

Student Handbook

UC Davis Master of Public Health

Degree Program

2013-2014 Academic Year



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UCDAVIS
SCHOOL OF MEDICINE

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Welcome to the UC Davis Master of Public Health Program.

I congratulate you on joining a new generation of health professionals focused on improving the lives of the many through the practice of public health.

The UC Davis Master of Public Health Program aims to help meet state and national need for public health professionals. UC Davis is blessed with many unique resources—collectively known as “The UC Davis Advantage”—that contribute to a high-quality MPH program. The campus has a national and world reputation in many areas of public health, including epidemiology, biostatistics, infectious diseases, and informatics. Our location near the state capital and the headquarters of the California Department of Public Health (CDPH) has facilitated long-standing collaboration in research and teaching that now culminate in the establishment of the UCD MPH Program.

We look forward to an exciting educational experience in this and the coming years.

A handwritten signature in black ink that reads "SA McCurdy MD MPH". The signature is written in a cursive, slightly slanted style.

Stephen A. McCurdy, MD, MPH
Professor and Director, UC Davis MPH Program

Program History and Overview

Public health has developed over the last 150 years as scientific knowledge about disease and its control grew, and the need developed to bring this knowledge to the public. In 1866, the New York City Health Department became the first public health agency in the U.S., with others following by 1900. The focus of these public agencies and services expanded from sanitation to laboratory research, epidemiology, individual health care, and health promotion. With the Johnson Administration's War on Poverty, community health centers (CHCs) were established to provide primary health care services to community populations, especially the "medically underserved." Since then, public health has fulfilled the role of improving health and life expectancy for many different populations, with the focus being on population-based research and strategies.

UC Davis has long been a leader in public health research and outreach. In the last several years it has become clear that the need for well-trained public health professionals was not being met by California's existing Master of Public Health programs. UC Davis therefore decided to capitalize on its strengths in public health (concentrated although not exclusively situated in the UCD School of Medicine and the UCD School of Veterinary Medicine) and its location near the state capital.

The UCD MPH Program admitted its first class in the Summer of 2002. We received full accreditation from the Council on Education for Public Health in 2005 and seven-year re-accreditation in 2010. Our program—jointly sponsored by the UCD School of Medicine (through the Department of Public Health Sciences) and the UCD School of Veterinary Medicine—offers a strategic vision of future societal health needs and the training of professionals to achieve that vision. The program reflects the "UC Davis Advantage," drawing upon the disciplines of the many outstanding programs of the University, in particular the Graduate Group in Epidemiology; the Graduate Group in Nutrition; the Center for Health Services Research; the Schools of Nursing, Law, Management, and Education; and the Master of Preventive Veterinary Medicine Program in the School of Veterinary Medicine. Finally, a major strength of the program lies in its collaboration with the California Department of Public Health (CDPH). CDPH personnel are involved at all levels, including planning, teaching, and development of field placements. This collaboration, together with campus resources, makes the UC Davis Master of Public Health Program unique.

Our curriculum provides the academic underpinnings for a professional career in public health. A required core of course work in epidemiology, biostatistics, environmental and occupational health, health services and administration, and social and behavioral sciences allows the student to develop the necessary fundamental knowledge base. Finally, students attend a seminar series addressing a wide range of topics relevant to public health and complete a practicum project. The practicum project allows the student to apply public health knowledge and principles learned in the classroom in a real-world setting. Successful completion of the curriculum leads to the MPH degree and opens the door to a career in public health.

Program Mission

The UCD MPH Program has as its core mission the education of future leaders in public health. In so doing we serve the needs of our main constituents: public health practitioners wishing to develop further professional skills, public health agencies in need of trained public health practitioners, and the community at-large, which benefits from having a well trained professional public health work force.

UCD MPH Program Mission:

“Our mission is to develop the public health leaders of the future by providing a high-quality Masters degree curriculum in partnership with the public health community. We accomplish this through the collaborative efforts of the UC Davis community, including the Schools of Medicine, Veterinary Medicine, Management, Law, Education, and Nursing and the Colleges of Agricultural and Environmental Sciences, Biological Sciences, Engineering, and Letters & Science. These collaborations offer students content expertise in general public health and health disparities, agricultural and rural health, nutrition, reproductive and women’s health, chronic diseases, epidemiologic and biostatistical methodology, informatics, infectious and zoonotic diseases, health economics, health-care quality and outcomes, and others.

We promote a practical public health focus through our historically strong partnership with the public health community, including the California Department of Public Health, local county health departments, and non-profit agencies. These partnerships comprise teaching, student mentorship and field placements, research, service, direction, and support for the UC Davis MPH Program.”

The unique strengths UC Davis brings to this task are manifold. Among the most important is our proximity to and historical partnership with the CDPH. The CDPH is the largest state health department in the nation. Its talent bench is deep and broad, with cutting-edge programs in tobacco control, chronic disease, nutrition, maternal and child health, infectious diseases, and other areas of public health.

The UCD School of Medicine’s Department of Public Health Sciences, the administrative home of the UCD MPH program, has a long history of fruitful collaboration with the CDPH. Indeed, one of the past department chairs was previously the Director of the CDPH (then known as the California Department of Health Services). CDPH personnel have played a key role in the development of the UCD MPH Program, including planning, teaching of courses, preceptoring MPH students for Practice Placements, and financial support. Among state health departments, CDPH holds a preeminent leadership position, and the UCD MPH program is uniquely situated to capitalize on the educational and research benefits that accrue.

UCD is one of the few institutions that is home to both a medical and veterinary medicine school. The UCD MPH program is unique in that it is jointly sponsored by the School of Medicine and School of Veterinary Medicine. This partnership is a major strength when addressing human health issues related to nutrition, zoonotic infectious diseases, and bioterrorism. UCD also hosts a number of academic units focusing on important problems in public health. These include the Western Center for Agricultural Safety and Health; Graduate Groups in Epidemiology, Nutrition, Pharmacotoxicology, and others; the Center for Occupational and Environmental Health; the Center for Advanced Studies in Nutrition and Social Marketing; the Cancer Research Program; the Violence Prevention Research Program; and the Center for Health Services Research in Primary Care. Others include the MIND Institute, focusing on childhood neurological development, and the Genome Center. The campus’s many strengths attract a dynamic faculty and high-caliber students, contributing importantly to UCD’s academic vigor.

Program Goals and Objectives

The programmatic goals for the UCD MPH program flow naturally from the Mission Statement cited above. The major goals lie in the areas of instruction, research, and service. Each of the goals is supported by specific objectives describing how the program intends to realize its goals, and thereby carry out its mission.

Instructional Goals:

1. Educate MPH students in the core public health content areas necessary for a career and leadership in public health.
2. Provide practicum placements with the public health community to integrate theory and practice for locally relevant public health problems.
3. Promote partnership with School of Medicine, School of Veterinary Medicine, other campus faculty, and the public health community in development and delivery of program curriculum.

Instructional Objectives:

- 1a. Require satisfactory completion of identified coursework in the five core areas of public health: epidemiology, biostatistics, health services administration, environmental & occupational health, and social & behavioral sciences.
- 1b. Require participation in the SPH 290: Topics in Public Health Seminar featuring leading professionals and issues in public health and addressing cross-cutting competencies (communication and informatics, diversity and culture, leadership, public health biology, professionalism, program planning, and systems thinking).
- 1c. Require satisfactory completion of at least six units of Added-Competence Selectives.
2. Require satisfactory completion of a public health practicum.
3. Include faculty from the School of Medicine, School of Veterinary Medicine, and the California Department of Public Health on the MPH Curriculum Committee and as co-faculty for selected courses.

Research Goal:

1. Maintain and support a program of research addressing public health.

Research Objective:

1. Promote a productive public health research agenda among the faculty that is reflective of community needs and faculty interest and offers opportunities for student involvement.

Service Goal:

1. Establish linkages with and provide leadership for public health and community organizations through membership, practicum placements, research, and continuing medical education activities.

Service Objectives:

- 1a. Encourage membership in professional and community organizations relevant to public health at the local, state, and national level.

- 1b. Encourage faculty leadership in professional and community organizations relevant to public health at the local, state, and national level.

- 1c. Collaborate with our community partners by providing consultation to our partners through the practicum experience (SPH 297), which includes faculty mentorship.

- 1d. Provide continuing education with and for the local medical and public health community.

Learning Objectives and Public Health Competencies

Each required course in the UCD MPH Program has detailed learning objectives. These learning objectives are guided by public health core competencies selected from a comprehensive list of competencies from the Association of Schools of Public Health (ASPH) Core Competencies Project (<http://www.asph.org/>)

ASPH developed the core competencies over a years-long process involving numerous individuals and organizations in public health. In keeping with our mission to educate today the public health professionals of tomorrow, we believe that these consensus competencies should form the basis of the learning objectives for our program. Students master these objectives in the course of class work and the Practice Placement (SPH 297).

The UCD MPH Program has selected 14 competencies as the foundation of our instructional program. The table below lists each competency and the corresponding courses and means of evaluating students' skill levels.

UC Davis Master of Public Health Core Competencies		
Competency	Setting	Method of evaluation
1. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.	MPM 402/403: Biostatistics SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
2. Apply common statistical methods for inference.	MPM 402/403: Biostatistics SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
3. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	MPM 402/403: Biostatistics SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
4. Discuss the strengths and limitations of the main epidemiologic study designs and their utility for public health.	EPI 205A: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports

**UC Davis
Master of Public Health Core Competencies**

Competency	Setting	Method of evaluation
5. Apply the basic terminology and definitions of epidemiology.	EPI 205A: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
6. Calculate basic epidemiology measures.	EPI 205A: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
7. Draw appropriate inferences from epidemiologic data.	EPI 205A: Principles of Epidemiology SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
8. Describe how the tools of toxicology, epidemiology, risk assessment, risk management, and risk communication are useful in understanding environmental health problems, and the strengths and limitations of each.	SPH 262: Envir Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
9. Describe the human health effects of a few environmental and occupational agents and know how to obtain information on additional agents.	SPH 262: Environ Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
10. Describe techniques for preventing and controlling environmental hazards and regulatory approaches that may govern environmental hazards.	SPH 262: Environ Health Sciences SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
11. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.	SPH 273: Health Svc & Admin SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
12. Describe the legal and ethical bases for public health and health services.	SPH 273: Health Svc & Admin SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
13. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.	SPH 222: Soc & Behav Sci SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
14. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.	SPH 222: Soc & Behav Sci SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* SPH 201: Intro to Public Health*	Graded course work Participation Oral and written reports
* Competencies addressed in SPH 290: Topics in Public Health, SPH 297: Public Health Practicum, and SPH 201: Intro to Public Health will not necessarily include every competency.		

Competency in the Generalist Specialty Area		
Competency	Setting	Method of evaluation
1. Use information technology to access, evaluate, and interpret public health data.	SPH 210: Public Health Informatics SPH 290: Topics in Public Health* SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
2. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.	SPH 290: Topics in Public Health* SPH 297: Public Health Practicum* (SPH 297 includes workshops in composition and media training)	Participation Oral and written reports

Competency in Epidemiology Specialty Area		
Competency	Setting	Method of evaluation
1. Ability to evaluate the epidemiologic literature critically with regard to design, potential biases, assessment of adequacy of analytic approach, and interpretation of results given limitations	EPI206: Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
2. Ability to assess confounding and effect modification in epidemiologic studies	EPI206: Epidemiologic Study Design EPI205B: Integration of Basic Epidemiologic Principles EPI207: Advanced Concepts in Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
3. Ability to suggest appropriate analytic approaches for epidemiologic studies and communicate with biostatisticians about them	EPI206: Epidemiologic Study Design EPI205B: Integration of Basic Epidemiologic Principles EPI207: Advanced Concepts in Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
4. Ability to recognize potential biases when designing studies and to suggest approaches to avoid them	EPI206: Epidemiologic Study Design SPH 297: Public Health Practicum*	Graded course work Participation Oral and written reports
5. Ability to design data collection instruments appropriate to epidemiologic research questions	EPI206: Epidemiologic Study Design SPH 297: Public Health Practicum* Other selectives and electives	Graded course work Participation Oral and written reports
6. Ability to implement data collection and quality control measures in epidemiologic studies	SPH 297: Public Health Practicum* SPH 299 research elective	Graded course work Participation Oral and written reports

Public Health Values Animating the UCD MPH Program

The UCD MPH Program commits itself to public health values, concepts, and ethics underlying our mission to “educate today the public health leaders of tomorrow.” Chief among these values are:

- **Health:** The paramount public health value is health itself. Good health is, if not an absolute prerequisite, an important basis for a happy and productive life. Public health practitioners have responsibility to promote conditions conducive to good health in the population.
- **Community:** The community is the fundamental unit in which public health is practiced. Interventions designed to improve health, while ultimately affecting individuals, are nevertheless focused on populations and communities. Public health practitioners must also be a part of the communities for which they care.
- **Respect for individuals:** While focusing on the community as a whole, conflicts may arise in which the freedom of individuals is affected. Public health practitioners must carefully consider the dignity of individuals and work with communities in a manner to minimize deleterious effects for individuals.
- **Professionalism:** Public health practitioners must maintain high standards for their work. This applies to those engaged in education, research, and practical application. It includes the necessity of remaining apprised of important developments in the field and abiding by generally recognized ethical standards in the conduct and publication of research. The effectiveness of the public health workforce is closely associated with its public standing and reputation. Failure to maintain high professional standards of quality, honesty, and compassion will inevitably lead to decreased effectiveness and unnecessary harm to the public’s health.

Professionalism in the student context is similar to that expected of practicing professionals. Specifically, this entails being on time for classes and meetings and in handing in assignments, reliability, high standards for work product, and civility. This is especially important for the practicum assignment, where it is also expected that the student will establish and maintain a mutually agreed-upon schedule with the preceptor. Where unforeseen changes in this schedule are required, they will be communicated expeditiously and new arrangements made. It is also imperative that the student adopt a professional manner and dress for the practicum. Immodest clothing or unusual body jewelry or personal grooming that does not fit into the culture and norms for the practicum site are inappropriate. Because our MPH program will be judged by the practicing public health community based on their experience with our students, failure to follow these standards of professionalism may lead to disciplinary action, including dismissal from the program.

Principles of Community

The UCD MPH Program is an integral part of the University of California, Davis campus and subscribes to the campus-wide Principles of Community (<http://principles.ucdavis.edu/>), cited below.

"The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring."

Where students believe they have not been treated according to these principles, several levels of redress are available. First and foremost, in most cases, will be an attempt by the student to address complaints or problems with the person the student believes is acting unfairly. Should this not be feasible or satisfactory, the student may discuss the situation with the Program Director. If this does not lead to satisfactory resolution, the student may turn to Dean for Student Affairs within the School of Medicine. Further avenues are available through the School of Medicine and the general campus depending on the situation.

Expectations of Professional Conduct

The UCD MPH program is a part of the general UCD campus. Accordingly, expectations of professional conduct are campus-wide and apply to all MPH students. These expectations are shown below; updates may be available at <http://sja.ucdavis.edu/scs.html>.

All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.

Examples of academic misconduct include:

- receiving or providing unauthorized assistance on examinations and homework meant to be completed individually
- using unauthorized materials during an examination or homework meant to be completed individually
- plagiarism - using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or reference
- using false excuses to obtain extensions of time

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves.

Students are expected to:

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, *even if paraphrased in your own words*, you must cite your source. When using the source's own words, you must put those words in quotes in addition to citing the source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Questions of student misconduct will be addressed initially with the Program Director. Should this not lead to satisfactory resolution, the matter will be referred to the School of Medicine and/or general campus administration, as appropriate. In all cases the policies and procedures set forth by the campus (<http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html>) will be followed.

Master of Public Health Degree Requirements

Satisfactory completion of 56 units as described below.

- a. Core required courses (40 units; see Curriculum below)
- b. Generalist Specialty Area—Elective Courses: 10 units, Added-Competence Electives: >6 units
- c. Epidemiology Specialty Area—Elective Courses: 5 units, Added-Competence Electives:>11 units
- d. Elective courses, (10 units)
- e. Grade of at least a B-minus (2.7) grade in each core course AND a GPA of at least 3.0 for all core courses combined AND a GPA of at least 3.0 for all courses combined that are applied to the MPH degree.
- f. Completion of the capstone experience/practicum (see requirements below)

Table 1: MPH Curriculum				
Discipline	Course	Instructor	Quarter	Units
Core Courses (40 units)				
Biostatistics	MPM 402: Medical Statistics I	Dr. Farver	Summer	5
	MPM 403: Medical Statistics II	Dr. Farver	Fall	3
Epidemiology	EPI 205A/MPM 405: Principles of Epidemiology	Dr. Gold & Staff	Fall	4
Environmental Health Science	SPH 262: Principles of Environmental Health Science	Dr. Bennett	Fall	3
Health Services Administration	SPH 273: Health Services Administration	Dr. Leigh	Winter	3
Social and Behavioral Sciences	SPH 222: Social and Behavioral Aspects of Public Health	Dr. De Vogli	Winter	3
Informatics	SPH 210: Introduction to Public Health Informatics	Dr. Hogarth & Staff	Summer	2
General Public Health	SPH 290: Seminar in Public Health	Dr. McCurdy and Staff	Summer, Fall, Winter, Spring	1/qtr, 4 total
	SPH 297: Public Health Practicum	Dr. McCurdy and Staff	Winter, Spring, Summer	10
	SPH 201: Introduction to Public Health	Dr. Garcia	Summer II	3

Table 2: Added-Competence Electives^{1,2} for Generalist Specialty Area (≥6 units) – taken in year 1 and/or year 2

Added-Competence Electives ^{1,2} for Generalist Specialty Area (for generalist specialty; at least 6 units)	Course Name and Number	Instructor	Quarter	Units
<p>**Please note: for any SPH/EPI 298 courses, you will have to pay special attention to the course title. There are many different course titles that can be assigned to “298” courses. Only the actual specified course title will count as the selective course.</p>	CRD 152: Community Development	Hirtz	Fall	4
	CRD 240: Community Development Theory	Hirtz	Fall	4
	ECN 132: Health Economics	C. Cameron	Fall, Winter	4
	ETX 131: Environmental Toxicology of Air Pollutants	Kado	Fall	3
	HIS 109B: Environmental History of Disease and Public Health	Davis	Fall	4
	MPM 410: Animal Health Policy and Risk Communication	Mazet	Fall	1
	NPB 132. Nature vs. Nurture: Physiological Interactions Among Genes, Nutrients and Health	Phinney, Warden	Fall	3
	NRS 201: Health Status and Care Systems	Staff	Fall	4
	PMI 214: Vector-borne Infectious Diseases: Changing Patterns	Lanzaro, Reisen	Fall	2
	SOC 154: Sociology of Health Care	D. Halfmann	Fall, Spring	4
	VME 427: Introduction to Food Animal Herd Health Medicine	B. McNabb	Fall	1.9
	CRD 160: Research Design and Method in Community Studies	R. Pence	Winter	4
	ECL 298: Introduction to R <i>Note: Although “R” may be helpful, please also consider taking a “SAS” course. Many employers are more interested in candidates who have experience with SAS.</i>	Steel	Winter	2
	EPI 204A: Foundation of Statistical Methods	H. Bang	Winter	4
	EPI 205B: Integration of Basic Epidemiologic Principles	I. Hertz-Picciotto	Winter	2
	EPI 206/MPM 406: Epidemiologic Study Design	Staff	Winter	3
	EPI 298**: SAS	Q. Li	Winter	3
	FAP: 195: Healthcare to Underserved Populations	T. Nesbitt	Winter, Spring	1
	NRS 203: Leadership in Healthcare	Staff	Winter	4
	PHR 202: Sampling in Health-Related Research	T. Farver	Winter	3
SPH 275: Seminar in Health Policy and Economics	B.K. Yoo	Winter	1	

Table 2: Added-Competence Electives^{1,2} for Generalist Specialty Area (≥6 units) – taken in year 1 and/or year

	VME 201: Emerging Issues at the Interface of Ecosystem, Animal and Human Health	Johnson	Winter	3
	CRD 246: The Political Economy of Transnational Migration	Guarnizo	Spring	4
	EPI 220: Problems in Epidemiologic Study Design	E. Gold	Spring	4
	EPI 298** : Readings in Public Health Epidemiology	I.Hertz-Picciotto	Spring	2
	MPM 404: Medical Statistics (by instructor approval)	T. Farver	Spring	4
	SPH 203: Learning and Teaching in Public Health Contexts	D. Cassady, L. Ziegahn	Spring	2
	SPH 212: Migration and Health	M. Schenker	Spring	3
	SPH 266: Applied Analytic Epidemiology	P. Kass	Spring	3
	SPH 274: Economic Evaluation in Health Care	B.K. Yoo	Spring	3
	SPH 295: International Health	M. Koga	Spring	2
	SPH 298** : The Environment: Epidemiology and Policy (also known as: Health Policy Related to Environmental Epidemiology)	E. Gold, F. Kaufman	Spring	1
	Select courses focusing on social and political features of minorities			Variable
Electives				10
TOTAL				56

1: Added-Competence Electives are a group of courses that provide added competence in one of the five core disciplines or seven cross-cutting areas of public health.

2: The above list contains recommended Added-Competence Electives. The MPH program will update and revise the list as needed and make it available to students. Any updates need to be approved by the MPH Curriculum Committee.

Table 3: Added-Competence Electives for Epidemiology Specialty Area^{1,2} (≥11 units) – taken in year 1 and/or year 2

Added-Competence Electives for Epidemiology Specialty Track ^{1,2}	Course name and number	Instructor	Quarter	Units
(at least 11 units of courses from this list) *Required courses for specialty track. **Please note: for any SPH/EPI 298 courses, you will have to pay special attention to the course title. There are many different course titles that can be assigned to “298” courses. Only the actual specified course title will count as the selective course.	MHI 209: Data Acquisition and Analysis	Malyj	Fall	4
	PMI 214: Vector-borne Infectious Diseases: Changing Patterns	Lanzaro, Reisen	Fall	2
	SPH 255: Human Reproductive Epidemiology	Hertz-Picciotto	Fall	3
	ECL 298: Introduction to R <i>Note: Although “R” may be helpful, please also consider taking a “SAS” course. Many employers are more interested in candidates who have experience with SAS.</i>	Steel	Winter	2
	EPI 204A: Foundation of Statistical Methods	H. Bang	Winter	4
	EPI 205B: Integration of Basic Epidemiologic Principles*	Hertz-Picciotto	Winter	2
	EPI 206/MPM 406: Epidemiologic Study Design*	Gold	Winter	3
	EPI 240: Injury Epidemiology	Romano	Winter	3
	EPI 251: Environmental Epidemiology	Schenker	Winter	3
	EPI 272: Cancer Epidemiology	Cress	Winter	2
	PHR 202: Sampling in Health-Related Research	Farver	Winter, Spring	3
	PHR 212: Epidemiology of Zoonoses	Chomel	Winter	4
	EPI 207: Advanced Concepts in Epidemiologic Study Design*	Kass	Spring	4
	EPI 220: Problems in Epidemiologic Study Design	Gold	Spring	4
	EPI 298** : Readings in Public Health Epidemiology	I.Hertz-Picciotto	Spring	2
	SPH 211: Infectious Disease and Global Health *	DeReimer, Sandrock	Spring	3
	SPH 212: Migration and Health	Schenker	Spring	3
	SPH 266: Applied Analytic Epidemiology	Kass	Spring	3
Other epidemiology course approved by student’s UCD faculty advisor and MPH Program Director			2-4	
A course in SAS or other statistical analysis program, such as Stata or BMDP.			Variable	
Electives				10
TOTAL				56

1: Added-Competence Electives are a group of courses that provide added competence in one of the five core disciplines or seven cross-cutting areas of public health.

2: The above list contains recommended Added-Competence Electives. The MPH program will update and revise the list as needed and make it available to students. Any updates need to be approved by the MPH Curriculum Committee.

*Required courses for the EPI Specialty area

Summary of UCD MPH Specialty Areas and unit requirements:

Specialty Area	Core Units	Added-Competence Electives	Electives	Total units
Generalist	40 (Table 1)	≥6 (Table 2)	Variable ¹	56
Epidemiology	40 (Table 1)	≥11 (Table 3)	Variable ¹	56

The number of elective units required is the number necessary to bring the total number of units up to the 56 quarter units required for the MPH degree. For example, students taking the minimum number of Added-Competence Electives for the Generalist Specialty Area (i.e., 6 units) will need to take at least 10 units of electives. Students taking more than the minimum number of Added-Competence Electives will need to take correspondingly fewer elective units, such that the total quarter units sums to 56.

* Students are encouraged to begin their practicum placement early, and accordingly may receive credit toward the required 10 total units in earlier quarters. We strongly encourage students to plan practicum work into the Summer Quarter, thereby leaving room for electives and a more longitudinal practicum experience.

For course availability, please see the most recent University General Catalog and official course listings. Students may choose appropriate electives in consultation with their advisor. Check the MPH website for the most current information on electives (<http://mph.ucdavis.edu/documents/MPHOverallElectives.pdf>). The MPH listing of suggested electives is not meant to be fully inclusive or exclusive. Your fellow students, including those in other programs (such as the Epidemiology Graduate Group), are excellent sources of information on potential electives.

Capstone Experience

The capstone experience comprises the practicum experience. Practicum students work in a public health setting, e.g., state or local county health department, non-profit entity, completing a project of their choosing involving synthesis and application of public health principles. The practicum project involves 300 hours of effort. It includes supervision and written evaluation by the on-site preceptor, the UC Davis faculty advisor, and the instructor of record for the SPH 297: Public Health Practicum course.

The capstone also includes the Practicum Symposium, where students showcase their abilities in public health, including oral and written communication. The oral presentation is made before an audience of fellow students, faculty, and practicum site supervisors. The oral presentation includes addressing questions from the audience.

The capstone experience also includes a written report describing the public health background for their topic, methods employed in the project, and results. It also includes a discussion of the project and its results, implications for the future, and recommendations for further work. The written and oral reports allow the student to synthesize and demonstrate mastery of public health principles and programmatic competencies. Students continue to meet in the SPH 297: Public Health Practicum course, where drafts of their written and oral presentations are reviewed and commented on by the instructor of record and their fellow students. Thus, by the time they make their formal presentation at the Practicum Symposium, they have had significant practice and feedback.

The instructor of record for SPH 297: Public Health Practicum reviews evaluative information from the site supervisor, the UC Davis graduate advisor, the instructor’s own observations during the course, oral presentation, and the final written report. Based on this information, the instructor of record assesses the student’s success in completing the Practicum experience.

Once all degree requirements are met the candidates are forwarded to the MPH Admissions and Advancement Committee for approval. The students Graduate Advisor and the Chair of the Admissions and advancement committee (or designee) will sign the Plan II pass report.

Advancement to Candidacy

Students are expected to advance to candidacy during Spring quarter of year one. Every student must file an official application for Candidacy (Plan II) for the Master of Public Health Degree after completing one-half of their course requirements and at least one quarter before completing all degree requirements. The Candidacy for the Degree of Master form can be found online at: <http://www.gradstudies.ucdavis.edu/forms/>. The completed form includes a list of courses the student will take to complete degree requirements. The Office of Graduate Studies (OGS) reviews the form and confirms completion of all requirements for graduation. If changes must be made to the student's course plan after advancement to candidacy, the Graduate Adviser must recommend these changes to the OGS. Students must have their Graduate Adviser sign the candidacy form before it can be submitted to the OGS. If the candidacy is approved, the OGS will send a copy to the appropriate graduate staff person, and the student. If the OGS determines that a student is not eligible for advancement, the department and the student will be told the reasons for the application's deferral. Some reasons for deferring an application include grade point average below 3.0, outstanding "I" grades in required courses, or insufficient units.

Academic and Professional Difficulties

Academic Difficulty: A student who meets any of the following criteria will be placed on academic probation and will receive a warning letter from the Office of Graduate Studies that he or she is in difficulty, the nature of the difficulty, and that he or she has been placed on academic probation: grade of less than a B-minus (2.7) grade in a core course; GPA of less than 3.0 for all core courses combined; GPA of less than 3.0 for all courses combined that are applied to the MPH degree.

Sometimes students have trouble in a course due to illness, stress, or the challenging nature of a course. If you have indications that you may not pass a class, such as poor midterm grade or excessive absences, it is your responsibility and our expectations that you will contact the course instructor and the MPH Student Affairs Officer for advice and make use of the resources on campus to help you. These resources are listed on page 17 of the handbook.

At times MPH students do not achieve a B- or better for a core course. The following are the options for students who receive a final grade below B- in a core MPH course. Note that these options may typically delay graduation and add significant expense to the MPH degree.

Option A: Retake the core course the next time it is offered at UC Davis. Courses are typically offered once each year.

Options B-D below require prior approval from the Instructor of Record for the core course for which the student did not achieve a B- or better course grade. The student must request prior approval to take a substitute course, and provide the following information about the potential substitute course: current syllabus, name and contact information for the instructor, course objectives, textbook and other required reading, and a description of homework and exams.

- Option B: Enroll in an equivalent course offered at UC Davis or nearby university, such as UC Berkeley or UCSF.
- Option C: Take a “short course” offered over the summer, such as the epidemiology courses offered at University of Michigan and The Johns Hopkins University. This option may not be available for all core courses.
- Option D: Take an equivalent course online. Online courses will only be permissible if the student can provide evidence that the online course requires that the enrolled student is completing the work. All tests and exams from any online course will have to be taken on the UC Davis campus with a faculty or staff member serving as a proctor, and on the same day and time as other UC Davis MPH students taking the same course.

Finally, substitute courses must be taken for a grade (not pass/no pass).

Graduate Studies Policy on Repeated Courses: Any student may, with the consent of the appropriate graduate adviser and the Dean of Graduate Studies, repeat a course in which s/he received a grade of C, D, F or Unsatisfactory up to a maximum of 3 courses overall. Repeating a course for a second time will require the Dean’s approval. In such repeated courses, only the most recently received grade and corresponding grade points shall be used in calculating a student’s grade point average, but all units attempted and grades received shall remain part of the student’s permanent record. Any repeated course, except for one offered only on a Satisfactory/Unsatisfactory basis, must be taken for a letter grade (A, B, C, D, and F).

Professional Difficulty: The MPH program sets a high standard of professionalism. Violations of professional standards of behavior in the classroom (e.g., plagiarism) or during the practicum placement (e.g., late or missing assignments, poor quality work product, consistently late or absent from established work hours) will be reported to Student Judicial Affairs (SJA) and may result in a written warning, probation, or academic dismissal from the program.

Appeal Process

Regulation 904 of the Academic Senate reads as follows: “Disqualification of graduate students is at the discretion of the dean of Graduate Studies.” With the advice of the Graduate Council, the dean of Graduate Studies has adopted policies and procedures regarding disqualification and appeal that are available at <http://gradstudies.ucdavis.edu/gradcouncil/policiesall.html>, see *Disqualification and Appeal*.

Transfer of Credit

Usually, all work for the master’s degree is done in residence on the Davis campus. With the consent of the Graduate Adviser and the Dean of Graduate Studies, however, some work taken elsewhere may be credited toward your degree. The normal limit for such transfer credit is six units from another institution, or 12 concurrent units or up to half of the unit requirement if the courses were taken at another UC campus in graduate status, providing the units were not used to satisfy requirements for another degree.

Dual Degrees

Some students may wish to obtain a dual degree, such as a combination of the MPH with the Master in Veterinary Preventive Medicine (MPVM). Students obtaining dual degrees must meet the requirements for each degree separately. Where coursework overlaps between two degrees, a maximum of 12 units may be counted for both degrees. (For students obtaining an MPVM degree in addition to the MPH, the biostatistics courses MPM 402 and MPM 403 and the epidemiology course EPI 205A are required for both degrees and total 12 units.)

MPH Faculty Graduate Advisors

Incoming students will be assigned a faculty advisor. Students and advisor are required to meet during the Summer II session to review the student's academic plan. Subsequent meetings are on a quarterly basis, with additional meetings at the discretion of the student and advisor.

UCD MPH Program Advisor Responsibilities

The MPH advisor's role is to serve as a mentor to the MPH Students to whom they have been assigned. Specific duties for advisors include the following:

1. Establish and maintain a mentoring relationship through quarterly meetings. (It is the student's responsibility to contact the advisor to arrange the meetings.)
2. Review planned coursework in context of graduation requirements.
3. Advise regarding selection of electives.
4. Advise for the SPH 297 Practicum experience:
 - Selection of topic, site, and preceptor as needed
 - Review progress at mid Spring Quarter
 - Evaluate progress at completion of project (usually end of Spring Quarter)
5. Review and sign additional forms required by the Office of Graduate Studies.

Student Resources

MPH Program office:

Amber Carrere, MEd
UCD MPH Program Administrative Coordinator
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University of California, Davis
Davis, CA 95616
Phone: 530-754-4992 Fax: 530-752-0903
Email: acarrere@ucdavis.edu

Carlson Health Sciences Library

Carrels and study rooms, lockers, classes on EndNote and literature searches, helpful librarians.
Summer hours: M-Th: 8am - 8pm, F 8am – 6pm, Sat & Sun 1pm-5pm
Academic year hours: M-Th 8am – 10pm, F 8am – 6pm, Sat 9am – 6pm, Sun 10am – 6pm
<http://www.lib.ucdavis.edu/dept/hsl/>

Facebook & Twitter

Job announcements, news, conferences, webinars.

“Like” UC Davis Master of Public Health Program: <https://www.facebook.com/UCDMPH?fref=ts>

“Like” UC Davis Master in Public Health Alumni Organization: <https://www.facebook.com/pages/UC-Davis-Master-of-Public-Health-Alumni-Organization/178312118871572?fref=ts>

“Follow” Us on Twitter: <https://twitter.com/UCDMPH>

Graduate Student Association

253 South Silo

Ph: (530) 752-6108 / Fax: (530) 752-5158

Monday-Friday 9:00-4:00 PM (GSA Office is Closed for Lunch 12:00-1:00 PM)

<http://gsa.ucdavis.edu/>

Counseling and Psychological Services (CAPS)

219 North Hall

Ph: (530) 752-0871

M - F: 8AM - 4:45PM

<http://caps.ucdavis.edu/index2.html>

Women’s Resources and Research Center

First Floor, North Hall

Ph: (530) 752-3372

Monday – Friday, 8:00 am - 5:00 pm

<http://wrrc.ucdavis.edu/>

Sexual Harassment Resources

<http://sja.ucdavis.edu/sexual-harassment.html>

Student Academic Success Center

2205 Dutton Hall

Ph: (530) 752-3000

<http://lsc.ucdavis.edu/>

Student Community Center

(Computer Lab, Cross Cultural Center, LGBT Center, Study Lounges, Women’s Resources and Research Center Outreach Office)

Across from Chemistry 194

<http://www.ucdavis.edu/ucdavis-today/2012/january/10-student-center.html>

Student Disability Center

160 South Silo

Ph: (530) 752-3184

<http://sdc.ucdavis.edu/>

Internship and Career Center

Resources on careers; job announcements; workshops on resume writing, job searches, etc.

For graduate students: <http://iccweb.ucdavis.edu/graduates/index.htm>

Health and Biological Sciences Counseling: Janice Morand, E-mail: hbs@ucdavis.edu, Phone: 754-8332

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