TO INCREASE THRIVING YOUTH THROUGH VIOLENCE PREVENTION (UNITY)	WEISS,PHYLLIS B	PREVENTION INSTITUTE	9/1/07	8/31/11	252,920	105,670	0		Y	N
GENOME WIDE ASSOCIATION STUDY OF HEAD AND NECK CANCER	ZHANG, ZUOFENG	UNIVERSITY OF TEXAS, HOUSTON (INCL M.D, ANDERSON CANCER CTR)	2/1/2011	1/31/2014	189,845	0	125,968	31,939	N	N
A GENOMEWIDE STUDY OF LUNG CANCER IN NVER SMOKERS	ZHANG,ZUO-FENG	UNIVERSITY OF TEXAS, HOUSTON (INCL M.D, ANDERSON	3/1/11	2/28/2014	71,285	50,498	16,038	4,749	N	N

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
		CANCER CTR)								
CANCER EPIDEMIOLOGY TRAINING GRANT	ZHANG,ZUO-FENG	NIH/NATIONAL CANCER INSTITUTE	9/1/10	8/31/15	1,427,806	313,091	319,403	295,689	N	Y
<b>Subtotal</b>						<b>12,093,934</b>	<b>10,498,126</b>	<b>9,004,169</b>	<b>35</b>	<b>33</b>
<b>HEALTH POLICY &amp; MANAGEMENT</b>										
AN IMPLEMENTATION-BASED APPROACH TO INTEGRATING PALLIATIVE CARE INTO THE ICU	AHLUWALIA, SANGEETA C - FSPH Researcher (Needleman, Jack, Mentor)	NATIONAL PALLIATIVE CARE RESEARCH CENTER	7/1/2012	6/30/2014	154,000			154,000	N	N
HEALTH FORECASTING FOR NONPROFIT HOSPITAL COMMUNITY BENEFIT PLANNING	FIELDING, JONATHAN E	UNIHEALTH FOUNDATION	12/1/2012	11/30/2015	450,177			450,177	Y	N
HEALTH IMPACT ASSESSMENT (HIA) OF STATE TAX ALTERNATIVE: DEMONSTRATION, OUTREACH AND TRAINING TO INCREASE UNDERSTANDING OF HIA AMONG STATE POLICY ANAL	FIELDING, JONATHAN E	ROBERT WOOD JOHNSON FOUNDATION	4/15/2012	4/14/2013	209,963		209,963	0	Y	Y
UCLA/LA COUNTY HIA DEMONSTRATION AND TRAINING PROJECT	FIELDING, JONATHAN E	PEW CHARITABLE TRUSTS	3/11/2010	9/30/2013	321,580	0	0	0	Y	Y
ACCULTURATION AND PHYSICAL ACTIVITY: FORECASTING AND	FIELDING, JONATHAN E	NIH/NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES	8/9/10	7/31/2013	421,190	192,500	228,690	0	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
IMPROVING LATINO HEALTH										
DEVELOPING A POPULATION HEALTH FORECASTING MODEL TO SUPPORT EFFECTIVE PUBLIC HEALTH PRACTICE	FIELDING, JONATHAN E	ROBERT WOOD JOHNSON FOUNDATION	2/1/08	7/31/11	584,144	90,505	0		Y	Y
TECHNICAL SUPPORT FOR COMMUNITY HEALTH COUNCILS' ORGANIZATIONAL CAPACITY BUILDING PROJECT	FIELDING, JONATHAN E	COMMUNITY HEALTH COUNCILS	10/1/10	6/30/2012	35,000	20,000	15,000		Y	Y
THE INTERDISCIPLINARY MATERNAL AND CHILD HEALTH TRAINING PROGRAM	HALFON, NEAL	DHHS/HEALTH RESOURCES & SERVICES ADMINISTRATION	6/1/2010	5/31/2015	1,748,254		713,252	0	N	Y
IMPROVEMENT SUPPORT TO THE MAGNOLIA PLACE COMMUNITY INITIATIVE NETWORK	INKELAS, MOIRA	CHILDREN'S BUREAU OF SOUTHERN CALIFORNIA	2/1/2012	6/30/2013	71,036		27,935	43,101	Y	N
SOUTH LOS ANGELES CHILD WELFARE INITIATIVE	INKELAS, MOIRA	PUBLIC HEALTH FOUNDATION ENTERPRISES, INC.	9/1/2011	12/31/2011	6,560		6,560		Y	N
DR. KAPLAN'S EDITORSHIP OF HEALTH PSYCHOLOGY	KAPLAN, ROBERT M	AMERICAN PSYCHOLOGICAL ASSOCIATION (INCL APF)	1/1/05	6/30/10	201,556	65,597			N	Y
RACIAL/ETHNIC DISPARITIES IN MENTAL HEALTH SERVICE AND MEDICAL CARE	MAYS, VICKIE M	DHHS/AGENCY FOR HEALTH CARE RESEARCH AND QUALITY	9/1/2012	1/31/2014	41,914			41,914	N	Y

Project Name	Principal Investigator	Funding Source	Funding Period Start	Funding Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Community-Based Y/N	Student Participation Y/N
EXPENDITURES (FELLOW: A. JONES)										
IPA FOR JACK NEEDLEMAN	NEEDLEMAN, JACK	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	4/1/2012	9/30/2013	42,609		20,041	22,568	Y	N
INAUGURAL CONFERENCE ON INNOVATIONS IN NURSING EDUCATION: EVALUATION OF THE VA NURSING ACADEMY	NEEDLEMAN, JACK	SEPULVEDA RESEARCH CORPORATION (VA FOUNDATION)	12/15/08	12/14/10	57,846	29,596			Y	N
IPA WITH VAGLAHS-MEDICAL RESEARCH	NEEDLEMAN, JACK	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	1/1/11	9/30/11	14,243	8,891	5,352		Y	N
DEVELOPING A MODEL TO PREDICT SUBSTANCE USE DISORDER PREVALENCE ACROSS VA FACILITIES	PONCE, NINEZ A	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	9/17/2012	9/16/2013	24,950			24,950	N	Y
UCLA CENTER FOR POPULATION HEALTH & HEALTH DISPARITIES RESEARCH EDUCATION PROGRAM	PRELIP, MICHAEL L	NIH/NATIONAL HEART, LUNG, AND BLOOD INSTITUTE	6/15/11	5/31/16	66,668	66,668	0	0	Y	Y
UCLA/RAND HEALTH SERVICES RESEARCH TRAINING PROGRAM	RICE, THOMAS H	DHHS/AGENCY FOR HEALTH CARE RESEARCH AND QUALITY	7/1/08	6/30/13	2,126,100	490,049	761,760	0	Y	Y
WOMEN'S HEALTH CREATE QUALITY IMPROVEMENT	RODRIGUEZ, HECTOR P	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	9/25/2012	9/24/2013	98,000			98,000	Y	Y

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun- ity- Based Y/N	Student Participa- tion Y/N
WOMEN'S HEALTH TEAMLET EFFECTIVENESS	RODRIGUEZ, HECTOR P	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	9/19/2012	9/18/2013	250,000			250,000	Y	Y
PROJECTING THE IMPACT OF THE ACA AMONG IMMIGRANTS IN CALIFORNIA	VARGAS BUSTAMANTE, ARTURO	JOHN RANDOLPH HAYNES & DORA HAYNES FOUNDATION	6/1/2013	8/31/2013	13,200			13,200	N	N
THE EFFECTS OF THE 2008 ECONOMIC CRISIS ON FOOD SECURITY AND DIABETES RISK AMONG MEXICANS IN THE U.S. AND IN MEXICO	VARGAS BUSTAMANTE, ARTURO	UC/INSTITUTE FOR MEXICO AND THE UNITED STATES (MEXUS)	7/1/2012	12/31/2013	12,500			12,500	N	Y
WOMEN'S HEALTH RESEARCH CONSORTIUM/PRACTICE-BASED RESEARCH	ZIMMERMAN, FREDERICK J	VETERANS AFFAIRS (INCL VA MEDICAL CENTERS)	9/16/2011	9/27/2012	125,000		125,000	0	Y	Y
<b>Subtotal</b>						<b>963,806</b>	<b>2,113,553</b>	<b>1,110,410</b>	<b>15</b>	<b>15</b>
<b>PUBLIC HEALTH</b>										
PUBLIC HEALTH TRAINEESHIPS IN AREAS OF LOCAL AND NATIONAL NEED AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES	ARMENIAN, HAROUTUNE K	DHHS/HEALTH RESOURCES & SERVICES ADMINISTRATION	7/1/2012	6/30/2013	70,156			70,156	Y	Y
UCLA FIELDING SCHOOL OF PUBLIC HEALTH LABASPIRE SCHOLARSHIP	ARMENIAN, HAROUTUNE K	CALIFORNIA WELLNESS FOUNDATION	1/1/2013	12/31/2013	5,000			5,000	N	Y
HIGH SPEED, HIGH VOLUME LABORATORY	CLEMENS, JOHN D	U.S. ARMY/MEDICAL RESEARCH	9/1/10	9/30/2013	6,086,004	6,086,004	0	0	N	Y

Project Name	Principal Investigator	Funding Source	Fund- ing Period Start	Fund- ing Period End	Amount of Total Award	Amount 2010	Amount 2011	Amount 2012	Commun ity- Based Y/N	Student Participa tion Y/N
NETWORK FOR INFECTIOUS DISEASE		ACQUISITION ACTIVITY								
PUBLIC HEALTH TRAINEESHIPS	GODWIN,HILARY	DHHS/HEALTH RESOURCES & SERVICES ADMINISTRATION	7/1/09	6/30/12	266,088	88,696	88,696		Y	Y
COMMUNITY HEALTH PROJECTS THROUGH THE COMMUNITY IMPACT FUND	HEYMANN, JODY	CALIFORNIA WELLNESS FOUNDATION	4/1/2013	3/31/2014	10,000			10,000	Y	Y
DIVERSITY IN HEALTH PROFESSIONS	HEYMANN, JODY	CALIFORNIA WELLNESS FOUNDATION	4/1/2013	3/31/2015	200,000			200,000	Y	Y
FAMILY AND NEIGHBORHOOD INTERVENTIONS TO REDUCE HEART DISEASE RISK IN EAST L.A.	ORTEGA,ALEX	NIH/NATIONAL HEART, LUNG, AND BLOOD INSTITUTE	9/1/10	12/31/2014	9,685,530	1,996,450	4,592,441	1,593,045	Y	Y
HEALTHCARE REFORM IMPLEMENTATION: PARTNERSHIP TO HOST A SYMPOSIA SERIES	ROSENSTOCK, LINDA	BLUE SHIELD OF CAL RES & EDUC FDN.	4/1/2011	3/31/2014	25,000		25,000	0	N	N
SUSTAINING AND EXTENDING HEALTH REFORM SYMPOSIUM	ROSENSTOCK, LINDA	CALIFORNIA WELLNESS FOUNDATION	11/1/2011	3/31/2012	10,000		10,000		N	N
SUSTAINING AND EXTENDING HEALTHCARE REFORM SYMPOSIUM	ROSENSTOCK, LINDA	BLUE SHIELD OF CAL RES & EDUC FDN.	11/1/2011	3/31/2012	10,000		10,000		N	N
<b>Subtotal</b>						<b>8,171,150</b>	<b>4,726,137</b>	<b>1,878,201</b>	<b>5</b>	<b>7</b>
<b>Grand Total</b>						<b>50,943,775</b>	<b>46,982,851</b>	<b>40,360,388</b>	<b>120</b>	<b>186</b>

<sup>1</sup> 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. <sup>1</sup>**

Faculty Service from 2010 to 2013				
Faculty member	Role	Organization	Activity or Project	Year(s)
Patrick Allard	Global toxicology Scholar	SOT	Outreach effort	
	Envoy and application reviewer	Seeding Labs	Outreach	2011
Richard Ambrose	Chair	Santa Monica Bay Restoration Commission	Technical Advisory Committee	2011-13
	Member	US Army Corps of Engineers	Environmental Advisory Board	2011-13
	Member	California Ocean Protection Council	Science Advisory Team	2011-13
	Chair	California Coastal Commission	Scientific Advisory Panel	2011-13
	Academic consultant	Long Beach Aquarium of the Pacific	Exhibition on environmental issues in Antarctica	2011
Onyebuchi Arah	Faculty mentor	The Albert Schweitzer Fellowship	Faculty Mentor to Schweitzer Fellow Angela Chow and Project on Holistic Care for Seniors Through the Venice Family Clinic	2011
	Faculty mentor	Project Nicaragua	Policy interventions for spina bifida in Nicaragua	2009-2011
Roshan Bastani	Committee member	UCLA Clinical and Translational Science Institute	Community Engagement and Research Program	2011-2013
	Faculty Advisory Committee	Asian American Studies Center	Asian American Studies Center, Faculty Advisory Committee	2010 - present
	Advisory Board	California State University, Long Beach	Research Infrastructure in Minority Institutions	2010
	Committee member	UCLA Clinical and Translational Science Institute	Research Education, Training, and Career Development Program	2011-2013
	Coordinating Committee	Fred Hutchinson Cancer Research Center	Transdisciplinary Geographic Management Program, Region 6	2010-present
	External Advisory Committee	Harvard School of Public Health	R25 Harvard Cancer Prevention Education	2011-present

			Program	
	Research Sub-group	World Health Organization (WHO)	Scientific Resource Group on Equity Analysis and Research	2009-2012
Thomas Belin	Secretary/Treasurer	ASA Biometrics Section	Officer	2010-2011
	DSMB member	USC	Yoga Seniors Study	2010-2012
	Special emphasis panel member	NIMH	Grant review	2010-2011
	Session organizer	Intl Chinese Statistical Association	Conference planning	2010-2011
	Snedecor Award Committee Member	Council of Presidents of Statistical Societies	Award review	2011-2013
	Ethics Committee member	American Statistical Association	Committee participation in area of professional ethics	2012-2013
	Co-3rd VP	Santa Monica-Malibu PTA Council	K-12 education leadership	2011-2013
Linda Bourque	Presenter	National Biodefense Science Board (NBSB) Personal Preparedness Working Group	WebEx Teleconference	2009
	Presenter	National Conference on Volunteering and Service	Conference	2009
	Presenter	National Association of Insurance Commissioners, Earthquake Study Group	Committee meeting	2010
	Presenter	Emergency Management/Homeland Security, Government Technology Media Group, All Hazards/Stakeholders Summit	Conference	2010
	Participant	Weather Ready Nation: Science Imperatives for Severe Thunderstorm Research, National Oceanographic and Atmospheric Administration/National Science Foundation	Conference	2012
U	Panel member	Natural Hazards Workshop	Conference	2012
	Participant	Innovative Planning and Implementation Strategies, National Institute of Building Sciences, Multi-hazard Mitigation Council	Workshop	2013

Ron Brookmeyer	Workshop Leader	CDC of China		2011
	Member	Institute of Medicine	Panel to Evaluate PEPFAR	2010-2013
	Review Coordinator	Institute of Medicine	Panel on Ethical and Scientific Issues in Studying the Safety of Approved Drugs	2012
	Review Coordinator	Institute of Medicine	Report on Preparing for the Future of HIV/AIDS in Africa: A Shared Responsibility	2011
Susan Cochran	Board Member	Am Psych Association	Board of Professional Affairs	2009-2012
	Board Member	APA		2013-2015
Curt Ekhert	Media expert	Print, radio & TV	Media interviews	2010-2013
Chandra Ford	Advisor	LA Gay & Lesbian Center, Stop Domestic Violence program	Assist with research	2010-2011
Deborah Glik	Media Judge	Entertainment Industries Council	PRISM Awards	2010, 2011, 2013
	Media Judge	Hollywood Health and Society	Sentinel Awards	2011, 2012
	Technical Assistance Coordinator	RAES	Hollywood TA	2013
Hilary Godwin	Volunteer and Speaker	California Science Center	Nanodays	AY2010-2011, 2011-12, and 2012-13
	Panelist and Speaker	Santa Monica Public Library	"Meet the Scientist"	AY2010-2011, 2011-12, and 2012-13
	Guest Speaker	Bridges Academy, Studio City	Ran brainstorming session in two classes	AY2012-13
	Chair	Bridges Academy, Studio City	Sustainable Development Committee	AY2012-13
	Guest Speaker	Brentwood Academy	Guest Lecturer in Science Class	AY2010-11
Pamina Gorbach	Lecture	LA DPH STDP	CME	2012, 2011, 2010
Gail Harrison	Member, Board of Directors	California Food Policy Advocates		2010 - present
Diana Hilberman	Board Member	Women in Health Administration		

	Board Member	Association of University Programs in Health Administration		2011
	Board Member	Health Executives of Southern California		2012
Moira Inkelas	Committee member	March of Dimes	Program Services Community	2010-present
	Committee member	L.A. Care Health Plan	Children's Health Consultant Advisory Committee	2010-2012
	Committee member	Managed Risk Medical Insurance Board	Advisory Committee on Quality	2008-current
	Committee member	Magnolia Community Initiative	Research & Evaluation Group	2008-current
Richard Jackson	Advisor	CDC	National Conversation	2010
	Member	IOM/NAS	Committees	2009-13
Leeka Kheifets	Lecturer	California Department of Health Services		2010
Gerald Kominski	Speaker	League of Women Voters	Panel	2012-13
	Speaker	LA Jewish Home	Conference	2012-13
	Speaker	Cal Tech	Invited Presentation	2012-13
	Speaker	Health Care Executives of So. Cal.	Conference	2012-13
	Speaker	UCLA Extension	Conference	2010-11
Niklas Krause	Expert testimony	Cal/OSHA	Standard Setting for Hotel housekeeping work	2012/13
	Technical Advice	UNITE HERE International Union	Health and Safety of hotel room cleaners	1999/2013
Gang Li	Associate Editor	Biometrics		2010-2012
	Member	2nd Joint Biostatistics Symposium	Program Committee	2012
	Member, scientific committee	IMS-China Annual Meeting		2012
	Scientific committee	1st joint Biostatistics Symposium		2012
	Scientific committee	Int'l conference on complex data analysis		2010
William	Chair	Santa Monica Malibu	District Advisory	2009-10

McCarthy		Unified School District	Committee on Health	
	Board member	Sustainable Streets	Advance health education about the benefits of non-motorized transit	2011-present
	Chair	American Cancer Society Wellness Committee	Met regularly to advise the ACS about Wellness strategies to pursue to reduce cancer risk	2010-2012
Donald Morisky	Consultant	Kaiser	Osteoporosis	2010 - present
	Consultant	Pfizer	hypertension and diabetes	2010-2011
Jack Needleman	Member	Institute of Medicine	Standing Committee on Credentialing Research in Nursing	2012-2013
	Member	Joint Commission	Nursing Advisory Council	2010-present
	Member	National Quality Forum	Steering Council on Resource Use Measures	2010-present
	Member	Improvement Science Research Network	Steering Council	2010-Present
Alex Ortega	Director of Research	Trevor Project	Volunteer	2010-present
	Board Member	Admin for Children and Families	Volunteer	2011-pres
Anne Pebley	Trustee	The Population Council	Board of Trustees	2007 to present
	Chair, Evaluation Team	the Population Council	Evaluation of the Poverty, Youth, and Gender Program	2011
Michael Prelip	Board Member	Watts Health Care Corporation	Leadership for this FQHC	2010 – present
	Board Member	ETR Associates	Leadership	2010 – present
	Member	National Eye Institute Health Education Planning Committee	Develop of national health education efforts for eye health	2010 – present
	reviewer	National Memophilia Foundation	Scholarship selection committee	2010-2011
Nadereh Pourat	Reviewer	Journals including Health Affairs, JADA, etc.	Review of manuscripts	2010-2012
	Reviewer	CDC	Special emphasis panel	2012
	Mentor	UCLA CTSI	Mentored dental students during the summer on a research project	2012

	Reviewer	Health Research Council of New Zealand	Grant review	2012
Beate Ritz	Environmental expert	APDA	provide advise	2010 - present
	Advisor/expert	SCAQMD	expert advice on health effects from air pollution	2010-present
	Expert, advisor	patient support groups	Expert, advisor	2010-present
Hector Rodriguez	Board Member	Health Care Partners Institute for Applied Research and Education	Strategy	2010-present
Dylan Roby	Consultant	Ashe Student Health and Wellness Center	Quality Improvement Committee	2011-2013
	Guest Lecturer	Santa Clarita Valley Democratic Club	Speaking on health care reform at educational events	2010-2013
	Guest Speaker	SEIU 721	Speaking about health care reform	2011-2012
	Guest Speaker	Community Partners	Speaking on health reform	2012
	Guest Speaker	Children's Health Initiative of LA County	Speaking on health reform in LA	2012
Linda Rosenstock	Chair	Institute of Medicine	Committee on Clinical Preventive Services for Women	2010-2011
	Member, Board of Directors and Executive Committee	Associated Schools of Public Health	Advising group overseeing schools of public health	2010 - 2012
	Review Coordinator	Institute of Medicine and National	Report Review Coordinator for Priorities for the National Vaccine Plan, Institute of Medicine and National Research Council.	2010
	Member	Institute of Medicine	Member, Planning Committee, Interest Group on Environmental & Occupational Health	2010-2011
	Board Member	International Climate and Health Council		2010 – present
Damla Senturk	Associate Editor	Journal of Korean Statistical Society		2012 - present
	Advisory Board Member	Turkiye Klinikleri Journal of Medical Sciences		2009-present
	Invited Member	International Statistical Institute (ISI) Young Statisticians Committee		2011-present

	Regional Committee Member	Western Biometrics Society		2013-present
	Chair	Eastern North American/ International Biometric Society Meeting	Invited Session on Functional Data Analysis	2012
Shira Shafir	Member of the Board of Directors	Women's Clinic and Family Counseling Center	Provision of health and mental health care	2010-2013
Donatello Telesca	Organizer	WNAR	Invited Session	2012-2013
	Discussant	ISBA	ISBA world meeting. Bayesian biostatistics	2012-2013
	Award committee member	ASA	SBSS students paper competition	2011-2012
Dawn Upchurch	Acupuncturist	Venice Family Clinic	Clinical acupuncturist	2011-13
Arturo Vargas Bustamante	Reviewer	NIH	Early Career Reviewer	
	Reviewer	PCORI	Grant Reviewer	2012
	Member Editorial Board	Azatlan: A Journal of Chicano Studies	Editorial Board	2012
	Grant Review Board	Health Initiative of the Americas	Grant Review	2012
Ondine Von Ehrenstein	Advisor, technical assistance	Fundaci3n para la defensa del ambiente (FUNAM), Cordoba, Argentina	Child environmental and indigenous health	2010 - present
	Advisor, technical assistance	Filters for Families Nepal, (Nepal/US NGO: Maternal & child health and environment)	Project development related to pregnancy and environment	2010-11
Leah Vriesman	Member and Officer	Westwood Village Rotary Club	various, weekly meetings	2010-2013
	Board of Directors Member	Angel Flight West	direct oversight and involvement in volunteer pilot organization providing free transportation to patients in need	2010-2013
Steven	Media expert	Print, radio & TV	media interviews 2-	2000-2013

Wallace			3x/month	
	Board member	OASIS	educational centers for older adults	2010
	Planning Committee	The California Wellness Foundation	Design annual Health Aging conferences	2012-2013
May Wang	Consultant	Asian American Pacific Islander Obesity Prevention Alliance	Evaluation	2010-2011
Weng Kee Wong	Member	DSMB	Phase 1 trial or pre-term neonates	2012-2013
	consultant	Singapore Clinical Research Institute	General biostatistical work	
	Member	advisory board	Provide statistical advice	2011-2013
	member	external review committee	Biostatistics Program at Oregon Health Science Program	2011
Yifang Zhu	Panel member	NAS	ACRP Project Panel 02-42 Meeting	2012-present
	Committee member	EHS Department	Faculty search	2012
Yifang Zhu	Panel member	NAS	ACRP Project Panel 02-42 Meeting	2012-present
	Committee member	EHS Department	Faculty search	2012

<sup>1</sup> based on CEPH template 3.2.1

## Appendix 11: Other Faculty Used to Support Teaching Programs<sup>1</sup>

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

Part-time faculty by background characteristics, 2012 - 13							
<i>Department/Faculty Member</i>	<i>Title/Academic Rank</i>	<i>Title &amp; Current Employer</i>	<i>FTE or % Time</i>	<i>Graduate Degrees Earned</i>	<i>Terminal Degree Institution</i>	<i>Discipline for earned graduate degrees</i>	<i>Teaching Areas</i>
<b>BIostatistics</b>							
AFIFI, ABDELMONEM A	Professor Emeritus	Professor Emeritus/UCLA Biostatistics	.43	MS, PhD	UC BERKELEY	Statistics	Applied Multivariate Biostatistics, Introduction to Biostatistics
ELASHOFF, DAVID	Adjunct Professor	Joint Appt. Primary Department: Medicine/ Secondary FSPH Biostatistics	0	PhD	STANFORD U	Statistics	Introductory and analysis courses in Biostatistics; also Biostatistics Consulting Course
ELASHOFF, ROBERT M	Professor	Joint Appt. Primary Department: Biomathematics/ Secondary FSPH Biostatistics	0	MS, PhD	HARVARD U	Statistics	Basic Biostatistics, Statistical Analysis of DNA Microarray Data
GJERTSON, DAVID W	Adjunct Professor	Joint Appt. Primary Department: Pathology/ Secondary FSPH Biostatistics	0	MS, PhD	UCLA	Biostatistics	Principles of Biostatistical Consulting, Introduction to Biostatistics
HORVATH, STEFAN	Professor	Joint Appt. Primary Department:	0	PhD, MS, ScD	HARVARD U	Biostatistics and Mathematics	Statistical Methods for Microarray Data

		Human Genetics/Secondary Department FSPH Biostatistics					Analysis, Advanced Human Genetics, Linear Statistical Models
KIM, HYUN JUNG	Assistant Adjunct Professor	Joint Appt. Primary Department : Radiological Sciences/Secondary Department: FSPH Biostatistics	0	MS, PhD	UCLA	Biostatistics	Advanced Biostatistics Seminar
LEE, MARTIN L	Adjunct Professor	Adjunct Professor	0	MS, PhD, CStat	UCLA	Biostatistics	Statistical Methods in Clinical Trials, Pharmaceutical Statistics
LIU, HONGHU	Professor	Joint Appt. Primary Dept: School of Dentistry/Secondary Dept: FSPH Biostatistics	0	MS, PhD	UCLA	Biostatistics	Advanced Biostatistics Seminar
NANDY, KARABI	Assistant Adjunct Professor	Joint Appt. Primary Dept: School of Nursing/Secondary Dept: Biostatistics	0	MS, PhD	UNIVERSITY OF FLORIDA	Statistics	
NANDY, RAJESH RANJAN	Assistant Professor	Joint App. Primary Dept./Psychology. Secondary Dept./FSPH Biostatistics	0	MS, PhD	U OF WASHINGTON	Statistics	Develops novel statistical methods to analyze high dimensional data sets from functional MRI

							data sets.
PRESSON,ANGELA	Adjunct Assistant Professor	Joint Appt. Primary Dept./Pediatrics. Secondary Dept./FSPH Biostatistics	0	MS,PhD	UCLA	Statistics	Advanced Biostatistics Research Methods; Developing Research Proposals; Introduction to Statistical Thinking and Intro to Statistical Reasoning
SAYRE,JAMES	Adjunct Professor	Joint Appt. Primary Department: Radiological Sciences. Secondary Department: FSPH Biostatistics	0	MS,Dr.PH	UCLA	Biostatistics	Computer Management of Health Data, Introduction to Biostatistics
SINSHEIMER,JANET S	Professor	Joint Appt. Primary Department: Human Genetics/Secondary Department: FSPH Biostatistics	0	MA,MS,PhD	UCLA	Biomathematics	Theoretical Genetic Modeling, Applied Genetic Modeling
SUCHARD,MARC ADAM	Professor	Joint Appt. Primary Dept: Human Genetics/Secondary Dept: FSPH Biostatistics	0	PhD,MD	UCLA	Doctor of Medicine	Biomedical Data Analysis
SUGAR,CATHERINE	Associate	Joint Appt.	0	MA, PhD	STANFORD U		Statistics in

NE ANN	Professor in Residence	Primary Dept/Psychiatry. Secondary Dept/ FSPH Biostatistics				Statistics	AIDS, Biostatistical Consulting, Introduction to Biostatistics
<b>COMMUNITY HEALTH SCIENCES</b>							
BAER, MARION	Adjunct Associate Professor	Part-time adjunct appt with FSPH. Outside work with Childrens Hospital Los Angeles through USC University Affiliated Programs	69%	BA,MS, PhD	UC BERKELEY	Nutrition	Nutrition policies and programs (domestic); maternal and child health
BONTA, DIANA	Adjunct Professor	Part-time appointment with FSPH. Since 2004, Vice President, Public Affairs of Kaiser Foundation Health Plan and Hospitals, Southern California Region	0	AA,BS,MPH,Dr PH	UCLA	Public Health	Public health leadership and program development; managerial and policy solutions to community health issues
DORIAN, ALINA	Adjunct Assistant Professor	Assistant Director UCLA Center for Public Health and Disasters; Visiting Lecturer at Loma Linda U,	.50	BS,PhD	JOHNS HOPKINS U	International Health & Health Systems Management	Emergency public health (domestic & international); disaster relief; health education and health systems

		School of PH					management; child health; reproductive health
DU PLESSIS, HELEN	Adjunct Associate Professor	Physician Diplomate with Pediatrics @ UCLA/ Secondary appt with FSPH CHS	0	BS,MD,MPH	UCLA	Doctor of Medicine (Pediatrics)	Managed care; prenatal care and substance abuse
ERSHOFF, DANIEL	Adjunct Professor	Director, Health Economics and Outcomes Research @ AstraZeneca	0	BA,MPH,Dr.PH	UCLA	Behavioral Science	Survey research methods; HMOs; smoking cessation; applied evaluation research; cost- effectiveness analysis
EISENMAN,DAVI D PAUL	Associate Professor in Residence	Joint Appt. Primary Dept: Medicine;Seco ndary Dept: FSPH CHS	0	BA.MD	ALBERT EINSTEIN COLLEGE OF MEDICINE	Doctor of Medicine	Community resilience; disasters; climate change
FRANK, JANET	Adjunct Associate Professor	Joint Appt. Primary Dept: Geriatrics/Seco ndary Dept: FSPH	0	BS,MS,DrPH	UCLA	Gerontology	Geriatrics and gerontology education
GALAL,OSMAN M	Professor Emeritus	Professor Emeritus, Recalled	.11	MD.PhD	U OF BIRMINGHAM	Doctor of Medicine	
GEORGE, SHEBA	Adjunct Associate Professor	Assistant Professor at Charles R. Drew University of Medicine	0	BA, MA, PhD	UC BERKELEY	Sociology	Health disparities in the US and abroad; sociology of immigrant communities

GANS, DAPHNA	Adjunct Associate Professor	Research Scientist, RAND		BA, MA, PhD	U SOUTHERN CALIFORNIA	Gerontology	Aging; children with special health care needs and pediatric palliative care
GREGORY, KIMBERLY D	M.D., M.P.H., Professor in Residence	Joint Appt. Primary Dept: OB-GYN/Secondary Dept: FSPH CHS	0	BS, MD, MPH	DREW U	Doctor of Medicine (OB-Gyn)	Health services research; maternal quality of care,
HALBERT, RONALD J	Adjunct Professor	Adjunct Professor/CHS. Medical Director, PriceSpective LLC	0	BS, MPH, MD	BAYLOR COLLEGE OF MEDICINE	Doctor of Medicine (Preventive Medicine)	Epidemiology of chronic respiratory disease; pharmaceutical and biotech industry; intentional disasters.
HEBER, DAVID	Professor	Joint Appt. Primary Dept: Medicine (Nutrition)/Secondary Dept: FSPH CHS	0	BS, MD, PhD	UCLA	Doctor of Medicine	Clinical nutrition and obesity; endocrinology and metabolism; cancer; women's health.
HERMAN, DENA	Adjunct Assistant Professor	Joint Appt. Primary Dept: Pediatrics/Secondary FSPH CHS	0	MSc, RD, PhD	UCLA	Nutrition	Maternal and child health; nutritional assessment with a focus on dietary quality; food security; health disparities of underserved populations; international nutrition
HUNT, ISABELL F	Professor	Professor	0				Multicultural

	Emeritus	Emeritus					health communication, global health education and promotion
KAR,SNEHENDU B	Professor Emeritus	Recalled to teach	.10	BSc,MSc,MSPH,DrPH	UC BERKELEY	Behavioral Sciences and Health Education	Multicultural health communication, global health education and promotion
KOPPLE, JOEL	Professor in Residence	Joint Appt. Primary Dept: Medicine/Secondary Dept: FSPH CHS	0	BA, MD	U OF ILLINOIS	Doctor of Medicine	
LI,VIRGINIA CHENG	Research Professor / Professor Emerita	Recalled for research	0	BA,MA,MPH,PhD	U OF NORTH CAROLINA CHAPEL HILL	Public Health Education	International health emphasizing women's reproductive health and HIV prevention in China; reproductive health indicators for rural areas of developing countries
LU,MICHAEL C	Associate Professor	Joint Appt. Primary Dept: Ob-GYN/Secondary FSPH CHS	0	BA,MPH,MS,MD	UC SAN FRANCISCO	Doctor of Medicine (OB-Gyn)	Perinatal health services and racial-ethnic disparities in birth outcomes
MENDEZ-LUCK,CAROLYN ANNE	Adjunct Assistant Professor	Oregon State University	0	BS,MPH,PhD	UCLA	Public Health	Latino/Latina health disparities
NEUMANN,ALFRED K	Professor Emeritus	Professor Emeritus	0	MD			

NEUMANN,CHAR LOT G	Professor Emerita	Research Professor/Profe ssor Emerita	0	BA,MD,MPH	HARVARD U	Doctor of Medicine (Pediatrics)	Nutrition research and intervention studies in Africa
ROSS,MICHAEL G	Professor	Joint Appt. Primary Dept: Ob- GYN/Secondar y Dept: FSPH CHS	0	BS,MD,MPH	HARVARD U	Doctor of Medicine (OB-Gyn)	Pregnancy, prenatal care and fetal development
ROTHERAM BORUS, MARY JANE	Professor	Joint Appt. Primary Dept: Psychiatry/Sec ondary Dept: CHS	0	BA,MA.PhD	U OF SOUTHERN CALIFORNIA	Clinical Psychology	Child and community psychology and psychiatry
ROTTMAN,STEV EN	Adjunct Professor	Joint Appt. Primary Dept:Emergenc y Medicine/Seco ndary Dept: FSPH CHS	0	BS,MD	RUSH U	Doctor of Medicine (Emergency Medicine)	Emergency medicine and disaster relief; infectious diseases;
SLUSSER,WEND ELIN M	Adjunct Associate Professor	Joint Appt. Primary Dept: School of Nursing/Seco ndary Dept.: FSPH CHS	0	BA,MS,MD	COLUMBIA U	Doctor of Medicine (Pediatrics)	Breastfeeding policy and promotion; international maternal and child health
STRATTON, SAMUEL	Adjunct Professor	Clinical Professor – Volunteer Medicine/ Adjunct Professor FSPH CHS	0	BS, MS, MD	HARVARD U	Doctor of Medicine	Health risk assessment for local community disaster hazards using verified models; defining priority rural Public Health issues
TAVROW, PAULA	Adjunct	Adjunct	0	AB,MA,MSc,Ph	U OF MICHIGAN		Reproductive

	Assistant Professor	Assistant Professor		D	ANN ARBOR	Health Service Organization & Policy	health in sub-Saharan Africa
TIRADO, MARIA	Adjunct Associate Professor	Director, Center for Public Health and Climate Change, Institute for Public Health, Oakland, CA	0	DVM, MSc, PhD	CORNELL U	Doctor of Veterinary Medicine PhD in Environmental Sciences and Natural Resources	Health, food and nutrition security adaptation strategies to climate change
VILLA, VALENTINE	Adjunct Associate Professor	Professor, California State University, Los Angeles	0	BA, MS, MA, PhD	U OF SOUTHERN CALIFORNIA	Gerontology	Gerontology and aging; Health Disparities among the Older adult population
<b>ENVIRONMENTAL HEALTH SCIENCES</b>							
CHO, ARTHUR	Professor Emeritus	Professor Emeritus: Pharmacology and FSPH Environmental Health Sciences Recalled	.15	BS, MS, PhD	UCLA	Chemistry	Molecular Toxicology
CICERO-FERNANDEZ, PABLO	Adjunct Assistant Professor	Adj Assist Prof, FSPH EHS	0	BS, MPH, DEnv	UCLA	Environ. Health Sciences and Engineering	Air Pollution Exposure Assessment Global Climate Change
COLE, BRIAN	Adjunct Assistant Professor	Joint app. Primary Dept: FSPH HPM/Secondary	0	BS, MPH, DrPH	UCLA	Quantitative Evaluation	Health impact assesment

		y Dept: FSPH EHS				Methods	Physical and social environmental determinants of health Policy studies
DAVOS,CLIMIS A	Professor Emeritus	Professor Emeritus			U OF MICHIGAN		Water resources
DIAMOND,JARED M	Professor	Joint Appt. Primary Dept: Physiology/Sec ondary Dept: FSPH EHS	0	BA,PhD	CAMBRIDGE U	Geography and Physiology	Regulation of nutrient transport  Intergrative and Evolutionary physiology
FROINES,JOHN R	Professor Emeritus	Professor Emeritus, Recalled	.43	BS,MS,PhD	YALE U	Chemistry	Industrial Hygiene  Exposure Assessment Occupational Health Toxicology
GIBSON, JAMES HUGO	Adjunct Assistant Professor	Director of UCLA's Department of Environmental Health and Safety. WOS Adjunct Assist Professor/FSP H EHS	0	BSc,MSc,MPH, PhD	U OF ILLINOIS	Environmental and Occupational Health	Biosafety, radiation safety, laboratory safety
HANKINSON,OLI VER	Professor	Joint Appt: Primary Dept/Pathology .Secondary Dept: EHS	0	BSc,PhD	CAMBRIDGE U	Genetics	Carcinogenesis  Hypoxia
HATFIELD, THOMAS	Adjunct Professor	Primary appointment is Professor at	0	BS,MPH,Dr.PH	UCLA	Environmental &	Environmental health practice

		California State University at Northridge				Occupational Health	Risk Analysis Decision Analysis
HINDS,WILLIAM C	Professor Emeritus	Professor Emeritus	0	BME,MS,ScD	HARVARD U	Environ. Health	Industrial hygiene, occupational health
MALLOY,TIMOTHY	Professor	Joint Appt. Primary Dept: School of Law; Secondary Dept: FSPH EHS	0	BA,JD	U OF PENNSYLVANIA	Juris Doctor	Environmental Law and Policy
NEL,ANDRE	Professor	Joint Appt. Primary Dept: Medicine/Secondary Dept: FSPH EHS	0	MCCChB,Mmed, PhD	UNIVERSITY OF STELLENBOSCH	Doctor of Medicine	Nanomedicine and Nanobiology
ROBBINS,WENDIE A	Professor	Joint Appt. Primary Dept: School of Nursing/Secondary Dept: FSPH EHS	0	BS,MSN,PhD	UC BERKELEY	Gerontology and Male Reproductive Health	Reproductive Health Reproductive and Environmental Epidemiology
SCHIESTL,ROBERT H	Professor	Joint Appt, Primary Dept: Pathology/Secondary Dept: FSPH EHS	0	BS,PhD	U OF VIENNA	Biology/Genetics	Toxicology Carcinogenesis DNA damage and repair Gene-environment Interactions
WINER,ARTHUR M	Professor Emeritus	Professor Emeritus		BS,PhD	OHIO STATE U	Environ Sciences & Engineering	Air Pollution Exposure Assessment
<b>EPIDEMIOLOGY</b>							

ASH,LAWRENC R	Professor Emeritus	Professor Emeritus Recalled	.33	BS,MA,PhD	TULANE U	Clinical Pathology	zoonotic parasitic diseases; their ecology, biology, pathology, and epidemiology
BAILEY,JULIA	Adjunct Assistant Professor	Adjunct Assistant Professor	0	BSc,Ph.D	YALE U	Genetic Epidemiology	Genetic epidemiology of epilepsy and other neurological disorders, post traumatic stress disorder and schizophrenia
BERLIN, GEORGE	Adjunct Professor	Adjunct Professor	0	BA,MA,PhD	UCLA	Biology	medically important arthropods; mycobacterial infections
BRADBURY,BRIAN	Adjunct Assistant Professor	Director, Center for Observational Research, Amgen	0	BA, MA, DSc	UC SAN DIEGO	Epidemiology	anemia of chronic kidney disease, secondary hyperparathyroidism, longitudinal data analysis
BROWN,JOELLE	Adjunct Assistant Professor	UCSF	0	BA,MPH,PhD	UC BERKELEY	Epidemiology	Epidemiology methods
BULTERYS,MARC	Adjunct Professor	Director, CDC Global AIDS Program, China U.S. Centers for Disease Control	0	MD, MPH,PhD	UCLA	Epidemiology	HIV AIDS in South East Asia region. Also represents US on Global Fund to Fight AIDS, Tuberculosis and Malaria
CHAO,CHUN	Adjunct Assistant	Research Scientist,	0	BS,MS,PhD	UCLA		identification of risk and

	Professor	Southern California Permanente Medical Group, Research and Evaluation				Epidemiology	protective factors for cancer; identification of prognostic biomarkers for cancer disease progression;
COATES, THOMAS	Professor In-Residence	Joint Appt. Primary Dept: Infectious Diseases/Secondary: FSPH EPI	0	BA,MA, PhD	STANFORD U	Counseling Psychology	prevention of HIV-1 transmission and acquisition
COLEMAN, ANNE L	Professor In-Residence	Joint Appt. Primary Dept: Ophthalmology /	0	BA,MD,MS,PhD	UCLA	Doctor of Medicine (Ophthalmology)	ophthalmology and epidemiology
DONALDSON, ROSS IRELAND	Adjunct Assistant Professor	Joint Appt. Primary Dept: Emergency Medicine/Secondary: FSPH EPI	0	MS, MPH, MD	UCLA	Doctor of Medicine (Emergency Medicine)	Global health and emergency medicine
FRERICHS, RALPH R	Professor Emeritus	Professor Emeritus	0	BS,DVM,MPH, DrPH	TULANE U	Doctor of Veterinary Medicine	Epidemiologic approaches to the assessment of community health needs; formulation of health care policies
GOLDSTEIN, BIN H	Adjunct Assistant Professor	Epidemiologist, STD Program, Los Angeles County Department of Public Health	0	BA,MPH., DrPH	UCLA	Epidemiology	Cancer epidemiology/ cancer and infections.
GREENLAND, SANDER	Professor Emeritus	Professor Emeritus	.36	BA,MA,MS,Dr. PH	UCLA	Epidemiology	Methodological epidemiology
GREENWOOD, JA	Adjunct	Director,	0	BA,MS,MPH,P	UCLA		epidemiologic

MES	Professor	Corporate Environmental, Health and Safety, California Edison		hD		Microbiology	methodology; statistical methods for epidemiologic data
HARAWA, NINA	Adjunct Associate Professor	Assistant Professor, Charles Drew Medical School	.09	BS,MPH,Dphil	UCLA	Epidemiology	Health disparities
HARVEY,SYDNEY M	Adjunct Associate Professor	Adjunct Assistant Professor	0	BS,MS,Dphil	UCLA	Microbiology	HIV and STDs; racial/ethnic disparities in disease
HASHIBE,MIA	Adjunct Professor	Assistant Professor, University of Utah School of Medicine; Investigator, Huntsman Cancer Institute	0	BS,MPH,PhD	UCLA	Epidemiology	Molecular epidemiology, Cancer epidemiology
HSU,PAUL T	Adjunct Assistant Professor	Adjunct Assistant Professor	.65	BS,MPH,PhD	UCLA	Epidemiology	Epidemiologic/prevention methods for reducing intentional/unintentional injuries
KALANTAR-ZADEH,KAMYAR	Adjunct Professor	Professor UCI	0	MD, MPH,PhD	U OF BONN	Doctor of Medicine	Cardiovascular outcomes and survival analysis, Competing risks
KERNDT,PETER R	Adjunct Professor	Director, Sexually Transmitted Diseases Program, Los Angeles County	0	BS,MD,MPH	U OF IOWA	Doctor of Medicine	STDs and HIV/AIDS in the public health field

		Department of Public Health					
KIM-FARLEY,ROBERT	Professor in Residence	Director, Communicable Disease Control and Prevention, Los Angeles County Department of Public Health	0	BSEE,MPH,MD	UC SAN FRANCISCO	Doctor of Medicine	methods of control of communicable diseases; the application of methods of disease control for reduction
KLAUSNER,JEFF REY DAVID	Adjunct Professor	Joint Appt. Primary Dept: Clinical Professor, Infectious Diseases/Secondary Dept: FSPH EPI	0	AB,MD,MPH	HRVARD U	Doctor of Medicine	Global Health Infectious Diseases
KRAUS,JESS F	Professor Emeritus	Professor Emeritus	0	BA,MS,MPH,PhD	U OF MINNESOTA		
LEE,SUNG-JAE	Assistant Professor In-Residence	Joint Appt. Primary Dept: Psychiatry/Secondary Dept: FSPH EPI	0	BA,MPH,PhD	UCLA	Epidemiology	Family-focused HIV disclosure intervention in Thailand; international research relations with Ministry of Thailand. Global health.
LI,LI	Professor In-Residence	Joint Appt. Primary Dept: Psychiatry/Secondary Dept: FSPH EPI	0	BA,MS,PhD	VIRGINIA TECH	Sociology	Global health and health services; HIV prevention and treatment in developing countries
MALEK,MARK	Adjunct Assistant	Director of Infection	0	BS,MD,MPH	JOHNS HOPKINS		interventions to control the

	Professor	Control, Epidemiology and Employee Health at the L A County Sheriff's Dept. He is also a US-CDC EIS Officer				Doctor of Medicine	spread of communicable pathogens in the US correctional population,
MARTINEZ,OTON IEL M	Professor	Joint App. Primary Dept/Ob-GYN/Secondary Dept: FSPH EPI	0	BS,PhD	UCLA	Microbiology and Immunology	hematopoietic cancers; molecular epidemiology of AIDS-associated cancers; host resistance to HIV infection
OLSEN,JORN	Adjunct Professor	Professor and Head of the Danish Epidemiology Center, Aarhus University (Denmark)	0	MD,PhD	AARHUS	Doctor of Medicine	epidemiology; reproductive health and early origin of human diseases; drug safety in pregnancy; cancer epidemiology
RAO,JIAN YU	Professor	Joint appt. Primary Dept: Pathology/Secondary Dept: FSPH EPI	0	MD	SHANGHAI MEDICAL UNIVERSITY	Doctor of Medicine	individual risk assessment, early detection, and therapeutic monitoring of cancer
SAHL,JACK	Adjunct Associate Professor	Director, Environment & Resource Sustainability, Southern California Edison	0	MS,MPH,PhD	UCLA	Epidemiology	Sustainability
SCHERNHAMME	Adjunct	Associate	0	MD,MPH,MSc.,	HARVARD U		Cancer

R,EVA	Associate Professor	Professor of Epidemiology, Harvard School of Public Health		DrPH		Doctor of Medicine	epidemiology; circadian rhythms association to cancer and other chronic diseases. Breast cancer risk in shift workers.
SEEMAN,TERESA ELLEN	Professor	Joint Appt. Primary Dept: Medicine /Secondary Dept: FSPH EPI	0	BA,MPH,PhD	UC BERKELEY	Epidemiology	Social and psychological factors on health risks in aging
SIMON,PAUL A	Adjunct Professor	Director, Office of Health Assessment and Epidemiology, L A County Dept of Health Services, Public Health	0	BA,MD,MPH	U OF MICHIGAN	Doctor of Medicine	chronic disease and injury epidemiology, public health surveillance, population health assessment, child health
SMITH,LISA V	Adjunct Associate Professor	Epidemiologist, Rapid Assessment, Data Management and Evaluation, Epidemiology Unit, Office of Health Assessment and Epidemiology, Los Angeles; Collaborating Faculty, Urban Health		BS,MS,MPH, DrPH	UCLA	Epidemiology	Rapid surveys, data management, sexually transmitted infections

		Program, College of Health, Charles R. Drew University					
SORVILLO,FRAN K J	Professor In- Residence	Office of Health Assessment and Epidemiology, Los Angeles County Department of Public Health	0	BS,MPH,PhD	UCLA	Epidemiology	Data collection and analysis; health assessment
STRASSBURG,M ARC A.	Adjunct Professor	Chief, Web Informatics Division, Department of HealthServices ,  Los Angeles County. Training sessions for Ministry of Health in China	0	BA,MPH, DrPH	UCLA	Epidemiology	utilizing the Internet to provide health related information, resources and data
SWENDEMAN,DA LLAS T.	Assistant Professor In- Residence	Joint Appt. Primary Dept: Psychiatry/Sec ondary Dept: FSPH EPI	0	BA,MPH,PhD	UCLA	Public Health	Qualitative science; cross- sectional surveys and HIV/AIDS interventions. Community based intervention and working conditions among sex workers in Kolkata, India.

VISSCHER,BARBARA R	Professor Emeritus	Professor Emeritus	0	BA,MS,MD,DrPH	UCLA	Epidemiology	infectious disease epidemiology: AIDS, other sexually transmitted diseases; rubella, measles, slow and latent viruses
WONG,NATHAN D	Adjunct Professor	Primary appointment at UC Irvine	0	BA,MPH,PhD	YALE U	Epidemiology	cardiovascular risk factors, early detection and screening for CVD
WU,ZUNYOU	Adjunct Professor	Director, National Center for AIDS/STD Control and Prevention, China CDC	0	MD,MS,MPH,PhD	UCLA	Epidemiology	Intervention policies and strategies to reduce HIV/AIDS incidence and mortality
<b>HEALTH POLICY &amp; MGMT</b>							
ABEL,EMILY	Professor Emeritus	Professor Emeritus	0		U OF LONDON		Health Services & Women's Studies
AHLUWALIA,SANGEETA	Adjunct Assistant Professor	Research Health Scientist at VA Center and Adjunct Research Staff at RAND	0	BA,MPH,MA,PhD	UC BERKELEY	Health Policy	Improving palliative and end of life care
ALKON,ELLEN	Non-Senate Academic Emeritus	Professor Emeritus	0	BA,MD,MPH	U OF CHICAGO	Doctor of Medicine (Pediatrics)	Various positions at Los Angeles County of Public Health. Public Health Education
ANDERSEN,RONALD M	Professor Emeritus	Professor Emeritus	.10	BS,MS,PhD	PURDUE U		Access to Medical Care, Behavioral

							Model of Health Services Use
ARONBERG, SANDRA	Adjunct Assistant Professor	Blue Shield of CA, Consultant in Environmental and Occupational Health	0	MD,MPH	U GEORGETOWN	Doctor of Medicine	Occupational health and toxicology
ATCHISON,KATHRYN	Vice Provost; Professor	Joint appt. Primary Academic: School of Dentistry/Secondary Academic: FSPH HPM	0	DDS, MPH	MARQUETTE U	Doctor of Dental Surgery	Outcomes Assessment, Quality-of-Care Issues
BERMAN,BARBARA A	Professor Emeritus	HPM	.43	BA,MA,PhD	U OF MICHIGAN ANN ARBOR	Sociology	
BROOK,ROBERT H	Professor	Joint Appt: Primary Dept: Medicine/Secondary FSPH HPM	0	BS,MD	JOHNS HOPKINS U	Doctor of Medicine	Robert Wood Johnson Clinical Scholars Program; Outcomes Research. Study of computerized prescription systems.
CHUNG,PAUL J.	Associate Professor	Joint Appt. Primary Dept: Pediatrics/ Secondary Dept: FSPH HPM	0	BA,MD,PhD	HARVARD U	Doctor of Medicine	Teaches clinical students; risk prevention and health promotion in childhood and adolescence research. Advertising of alcohol and tobacco to minors.
CUNNINGHAM,WI	Professor	Joint Appt.	0	BA,MD,PhD	UC SAN		Measure of

LLIAM E		Primary Dept: Medicine/Seco ndary: FSPH HPM			FRANCISCO	Doctor of Medicine	medical care accessibility. Outcomes research
DAVIDSON, BRUCE	Adjunct Assist Professor	Resource and Outcomes Management @ Cedars- Sinai Health System	0	BS,MS,PhD	UCLA	Health Services Research and Health Policy Analysis	Patient care quality and efficiency
DAVIDSON,PAME LA LEE	Adjunct Associate Professor	Joint Appt: Primary Dept: School of Nursing/Seco ndary Dept: HPM	0	BS,MS,PhD	UCLA	Health Sciences	Health disparities
DOBALIAN, ARAM	Adjunct Associate Professor	VA Greater Los Angeles Healthcare System – Sepulveda Ambulatory Care Center & Nursing Home	0	BS,JD,MPH,Ph D	UCLA	Health Sciences Research	Public health emergency preparedness
ESCARCE,JOSE J	Professor -	Joint Appt: Primary Dept: Medicine/Seco ndary Dept: FSPH HPM	0	MD, PhD	U OF PENNSYLVANIA	Doctor of Medicine	Physician behavior in health care quality and equity
ETTNER,SUSAN LOUISE	Professor -	Joint Appt. Primary Dept: Medicine/Seco ndary Dept: FSPH HPM	0	PhD	MASSACHUSET TS INST OF TECHNOLOGY	Economics	Economic theory and methodology applied to healthcare issues such as how patients and providers respond to economic

							initiatives
FIELDING, JONATHAN E	Professor	Director, Los Angeles County Department of Public Health  Joint Appt. Primary Dept/Pediatrics / Secondary Dept: FSPH HPM	0	BA, MPH, MBA, MD	HARVARD U	Doctor of Medicine	Disease prevention and health promotion
FU, PAUL CHUNG	Adjunct Professor – Academic Year	Joint Appt. Primary Dept: Pediatrics/Secondary Dept: FSPH HPM	0	MD, MPH	BOSTON U	Doctor of Medicine	UCLA Clinical and Translational Science Institute biomedical informatics and health information technology.
GELBERG, LILLIAN	Professor – Academic Year	Joint Appt. Primary Dept: Medicine/Secondary: FSPH HPM	0	MD	HARVARD U	Doctor of Medicine	Healthcare access and quality for homeless and vulnerable populations
GOLDMAN, DANA P	Adjunct Professor – Academic Year	USC Medicine and Public Policy	0	PhD	STANFORD U	Economics	Innovations in health technology; disparities outcomes
HAYES-BAUTISTA, DAVID E	Professor – Academic Year	Joint Appt. Primary Dept: Medicine/Secondary Dept: FSPH HPM	0	PhD	UC SAN FRANCISCO	Medical Sociology	Latino health
HAYS, RONALD D	Professor – Academic Year	Joint Appt. Primary Dept:	0	BA, MA, PhD	UC RIVERSIDE		Health-related research from a

		Medicine/Secondary Dept: FSPH HPM				Psychology	social psychology perspective/ health-related quality of life
HODGE,FELICIAS	Professor – Academic Year	Joint Appt. Primary Dept: School of Nursing/Secondary FSPH HPM	0	MPH,DrPH	UC BERKELEY	Public Health	Chronic health conditions, health beliefs among American Indian populations and indigenous populations of the Americas, Norway and New Zealand. Reducing symptom barriers among American Indians, cultural constructs of depression, fatigue and pain
JOYCE, GEOFFREY	Adjunct Associate Professor	RAND	0	BA,MPP,PhD	CITY U OF NEW YORK	Economics	Economics
KAPLAN,ROBERT M.	Professor Emeritus		0	PhD	UC RIVERSIDE	Psychology	
KO,CLIFFORD Y	Professor – Academic Year	Joint Appt. Primary Dept:Surgery/Secondary FSPH HPM	MD		U OF CHICAGO	Doctor of Medicine (Surgery)	Clinical research and director of UCLA Center for Surgical Outcomes; outcomes research to improve quality of care
KUO,ALICE ANN	Associate	Joint Appt:	0	BA,MD,MEd,P	UCLA		Clinical

	Adjunct Professor – Academic Year	Primary Dept Pediatrics/Secondary Dept FSPH HPM		hD		Doctor of Medicine	Associate Professor, oversees Community Health and Advocacy training; Primary Care Medicine Residency; grant support for minority students to pursue health professions. Behavioral research in children
LEGORRETA, AN TONIO P	Adjunct Professor – Academic Year	CEO and Founder of Health Benchmarks,	0	BS,MD,MPH	YALE U	Doctor of Medicine	Health outcomes, health system improvements, pharmaceutical effectiveness and clinical trial registries
LITWIN, MARK S	Professor – Academic Year	Joint Appt. Primary Dept: Urology/Secondary Dept: FSPH HPM	0	BA,MD,MPH	EMORY U	Doctor of Medicine	Health outcomes research in urology
LUCK, JEFFREY	Adjunct Associate Professor	Oregon State University	0	BA, MBA, PhD	RAND GRADUATE SCHOOL	Public Policy Analysis	Quality measurements; informatics; health management implementation
LYDER, COURTNEY H	Professor – Academic Year	Joint Appt. Primary Dept: School of Nursing (Dean)/Second	0	BA, BS, MS, ND	RUSH U	Doctor of Nursing	Care and prevention of pressure ulcers; malnutrition of elderly; quality of

		ary Appt: FSPH HPM					care
MANGIONE,CAROL M	Professor – Academic Year	Joint Appt. Primary Dept: Medicine/Seco ndary: FSPH HPM	0	BS,MD,MSPH	UC SAN FRANCISCO	Doctor of Medicine	Outcomes of diabetic care,especially for elderly and minority populations
MAYS,VICKIE M	Professor – Academic Year	Joint Appt. Primary Dept: Psychology/ Secondary Dept: FSPH HPM	0	BA,MA,PhD,M SPH	U OF MASSACHUSET TS	Clinical Psychology	Health disparities in minority populations
MIRANDA,JEANNE	Professor of _____ In Residence Academic Year –	Joint Appt Primary Dept: Psychiatry/Sec ondary Dept: FSPH HPM	0	BS, MS, PhD	U OF KANSAS		Improving quality of mental health care for poor and minority populations
NORDYKE,ROBERT J	Assistant Adjunct Professor – Academic Year	Director, Global Health Economics, AMGEN		BA,MS,PhD	RAND GRADUATE SCHOOL	Health Policy Analysis	Population based screening tools
PELLICCIONI,LO RIS		Practicing Attorney; former Assistant US Attorney	0	BS,JD,MPH,, DrPH	UCLA	Juris Doctor	Research for federal government on fraud and compliance in Medicare
PRISELAC,THOMAS M	Adjunct Professor – Academic Year	President and CEO of Cedars-Sinai Medical Center	0	BA, MPH	U OF PITTSBURGH	Health Services Planning & Administration	Organizational leadership for health professionals;
RUBENSTEIN,LISA V	Professor of _____ In Residence Academic Year	VA GLAHS – Sepulveda	0	BA,MD,MSPH	ALBERT EINSTEIN C OF MEDICINE	Doctor of Medicine	Improving care for depression in primary care
SCHIFF,ANTHONY H	Adjunct Professor –	Private practice attorney	0	BS,JD,MPH	SOUTHWESTE RN U		Co-Founded the Health Law

	Academic Year					Juris Doctor	Section of the Los Angeles County Bar Association
SHAPIRO,MARTIN F	Professor – Academic Year	Joint Appt. Primary Dept: Medicine/Secondary FSPH HPM	0	MD,PhD	UCLA	Doctor of Medicine	Health improvement of minority elderly; adherence, virologic and clinical outcomes; health disparities
SINAIKO, RICHARD	Adjunct Associate Professor	Management Consultant	0	BS,MPH	UCLA	Health Services Administration	Healthcare management systems
SPIEGEL,BRENNAN MASON ROSS	Associate Professor in Residence – Academic Year	Joint Appt. Primary Dept: Medicine/Secondary: FSPH HPM	0	BA, MD	NEW YORK MEDICAL COLLEGE	Doctor of Medicine	Health economics, quality of life and quality of care in gastroenterology
TOMINES,ALAN JOSEPH	Assistant Adjunct Professor – Academic Year	Director of Clinical and Public Health Informatics of LA County Department of Public Health  Joint Appt. Primary Dept: Pediatrics/Secondary Dept: FSPH HPM	0	BS,MD	STATE U OF NEW YORK AT STONY BROOK MAIN	Doctor of Medicine	Public health informatics, teaches residents in general and emergency pediatrics
TORRENS,PAUL R	Professor Emeritus		.43	MPH,MD	GEORGETOWN U	Doctor of Medicine	Healthcare leadership; managerial processes; health services organizations
WASHINGTON,A.	Professor –	Joint Appt.	0	BS,MPH,MD,M	UC SAN		Public health

EUGENE	Academic Year	Primary: Dean of the David Geffen School of Medicine; Vice Chancellor of Health Sciences. Academic Dept: Ob-GYN./Secondary Dept; FSPH HPM		Sc	FRANCISCO	Doctor of Medicine	and public policy, including health services research and disparities in healthcare outcomes among disadvantaged populations.
WELLS,KENNETH B	Professor of _____ In Residence Academic Year	Joint Appt. Primary Dept: Psychiatry/Secondary: FSPH HPM	0	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.
YANO,ELIZABETH M	Adjunct Professor – Academic Year	VA of Greater Los Angeles Healthcare System	0	BS,MPH,PhD	UCLA	Epidemiology	Needs and impact of women's health care. Organizational determinants of disparities

<sup>1</sup>Based on CEPH template 4.1.2