

Health Services COPHP Program

Handbook



**University of Washington
School of Public Health
Department of Health Services**

Always use the most recently updated version of the handbook,
available online at the COPHP Resources CANVAS page
<https://canvas.uw.edu>

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SECTION 1 – INTRODUCTION

WELCOME

Welcome to the COPHP Program in Health Services Student Handbook! We hope you will find this a useful resource as you begin your studies at the University of Washington’s School of Public Health.

Changes to the Handbook are tracked in the “Handbook Updates” section in the Appendix.

Please contact the Student Services Counselor (uwcophp@uw.edu) with questions about this document.

ABOUT THIS HANDBOOK

Websites

Web URLs in this document were current as of Autumn 2017. However, web URLs are subject to change without notice. If you discover a broken link, please inform the Student Services Counselor at uwcophp@uw.edu.

Leadership and Staff

Throughout this document, COPHP Program and Department leadership and staff are referred to by title, rather than by name. The following table provides the names and contact information for these individuals as of Autumn 2017:

Title	Name	Email	Phone	Office
Program Director	Dr. Amy Hagopian	hagopian@uw.edu	206-616-4989	H-690E
Program Manager	Steve Berard	sberard@uw.edu	206-221-4504	H690B
Student Services Counselor	Angela Cross	uwcophp@uw.edu	206-685-7580	H690H
Graduate Student Assistant (Marketing/Recruitment)	Alix Warren	cophp@uw.edu	206-685-0888	H690A
Health Services Department Chair	Dr. Jeff Harris	jh7@uw.edu	206-616-8113	H680
Health Services Department Administrator	Jo Gallagher	jogal@uw.edu	206-616-2928	H680

Please find a labeled map of the 6th floor H-wing in the Appendix.

Faculty

For a list of all COPHP faculty, please visit <http://www.mphpublichealthpractice.uw.edu/overview/faculty/>

For current contact information and faculty profiles, please visit the Department of Health Services faculty web pages at <http://depts.washington.edu/hserv/faculty/>, or link to faculty pages from the COPHP program listings above.

SECTION 2 – PROGRAM LOGISTICS

COMMUNICATION

Websites

Health Services COPHP Program: <http://www.mphpublichealthpractice.uw.edu/>
Health Services Department: <http://depts.washington.edu/hserv/>
School of Public Health: <http://www.sph.washington.edu/>
UW Graduate School: <http://www.grad.washington.edu/>

Calendars

UW Academic Calendar <http://www.washington.edu/students/reg/calendar.html>
COPHP Google Calendar <http://www.mphpublichealthpractice.uw.edu/resources/calendar/>

Email

All students must have a university email account. If you have another email system you prefer to use, please make sure to forward all of your UW email to your other account.

To open your UW email account, you must first obtain a UWNetID. To create your UWNetID, please follow the instructions given at www.washington.edu/computing/uwnetid/. You will need your 7-digit student number, and the Private Access Code that was mailed to you with your Enrollment Packet sent by the Registration Office. If you can't find it, call 206-543-8580.

Student Email Lists

First-year COPHP Students e-17_cophp@uw.edu
Second-year COPHP Students e-16_cophp@uw.edu
COPHP Alumni cophp_alum@uw.edu

NOTE: Email sent to these lists will also be sent to the Program Director, Program Manager and Student Services Counselor. You can send email only to the lists to which you are subscribed.

Mailboxes

Student mailboxes are located near the elevators on the 6th floor of the H-wing. Departmental and program announcements will be placed in these mailboxes, and instructors may return graded papers and exams to them. Your campus mail “address” is your department name (Health Services - COPHP) and your mail stop (Box 357660).

FINANCIAL INFORMATION

Tuition

Summary information about tuition and fees can be found here:

<http://www.mphpublichealthpractice.uw.edu/overview/costs/>

Each quarter, the Student Services Counselor will send you the necessary forms and information you need to register for classes and pay your tuition. Detailed information is provided in the “Registration” section, below.

Funding

The Graduate Funding Information Service (GFIS; <http://commons.lib.washington.edu/services/gfis>) offers access to various funding databases to enrolled graduate students. They have also put together a comprehensive guide with links to all kinds of different funding sources, both internal and external:

<http://guides.lib.washington.edu/content.php?pid=231972&sid=1918865>

Several workshops about how to use GFIS are held each year, and currently enrolled students may make an appointment with GFIS to receive counseling and guidance on accessing funding sources.

Students who want to discuss financial issues, such as tuition, loans, money management, and scholarships, can schedule an appointment with Student Fiscal Services. For an appointment, go to:

<http://f2.washington.edu/fm/sfs/>

Other helpful funding links include:

- UW SPH guide to internal and external public health funding opportunities: <http://sph.washington.edu/students/funding.asp>
- The Harvard SPH funding database: <https://webapps.sph.harvard.edu/live/student-funding-finder/>

Assistantships

Students may seek out and apply for research and teaching assistantships offered through any University Department, and are encouraged to think about positions that utilize other skill sets (e.g., foreign language TAs, technology assistants, etc.).

Assistantship opportunities may be found at the following links:

- UW Employment site: <http://www.washington.edu/admin/hr/jobs/apl/index.html> (look under category: “Academic Student Employee”)
- HuskyJobs: <http://careers.washington.edu/HuskyJobs/Students> You will need to create an individual account (separate from your UWNetID)
- School of Public Health Student Opportunities page: <http://sph.washington.edu/students/opportunities/>
- Individual SPH Department pages, for example:
 - Department of Health Services: <http://depts.washington.edu/hserv/jobs>
 - Biostatistics: <https://www.biostat.washington.edu/students/employment>
 - Global Health: <https://globalhealth.washington.edu/connect/career-services>
 - Epidemiology: <https://epi.washington.edu/find-ra-position>

The Fred Hutchinson Cancer Research Center, the Center for Health Studies at Group Health, and the VA Medical Center often have positions available to students.

We will also share positions via email, as we hear of available RA and TA appointments within the Department and elsewhere.

Benefits

At the University of Washington, Academic Student Employees are hired directly by the employing department and are covered by a union contract:

<http://www.washington.edu/admin/hr/laborrel/contracts/uaw/contract/preamble.html>

Information on assistantship benefits for fee-based students is provided here:

https://opb.washington.edu/sites/default/files/opb/Policy/REWRITE_Policy_for_Centrally_Funded_TAs_09-04-14.pdf

Departments that hire fee-based students to be RAs or TAs must now find the funds to pay the same tuition benefit. See: <https://grad.uw.edu/graduate-student-funding/funding-information-for-departments/administering-assistantships/benefits-and-budget-charges/>

More information from the UW Office of Fellowships and Awards at The Graduate School:

<http://www.grad.washington.edu/students/fa/>

Financial Aid

Please refer to the Office of Student Financial Aid (OSFA) website

(<http://www.washington.edu/students/osfa/graduate/>) for detailed information on the process for completing the Free Application for Federal Student Aid (FAFSA) form.

This information is intended to **supplement** the information on the OSFA website by highlighting essential elements of the federal financial aid application process, summarizing the steps in a timeline, and providing additional information relevant to Health Services students (including those in fee-based programs).

If you have additional questions about the process or FAFSA form after reading this document and reviewing the OSFA website, please contact the OSFA (osfa@u.washington.edu or 206-543-6101).

How to Apply

All students who are requesting financial aid are required to apply for financial aid every year they enroll. Please also note that you must apply separately for the UW academic year (Autumn-Spring quarters) and for Summer quarter.

To start the process of applying for financial aid for the academic year, complete the Free Application for Federal Student Aid (FAFSA; <http://fafsa.ed.gov/>), which becomes available the January 1st prior to your first quarter. Complete the FAFSA using our school code of 003798, and use your tax information from the previous year to estimate requested figures. The annual priority filing deadline for the UW is January 15th.

- *Note: if you use estimated tax information when initially submitting your FAFSA, you must update your FAFSA with your actual tax figures after you file your tax return with the IRS.*

- *Note: students should expect an annual increase in tuition. Increases vary from year to year. We cannot project or guarantee what the annual increase will be.*

If you also intend to apply for Summer quarter aid, the Summer Application becomes available April 1st via MyUW (<http://myuw.washington.edu/>) Financial Aid Status. Instructions and additional information are available here: <http://www.washington.edu/students/osfa/graduate/summer.aid.html>

How Aid is Disbursed

The first day of each quarter is the first day of aid disbursement. Financial aid funds are disbursed first to your student account to pay whatever charges are on your student account (e.g., tuition, U-PASS, late change fee, student insurance and other university fees) before any remaining aid is sent to your bank via direct deposit. More information here:

<http://www.washington.edu/students/osfa/afteraward/receive.your.aid.html>

- Financial aid will pay any PCE charges, which you can verify via your MyUW account.
- If there are no charges on your account, the funds will be disbursed directly to you, and you will then be required to pay your outstanding balance directly to the UWEO Registration Office (instructions available on all registration forms).
- Fee-based students in Health Services typically receive program-specific registration forms and instructions 6-8 weeks prior to the start of each quarter. Timely disbursement of funds requires that you complete and submit these forms at least 2 weeks before the quarter's start.

Adjusting Award Amounts

If your financial aid package does not cover your financial need, you will need to submit a "Revision Request for Additional Expenses." This is a fairly normal process and should be anticipated for most fee-based programs due to variability of course fees and credit loads across programs. The OSFA advises students to act early on this, and to follow the same process each quarter. Information about award changes and this form are available here:

<http://www.washington.edu/students/osfa/graduate/request.change.html>

If you have already registered for courses at the time that you request an aid revision, submit your registration receipt along with the revision request form. Alternatively, you can submit a copy of the registration form or a list of the courses for which you are registering, along with relevant credit load and registration fee details. See "Program-Specific Information" below to access this information.

The OSFA will review the revision request and alert you as to whether or not additional aid will be provided.

Questions

You can view your financial aid status through MyUW.

- If you have questions specific to your aid application, award amount, or timing of disbursement, please contact OSFA (osfa@u.washington.edu or 206-543-6101).
- If you have questions about payment for quarterly course fees and/or notice any discrepancies on your MyUW view, please contact the UWEO Registration Office for interpretation or assistance (uweoreg@pce.uw.edu or 206-543-2310). Be sure to have your student ID # available.

REGISTRATION

Overview

Each quarter when COPHP registration opens, the Student Services Counselor will direct you to the COPHP Registration Module on the COPHP Resources CANVAS page: <https://canvas.uw.edu>. There you will find the forms you need to fill out and email or fax back to Professional and Continuing Education (PCE) c2reg@uw.edu for processing your registration and tuition payment.

All new students are required to fulfill the Health Sciences Immunization Program (HSIP) requirements and provide proof of compliance before being allowed to register for Winter Quarter. For more information and deadlines, see: <https://depts.washington.edu/chsweb/hsi/?q=home#newstd>.

If you have any questions about registration, contact the COPHP Student Services Counselor.

Timing

- For Autumn quarter, we open registration in August (~3 months after Registration Period 1 opens on the state-side for continuing students, and ~2 months after Registration Period 2 opens for incoming students).
 - This timing is chosen to accommodate our Program's various projects in the summer months, and because COPHP students predominantly take our own courses, for which there is no urgency to register.
- For Winter and Spring quarters, we aim to open registration for our students in sync with the state-side Period 1 Registration dates.
- We do not create a registration portal for Summer. If you wish to take Summer courses, please contact the Student Services Counselor directly to discuss your situation.
- As fee-based students, COPHP students are permitted to take state-side courses (electives) on a "non-priority basis," and are not permitted to enroll in state-side courses prior to Registration Period 2 (aka no earlier than the end of June for Autumn quarter).
- However, registration for some state-side courses may be competitive, and registering in August could put you at a disadvantage as far as getting into desired state-side courses. We therefore advise you to consider our tips for getting into state-side electives, below.

State-side registration periods are listed here for 2017-2018:

<https://www.washington.edu/students/reg/1718cal.html#Q3>

Tuition Payment

The instructions for registration will include complete information on making tuition payments, which differ by payment method:

Financial Aid

Please check your award letter from the Office of Financial Student Aid (OFSA) to ensure you will have enough aid disbursed for your tuition and any living expenses you wish to borrow each quarter. Contact OFSA directly with any questions.

(Information about applying for financial aid is provided in section "Financial Aid").

Self-Pay

Students may pay tuition fees by credit card or check and need only submit a registration form.

Third-Party Payer

Students paying for tuition through a third party must submit a registration form and a letter from the third party payer.

Electives

Many students opt to take elective courses each quarter, and COPHP students are welcome to take courses in any Department or School throughout the University of Washington.

For the first quarter of Year 1, we recommend that students take only a single elective, so as not to overload while adjusting to PBL. A 1-2 credit seminar might be a good fit. However, everyone has different abilities as far as managing workload goes – as you get to know your faculty advisor better, he/she can help advise you regarding time management. In the meantime, you know yourself best, so do what seems right for you.

Registering for Electives

In order to register, you will need to obtain the following information from the [UW Time Schedule](#) for any elective courses you wish to take:

1. Five-digit SLN course number
2. Number of credits offered
3. An add code, if required (add codes are often obtained by emailing the program assistant or contact person given on the UW Time Schedule.)

Getting into State-Side Electives

- **Identify desired electives in advance.** You may find it helpful to review the Elective Course Feedback spreadsheet (https://docs.google.com/spreadsheets/d/10_g_oqymhqKnj5J4VQqjLeh11SaPUhNM0y3JASy8qgk/e/dit?pli=1#gid=0) with information from other COPHP students (and please add to it, as well!).
- **Review the pre-requisites** for the course ahead of time to make sure you are eligible to take it.
- Review the time schedule (<https://www.washington.edu/students/timeschd/>) for the relevant course and **request an add code ASAP**, if applicable (which you can do by writing to the person indicated on the time schedule; additional notes about add codes in attached state-side registration document).
- **Talk to the instructor** about your interest in the course, and if securing a spot is not guaranteed, find out what options may be available for getting in on a wait-list, or for auditing the course.
- Finally, please **contact the Student Services Counselor** (uwcophp@uw.edu) as early as possible if there is a class it is very important you get into on the state-side. This is usually addressed by the methods outlined above, but if he/she knows about it too, they can try to help make it happen.

Certificates

The UW offers various Graduate Certificates in Public Health that allow students to focus on a specialized area of study to complement their graduate degree program, and are formally recorded on the UW transcript. More information: http://sph.washington.edu/prospective/programs/competencies_cert.asp

- Department of Health Services: <http://depts.washington.edu/hserv/gradcerts>

- Department of Global Health: <https://globalhealth.washington.edu/education-training/graduate-certificate>

Given the unique nature of the COPHP schedule, it is very important that students plan their schedules in advance so that they can meet the course requirements. So, if you are considering pursuing a certificate, please talk with the COPHP Student Services Counselor.

Tips

- A minimum of ten credits is required to maintain full-time student status.
- If your credit load is below the number of credits covered by your flat tuition quarterly fee, you might want to consider adding some capstone credits to your load earlier than you really need them – this can free up tuition dollars under the flat fee for future quarters. Speak to your Faculty Advisor about that.

WHAT IT MEANS TO BE A “FEE-BASED” STUDENT

Fee-based educational programs, such as COPHP, are those in which all costs (administration, faculty, facilities, etc.) are funded entirely by student tuition, with no funding coming from the state of Washington.

Differences between state-funded and fee-based programs are described on the UW Registrar’s Fee-based Programs FAQ: <http://depts.washington.edu/registra/students/feeBasedFAQ.php>

One key difference for our students is that we work with UW Professional and Continuing Education (PCE) to offer shared administration of student services. Please refer to this table for details:

Action	PCE	Department	MyUW
Who processes my enrollment confirmation deposit?	✓		
To whom do I submit my tuition payment?	✓		
Who can register me for courses?	✓		
Who should I contact if I need to withdraw from a class?	✓	✓	
Who can tell me what courses are being offered?		✓	
Where do I get add/faculty codes I need to register for some courses?		✓	
Who can advise me on what courses I should take?		✓	
Who do I contact about accessing course materials/website?		✓	
Who do I contact if I have technical/IT questions related to a course?		✓	
Who can help me if I need to arrange to go on leave for a quarter?		✓	
Who can tell me where my class is meeting and at what time?		✓	✓
Where can I sign up for/pay for student health insurance?			✓
Where can I set up/pay for my UPASS?			✓
How do I access my UW email account?			✓
Where can I see a list of courses I’m registered for?			✓
Where can I see my grades?			✓
Where can I order transcripts?			✓
How do I remotely connect to UW library resources?			✓

Note: MyUW refers to: <http://myuw.washington.edu/>

In addition, students in fee-based programs are not eligible for certain programs, including the (unfunded) State employee tuition exemption program.

If you have questions about your fee-based education, please contact the COPHP Student Services Counselor directly (uwcophp@uw.edu).

Historical Context

The University of Washington has long had fee-based educational programs. Until the Great Recession, however, these programs were few and targeted specific audiences. But the Recession led the state Legislature (and legislatures across the country) to cut funding for public colleges and universities: Since 2008, Washington State cut higher education funding by 38% (compared with a national average of 25%); the University of Washington alone lost 50% of its state funding between 2009 and 2012.

These significant cuts required UW departments and schools to reduce expenditures on their state budgets, and one solution was to shift whole teaching programs from state funding to a fee basis. That is, rather than

state taxpayers supporting most of the cost of a university degree, the burden is shifted to student-paid tuition. The Department of Health Services made this shift with COPHP in 2010 (other DHS degree programs that are fee-based include all Master of Health Administration programs and the Executive MPH). The result is that all costs for COPHP – administration, faculty, facilities, etc. – are funded entirely by student tuition.

Tuition for fee-based programs is set by the program (in consultation with the respective department). In some cases, tuition rates may be higher than “state-funded” programs, but not always. Fee-based financing also limits student access to important benefits available to students of state-funded programs. For example, a fee-based student is not able to garner a full tuition waiver from an RA/TA or GA position at the University. We will speak more about this process below; however, you should be aware of other differences to being a fee-based student. In 2013 COPHP students and faculty compiled a document of these differences that is listed in the appendix. The Department of Health Services has also developed a document in the appendix that explains the administrative services breakdown for fee-based programs. For more information about fee-based programs, see [this website](#) set up by the university registrar’s office. If you have questions about funding your fee-based education, please contact the COPHP Student Services Counselor directly.

The University of Washington now has 96 programs operating under the fee-based model. COPHP students and staff have been leaders in the fight against higher education cuts and in bringing the inequities faced by fee-based students to the school administration. We urge you as incoming students to continue to keep this issue visible in our academic community. One of our core values at COPHP is eliminating health and economic inequities – and access to higher education is a critical social determinant of both.

Avenues for advocacy include:

- [The Graduate and Professional Student Senate](#)
- [The School of Public Health Association](#)
- [Washington Student Association](#)
- [Huskies on the Hill Lobby Day](#)

STUDENT EXPENSE REIMBURSEMENT POLICY

Purpose

COPHP recognizes the tremendous efforts students invest in developing leadership and maintaining accountable relationships in the community. In support of these endeavors, COPHP may provide full or partial reimbursements to students attending conferences, class trips, or other activities related to the program. COPHP may also provide appropriate compensation to focus group participants, when applicable, for their contribution to our class projects.

Policy Statement

COPHP students may be eligible for food, transportation, lodging, and/or materials reimbursements if the activity meets any of the following criteria.

- COPHP day and overnight trips, particularly during Community Development, Environmental Health, Health Policy, Community Organizing, Program Evaluation, and Health Management blocks
- Long-distance trips to give presentations outside of scheduled class time
- Capstone, practicum, or group project materials, such as costs for printing posters
- Compensation of focus group participants for their contribution to COPHP-related projects

Who to Contact

Students must contact the Student Services Counselor (SSC; uwcophp@uw.edu) **well in advance** of requesting any reimbursement. The SSC will work with students to fill out a Travel Pre-Authorization Form and discuss reimbursement instructions.

Specific Guidelines for Eligible Expenses

Transportation:

- Graduate students may reserve U-CARs for long-distance commutes. For more information about U-CAR rentals, please refer to the UW fleet services website (<http://www.washington.edu/facilities/transportation/fleetservices/ucar>).
- Students may be reimbursed for travel in a personal car if the distance exceeds 50 miles from the University.

- Original, hard-copy receipts (NOT scans) are required for all transportation costs except for tolls and parking. Toll and parking receipts should be requested if available, but are not required for reimbursement. Gas is reimbursed by the mileage, so keep track of your miles.

Lodging:

- The program may provide housing reimbursements for students who stay in commercial lodging (including Airbnb) greater than 50 miles from the University when conducting class-related projects. Students should plan on double, triple or quadrupling up to be most economical. For more information on lodging policies, please see the University of Washington Lodging Reimbursement Criteria (<http://f2.washington.edu/fm/travel/lodging>)

Materials:

- When students produce printed products for class projects that involve a “client” or partner community organization, costs may be reimbursable. Please work with the students services counselor (uwcophp@uw.edu) or the COPHP graduate student assistant (cophp@uw.edu) to print materials on the 6th floor H-wing printer whenever possible (either the black and white printer in 690 or the color printer in the kitchen), as this is generally the most cost-efficient option (and obviates the need for reimbursement).
- In the event that students are unable to print in the H-wing, the program may reimburse print materials and other office supplies that cost more than 5 dollars. Ideally, approval will be granted in advance.
- Students may print posters for Capstone and Practicum projects in room T-271, Health Sciences, using the COPHP budget number. For more information on UW Health Sciences Poster Printing, please refer to the VD&P Posters website (<http://depts.washington.edu/uwposter/>).

Alcohol:

- COPHP cannot reimburse students for alcoholic beverages or alcohol-related costs under any circumstances.

Students must provide original, hard-copy receipts (NOT scans) in order to begin the reimbursement process.

STUDENT EXPENSE REIMBURSEMENT

If you will receive any University of Washington, Department of Health Services, or UW-administered grant funding for your travel, please follow this procedure for reimbursement.

I. Before trip:

- Contact Student Services Counselor about travel plans, to find out if there is enough money in your budget for this travel expense. **YOU WILL NOT BE REIMBURSED BEYOND THE AMOUNT SPECIFIED IN THE BUDGET.**
- Complete Travel Pre-Authorization form (obtained through SSC) and get it signed, and send to Student Services Counselor at uwcophp@uw.edu
- Talk to Student Services Counselor to arrange conference registration, and to indicate whether or not the trip will involve personal travel.

II. During trip:

- Save ALL receipts, including airline ticket receipt, hotel receipt, parking, taxi, food, etc. (Please save EVERY receipt, because our travel specialist will make the final judgment of what is needed documentation and what is not.) Remember to ask for a receipt if one is not given. (For example, many taxis will not provide a receipt unless you ask.) **ALL RECEIPTS MUST SHOW METHOD OF PAYMENT (CASH OR LAST 4 DIGITS OF CREDIT CARD).**
- Be sure to save an agenda from the conference proceedings, as well as any other documentation (e.g., nametag) as proof of attendance.
- **No receipt = no reimbursement, period.**

III. After trip:

- Turn in to Student Services Counselor:
 - 1) Itinerary (used by to calculate your per diem)
 - 2) Airplane ticket receipt
 - 3) Hotel receipt
 - 4) All other **ORIGINAL** receipts, **NOT SCANS** (if smaller than piece of paper, tape them to piece of paper, but do NOT tape over the ink). **ALL RECEIPTS MUST SHOW METHOD OF PAYMENT (CASH OR LAST 4 DIGITS OF CREDIT CARD).**
- Student Services Counselor will review everything and submit to Kathryn
- You will receive an automatic email notification telling you that an expense report has been submitted on your behalf, which you will need to approve. If you do not approve this, you will not receive your reimbursement.

Note: Your email notification preferences may need to be changed in order for you to receive this notice: <http://f2.washington.edu/fm/travel/guides> - see "How to change email notification preferences". You can also approve from the Travel/T&E Dashboard "To Do" box.
- You will receive your reimbursement. Please be aware that you will only be reimbursed up to the maximum limit specified in your award budget – contact the Student Services Counselor if you have questions about your travel award limit.

STUDENT GRIEVANCE PROCEDURES

Conflict Resolution Process

Faculty members are eager to get feedback from students and to discuss student concerns. Therefore, students are encouraged to go directly to faculty members to address concerns. If a grievance arises, the student is asked to first to discuss the situation with his or her Faculty Advisor, then the Program Director, the Department Chair, and then with the Associate Dean for Academic Affairs of the School of Public Health (phone: 206-543-1144; email: sphoss@u.washington.edu). If you do not feel comfortable seeking counsel from one of these people, we recommend that you speak with another Health Services faculty member with whom you feel comfortable.

If you have not been able to resolve the problem or achieve desired results after talking with one of these individuals, you should next make an appointment with the Health Services Department Chair or the Health Services Department Administrator (depending on the type of concern).

If you still have not achieved resolution, please follow the UW Graduate School grievance procedures and proceed either with informal conciliation or a formal complaint: <http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/>.

Per UW Graduate School policy, students with a grievance should initiate resolution (either at the program or departmental level or through the informal conciliation or formal complaint filing processes) within three months of the relevant incident.

The Office of the Ombudsman

The Office of the Ombudsman of the University of Washington has been established to assist in the protection of the rights of all members of the University community. In order to facilitate early and informal resolution of grievances, the Ombudsman will be available, at the request of any party concerned, to act as an impartial conciliator. The Office of the Ombudsman may be called upon to intervene in the grievance procedure at any stage.

Employment-Related Grievances for UW/UAW Labor Contract Positions

If your complaint arises from circumstances or an incident related to your Academic Student Employment RA, TA, or SA appointment that is governed by the UW/UAW labor contract, please follow the union's grievance procedures: <http://www.washington.edu/admin/hr/laborrel/contracts/uaw/contract/a08.html>

SECTION 3 – PROGRAM STRUCTURE

MISSION AND GOALS

The mission of the Health Services COPHP Program is to prepare students to be problem solvers, advocates and leaders in community health. Combining an active style of learning, rigorous academic preparation and a commitment to social justice and community engagement, this two-year, full-time program equips graduates with the knowledge and skills to effectively address public health challenges.

LEARNING OBJECTIVES

The COPHP program's goals translate to specific learning objectives for students. The objectives, which follow, are worded in the form of "action" statements to assure and measure specific achievements in competencies and skills. Learning objectives are incorporated in the COPHP program via formal coursework, mentorship, and research and experiential training opportunities.

After successfully completing the COPHP program, you will be able to:

- Assess community assets and needs
- Find, evaluate and synthesize information from multiple sources
- Facilitate meetings to ensure group objectives are met
- Engage and mobilize communities around public health challenges
- Work productively in teams
- Understand the factors that contribute to poverty and racism
- Evaluate health programs and policies
- Intervene to improve community health and well-being
- Develop, implement and manage public health programs
- Communicate effectively with communities and professional audiences
- Identify and address social structures and policies that create and perpetuate health disparities

EVALUATING STUDENT PROGRESS

Student progress is evaluated in many ways, including course grades, and assessments by mentors, program faculty, and capstone committees. Student performance and progress is also assessed at the end of each quarter, as part of the Policy on Unsatisfactory Performance and Progress (see below).

Grading System

Units that offer graduate degrees at the University of Washington use the following numeric grading system for graduate students. Correspondence between number grades and letter grades is as follows:

Numeric Grade-Point Equivalent	Letter Grade
4.0 - 3.9	A
3.8 - 3.5	A-
3.4 - 3.2	B+
3.1 - 2.9	B
2.8 - 2.5	B-
2.4 - 2.2	C+
2.1 - 1.9	C
1.8 - 1.5	C-
1.4 - 1.2	D+

A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum GPA of 3.00 is required for graduation.

The Department of Health Services has written descriptive statements for numerical grades for graduate students, which can be found on the website: <http://depts.washington.edu/hserv/grading>

Grading in COPHP courses is as follows (more information is given in the syllabus for each courses):

Problem-Based Learning

Numerical grades will be given for each PBL block, based largely on six factors: group participation, quality of postings, quality of research effort, presentations, assignments, and final exams. Students can request to meet with their facilitator to discuss their grades.

Program Seminar (HSERV 592)

The program seminar is graded Credit/No Credit (C/NC) based on attendance and participation.

Fieldwork Practicum (HSERV 595)

The fieldwork practicum is graded Credit/No Credit (C/NC) based on attendance and satisfactory completion of the practicum placement and all assignments.

Capstone Projects (HSERV 595)

Capstone projects will receive a numerical grade for 9 credits over three quarters. However, at the end of Autumn and Winter quarters, a grade of “N” will be issued as a placeholder for the numerical grade until the project is completed. Grading criteria is discussed in further detail in the Capstone Master’s Project Handbook: <http://www.mphpublichealthpractice.uw.edu/pdfs/project-handbook.pdf>

Faculty and Student Norms for Course Participation

Expectations for students' class performance go beyond grades. Please refer to the following table for course participation norms for both faculty and students. Additional expectations for participation in the PBL process are outlined in the section "Making the Most of the COPHP Program."

Faculty	Students
Have course materials prepared on time (textbooks, reading packs, syllabus/website, and schedule of assignments). Dates should be coordinated with Program Office.	Carefully review syllabi and course expectations. Ask questions for clarification.
Coordinate content of actual class lectures with the assigned readings and class assignment.	Actively participate--be productive in class.
Length and content of readings should be appropriate to the class.	Critically read all materials on time (including cases, emails, etc.).
Decide whether and when to provide copies of overheads/slides/handouts/extra readings.	Bring copies to class; if received ahead of time via mail, email, or web
Effectively communicate deadlines.	Submit work on time.
Give timely, helpful feedback on assignments.	Participate in discussion/setting of standards at the beginning of the first class/session for each course.
Set/discuss standards at the beginning of the first class/session for each course; clearly establish expectations.	Ask for clarification, if necessary
Lay out goals/objectives in the beginning of each class session.	Know and be able to apply principles, models and concepts that are being taught.
Effectively explain the necessity of learning and using the principles, models, and concepts that are taught.	Have positive, respectful discussions; deal with conflict effectively.
Have positive, respectful discussions; deal with conflict effectively. All parties in a class should be encouraged to respectfully and professionally challenge other's ideas and comments.	All parties in a class should be encouraged to respectfully and professionally challenge other's ideas and comments. Be willing to challenge the instructor. Be willing to challenge fellow students.
Come to class and arrive on time.	Come to class and arrive on time.
Give realistic grades that reflect the Department and Graduate School guidelines. Inform students at the beginning of the quarter of the grading structure and outcomes expectations for your particular course.	Focus less on grades and more on integrative learning.
Decide on additional assistance for the students who would like it.	Seek help when needed

Scholarly Integrity and Plagiarism Policy

Students are expected to practice high standards of academic and professional honesty and integrity. Students are prohibited from cheating or scholarly misconduct, including: 1) intentional misrepresentation of credentials, 2) falsification of data, 3) plagiarism, 4) abuse of confidentiality, and 5) deliberate violation of regulations applicable to research.

More information:

- University of Washington Student Conduct Code:
<http://www.washington.edu/admin/rules/policies/WAC/478-120TOC.html>
- UW guidelines for disciplinary action:
<http://www.washington.edu/admin/rules/policies/PO/EO61.html>
- School of Public Health on academic integrity:
<http://sph.washington.edu/students/academicintegrity/>

Policy on Unsatisfactory Performance and Progress

Dated 10 September 2013

It is imperative that all students in the Community-Oriented Public Health Practice Program maintain satisfactory academic performance as outlined in The University of Washington's Graduate School Memorandum 16. It is also very important that our students maintain high academic performance, as students in this program depend on each other for their learning.

Because of the unique structure of the COPHP program's problem-based learning format, students who are not academically performing to a high standard may be placed on academic probation earlier than in other graduate degree tracks. Any student whose GPA falls below 3.0 in a quarter is automatically placed on probation. COPHP faculty carefully monitor the academic performance of COPHP students as related to the student handbook expectations for PBL work and postings, group participation, plagiarism, scholarly integrity, and working with community sources. Please reference these sections of the student handbook if you have questions about the expectations for your work in COPHP.

For more questions about the Graduate School's policy on unsatisfactory academic performance please see this link: Memo 16: Unsatisfactory Academic Performance and Progress: <http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-16-unsatisfactory-performance-and-progress/>.

MENTORSHIP

A mentor is a trusted counselor or guide who encourages students in their graduate studies, helps students to locate and secure appropriate funding for their study and research, provides a model of what academic life is about, and helps with career planning. Faculty mentors also focus on a student's personal achievements, socialization in health services, and preparation for the workforce.

For more information on mentoring see: <http://grad.uw.edu/getting-the-mentoring-you-need/>

First-Year Academic Advising

First-year students will be assigned to a First-Year Faculty Advisor based on fit with the student's background, skills, or interests.

Roles and Responsibilities	
First-Year Advisor	First-Year Student
Meet with student advisee before classes begin in the fall	Schedule meetings with your advisor every quarter. The first meeting should take place before classes begin.
Meet with advisee at least once each quarter, preferably before the registration period begins	Let your advisor know about academic interests, professional goals, and personal strengths and challenges
Discuss academic interests, course offerings, practicum opportunities, time management, and the challenges of adjusting to graduate school	Keep your advisor informed about progress and/or problems that arise (both academic and non-academic issues.)
Help student explore Capstone opportunities	Let your advisor know when you'll be doing presentations
Offer support with professional development and career choices	Discuss practicum and capstone opportunities
	If you have concerns about your advisor or wish to change your advisor, please talk with the Program Director or the Student Services Counselor.

Second-Year Academic and Capstone Advising

During the second year of the program, students will choose an advisor for their Capstone project who is familiar with the Capstone topic and will be able to provide advice on the quality and content of the project. If the selected Capstone advisor is not on the COPHP faculty, students should select an additional advisor from the COPHP program who will support the student and review academic progress throughout the year. Please inform the Program Director and the Student Services Counselor about your academic advisor.

Roles and Responsibilities	
Second-Year Advisors	Second-Year Students
Meet with advisees regularly in accordance with their Capstone work plans	Schedule regular meetings with your mentor in accordance with your Capstone Project work plan
Advise students to assure that their Capstone projects have reasonable and appropriate aims that are both rigorous and feasible	Keep your advisor informed about progress and/or problems that arise around academic and non-academic issues
Work with students to develop a schedule of regular meetings to monitor progress, problem-solve around issues, provide advice on project development	Provide your advisors with project updates and report drafts to be evaluated and critiqued
Assist students in preparing Human Subjects applications, if necessary	Let your advisor know about academic interests, professional goals, and personal strengths and challenges
Have principal responsibility for project oversight, ensuring quality, and integrating project tasks with academic work, learning objectives, and students' career objectives	
Review and critique all project deliverables, including proposals, work plans, progress reports, drafts, and final reports	
Assure that grades are submitted each quarter and the committee reaches consensus for assigning a final grade to the Capstone project (Usually, a grade of "N" will be given for all but the final quarter. These "N" grades will be replaced automatically when a final grade for the project is submitted.)	
Discuss academic interests, professional development and career choices	

PROGRAM GOVERNANCE

Program Director

The Program Director is responsible for the overall direction of the program and its committees, day-to-day supervision of students, mentorship supervision, and curriculum and student affairs.

The Director's responsibilities are to:

- Assign incoming students to mentors
- Assist students with finding academic aids that fit their learning style
- Assist students with finding funding (e.g. RAs, TAs, and traineeships)
- Meet with students regularly
- Advise students regarding curriculum
- Assist with choice of a thesis topic
- Socialize the student into health services
- Help the student balance school, work, and home life
- Help define career goals
- Aid in the job search and write letters of recommendation

Admissions Committee

The Admissions Committee oversees the recruitment and admissions process, reviews student progress in relation to the objectives of their funding, and allocates merit-based funding to students. The committee is chaired by the Program Director and meets in January, February, and March.

Faculty Governance

The COPHP faculty meet to set overall program competencies and policies, review student progress, and provide leadership for strategic planning for the program. Faculty meetings are chaired by the Program Director and occur monthly. The faculty are responsible for curriculum development and review and oversight of student affairs. All curriculum changes and student and peer course evaluations are also reviewed at the faculty meetings.

Student inclusion in governance

The Admissions Committee includes a student member, and some students are elected to School or University committees. In addition, students are actively involved in recruitment and outreach locally and nationally. The atmosphere between students and faculty has supported informal discussion of program issues that are then brought to the appropriate committee for discussion.

SECTION 4 – PROGRAM REQUIREMENTS

CURRICULUM

All students admitted to the COPHP program are required to complete a minimum of 63 credits. This curricular requirement includes four components: 1) Problem-Based Learning (PBL) courses: 36 credits; 2) Fieldwork: 6 credits of a practicum; 9 credits of a capstone project; 3) Program seminars: 6 credits; 4) Electives: 6 credits.

This chart shows the quarterly credit hours for each course:

COPHP Courses	Credits Per Quarter	
	First Year	Second Year
Problem-Based Learning	6 credits	6 credits
Fieldwork	Practicum: 2 credits	Capstone: 3 credits
Seminar	1 credit	1 credit
Electives	Varies (1-5 credits)	Varies (0-5 credits)

Additional information about Master’s degree requirements:

- COPHP Program: <http://www.mphpublichealthpractice.uw.edu/overview/courses/>
- Graduate School: <http://grad.uw.edu/policies-procedures/masters-degree-policies/masters-degree-requirements/>

Problem-Based Learning (6 Credits/Quarter)

The majority of the COPHP curriculum takes place within a Problem-Based Learning (PBL) framework. Descriptions of the PBL courses are provided online:

<http://www.mphpublichealthpractice.uw.edu/overview/courses/descriptions.asp>

A description of the PBL process and guidelines provided in the section “Making the Most of the COPHP Program.”

Seminar (1 Credit/Quarter)

Students must register for the one-credit COPHP seminar each quarter. During the first year, the seminar course focuses on applied research and quantitative skills and also provides opportunities to learn from community-based public health professionals.

In the second year, students take ownership of the seminar. Students organize themselves into Seminar Committees and work with a faculty member to plan and coordinate the seminars.

First-Year Practicum Fieldwork (2 Credits/Quarter)

The purpose of the Practicum is to give students an opportunity to apply their classroom learning to a local public health agency within a service learning experience that is beneficial to the Health Department, the student, the University, and most importantly, the community being served.

During the first quarter, students will choose an agency to work with from a variety of options. Students will research their assigned site agency to become knowledgeable about its structure, function, key issues, and communities served. By Winter quarter, students will be expected to function in the role of student-

practitioners, spending 6-10 hours per week at their field site. There is a limited in-class component to this 2-credit course.

Second-Year Capstone Project (3 Credits/Quarter)

The Capstone Project is a year-long project (minimum of 9 credits) in which students work with a community organization or public health agency to identify and contribute to solving a public health problem. Appropriate settings for the project include (but are not limited to) community clinics, health departments, public or private human service organizations, and international agencies.

The goal of the Capstone Project is to provide an individualized opportunity for students to: 1) work in a community setting or health-related agency of their choice, 2) immerse themselves in solving a public health problem, 3) develop, expand, and hone their public health skills, and 4) gain specialized, sophisticated experience in an area of particular interest.

The final product for the Capstone includes both oral and written presentations.

A comprehensive guide to the Capstone project is posted on the COPHP website:

<http://www.mphpublichealthpractice.uw.edu/pdfs/project-handbook.pdf>

REPORTING AND DOCUMENTATION

Every Year

- Provide the Student Services Counselor with news about your travel to conferences, presentations, publications, funding, and other accomplishments.

Year 2

- Submit electronic copies of your Capstone assignments and final presentation to the Student Services Counselor

Alumni Years

The COPHP community is built on relationships both within and between classes. We have a rich network of graduates dating back to our entering class in 2002. We hope you will stay engaged with your alma mater by:

1. Keeping us posted on your current job position and contact information
2. Allowing us to list you as a potential contact for COPHP graduates looking to network around both job searches and work projects
3. Staying subscribed to the cophp_alum@uw.edu listserv
4. Considering contributing to our student support fund that subsidizes participation in WSPHA and APHA annual meetings, among other activities
5. Referring us strong candidates for COPHP admission
6. Being available to discuss the COPHP program with prospective students
7. Serving on the admissions committee
8. Letting us know if you're interested in serving as COPHP faculty as we expand in coming years
9. Keeping us informed of your news and accomplishments – we love to hear about your personal and professional landmarks and accomplishments!

SECTION 5 – MAKING THE MOST OF THE COPHP PROGRAM

The application of Problem-Based Learning (PBL) is what distinguishes the COPHP program from every other program in the UW School of Public Health and from nearly every other MPH program in the country. In the COPHP program, you will work in small, carefully-selected groups to learn the core public health subjects through integrated PBL cases written especially for our program.

We have chosen this learning method for COPHP because we believe (and research suggests*) that it provides an ideal context for students to develop the public health skills and competencies they will need to work in community settings. Yet, learning through PBL is “messier” than learning through traditional or didactic methods.

In PBL, no expert defines the universe of knowledge through a lecture. You will be expected to find most of your own readings, offer your own analysis and synthesis, and generate high-quality work that you will share with your classmates. Compared with traditional classes, the PBL setting will seem to have less structure. Although a COPHP faculty member will facilitate every PBL group and case, you will work autonomously to an extent that you may not have yet experienced in your college or university work. You and your classmates will control the learning environment and will take turns acting as a “student facilitator.” You will be continually challenged, exposed to real-world situations, and encouraged to think creatively. And to a greater extent than in traditional academic programs, you will be operating on your own. The following guidelines are intended to help support you through this process.

**For more information about the strengths of the PBL method, see:*

*Freeman S, Eddy SL, McDonough M, Smith MK, Okoroafor N, Jordt H, Wenderoth MP (2014). [Active learning increases student performance in science, engineering, and mathematics](#). *Proc Natl Acad Sci USA* 111, 8410–8415*

THE PBL PROCESS

Working Cases

Every COPHP student should prepare to invest at least 20 hours a week in the PBL block. Our PBL classes meet twice a week during Autumn, Winter, and Spring quarters. During most of these 30 weeks, you will work a new case every week, so prepare to work through the weekends. It is an intense process, and the topics of the cases will change quickly.

The process is about the same for every case:

Day 1

You meet for class in your PBL groups of eight or nine, with a faculty facilitator. You see the case for the first time in hard copy. It is important for your group to discover the case together, so you will not have the opportunity to read the case before class. (At class time, a web page for the case also becomes operational.)

A group member reads the first page aloud. Your group then discusses the case and identifies the learning objectives it raises, while a scribe records these, either on a flip chart or a laptop (your group

decides). You repeat this process for subsequent pages of the case. At the end of the three-hour class period, your group allocates the learning objectives.

Between Classes

In the two days before class meets again, you pursue the learning objectives, individually or as part of a teams. This work may involve research in the library, through interviews or surveys, or by collecting data from public agencies. Of course, you will use the web. But do not consider this your only source. You are expected to go to multiple data sources and synthesize this information in a document that will be posted on the web page set up for the case. Your group will determine the document parameters and posting times. (See “Posting and Reviewing Work” section for more information.)

Day 2

You and the other members of your group share findings from your research on the learning issues. You may refer to your postings. The facilitator and students evaluate the case for clarity, the discussion it generated, and whether you have successfully addressed the learning objectives. The facilitator may then distribute additional parts of the case to discuss, or you may also be given an exercise or assignment due in the following class.

In the first half (“Day 1”) of the next class, you may discuss findings of this assignment, then the facilitator distributes the first page of the next case, and the process begins again.

Expectations for PBL Student Work

For most of your PBL classes, you will be evaluated on:

- The quality of your postings (the written summaries you write to answer “learning objectives” generated by the discussion of cases)
- The quality of the research that goes into your postings
- Your class participation
- Your written and oral presentations
- Assignments and other products created for the cases

These elements are discussed in detail below.

Posting and Reviewing Work

Your cases, learning objectives, and postings will be posted on Canvas (<https://canvas.uw.edu/>), UW’s online assignment manager. We introduce all COPHP students to Canvas during our Orientation week, and most students learn it quickly. To access Canvas, login into MyUW (<http://myuw.washington.edu/>) and click on “Canvas” in the top-right corner menu of your MyUW homepage.

Research

Postings should be based on, and cite, appropriate sources of information. We expect students to find and use multiple types of high quality sources. Journal articles, texts, primary sources, and technical reports, as well as discussions with “experts” should be used, as appropriate, in preparing postings. (See “Citations” section.)

Working with Community Sources

Requesting that community-based sources give their time and expertise to help you with data-gathering and analysis for COPHP cases is asking a lot of them. However, we feel that these exchanges will benefit your sources, by giving them an opportunity to communicate a true understanding of their work, and perhaps to develop long-term professional relationships with you and your classmates.

To help keep these relationships strong, you should exercise the following professional courtesies when contacting someone in the community:

1. Do your “homework” ahead of time, and ask specific questions focused on what cannot be found in other sources. As a general principal, personal contact should be your last stop on the information highway.
2. Ask if you have connected with the right source, and if not, beg off with thanks.
3. Leave brief and informative voicemail messages with your name, purpose, timeframe for completing work, telephone number(s) and email address.
4. If your source calls you back after you have completed your task, return the call anyway, with thanks.
5. Ask if this is a convenient time to talk or whether you should call back later. Let the person know how much time you are likely to need, and stick to this estimate.
6. Be punctual if calling at an agreed-upon time.
7. If your source offers to send you information, accept with thanks and assurances that you will read the material and use it in your analysis.
8. Offer to share the results of your interaction, for example, by sending a copy of your posting.
9. A follow-up email or written thank-you note is essential.
10. Keep in mind respectful ways to keep in touch with your sources, such as by sharing information or alerting them to UW events that might interest them.

Citations

Cite every piece of information that you incorporate into your postings using the citation conventions of the AMA. Information on this can be found at: <http://library.nymc.edu/informatics/amastyle.cfm>
Students may meet with a Health Sciences librarian for help with citations.

It is critical to use quotation marks to explicitly indicate any information that is taken verbatim from a source. (See “Scholarly Integrity and Plagiarism Policy” section.)

Posting Goals

PBL postings are an important tool for communicating your research findings to the entire group.

The goals of the postings are to:

- Promote group learning
- Demonstrate professional-level skills in research, evaluation, synthesis, organization, and written presentation of your research
- Summarize the key research findings on your learning objective to inform in-session discussions
- Discuss the relevance of the key findings to the case and possible implications for the class to consider
- Communicate research findings in a clear and effective manner

- Reflect increasing levels of critical thinking over the course of the two-year program. Reveal thoughtfulness about the assigned learning objective – What are its implications? What additional questions does it lead to?
- Explicitly discuss how research findings help the group to understand the case.

Posting Format

The format of each posting will vary depending on the learning objective and the individual author. PBL facilitators encourage students to use whatever format best conveys their research findings to the group, but are looking for high quality, well-written work based on multiple research sources. Although length will also vary, most learning objectives can be summarized in 3-5 pages.

In general, all postings should include the following:

- The stated learning objective
- Your name, date and case number
- Presentation of your key research findings
- Discussion of how your research is relevant to the case and possible implications
- Accurate citations and complete reference list

Your posting should be posted by a deadline agreed upon by each group that allows for each student to read all the postings for that discussion session.

Student Facilitation

When it is your turn to facilitate a COPHP PBL class:

1. Have a schedule.
2. Talk to your faculty member in advance to understand that session's goals.
3. Come to class with an agenda and post it on the board.
4. Decide what your leadership style will be.
5. Plan for an ice breaker.
6. Design a synthesizing exercise to debrief the previous day's posts.
7. Draw out the quiet people and tamp down the eager beavers.
8. Have a strategy for when you are running out of time.
9. Decide who will be the scribe.
10. Manage conflict.
11. Organization group projects into specific tasks.
12. Help one another.
13. Remember, being a good group member is as important as being a good leader.

Group Participation

The PBL method requires classes that are held in small groups. In the COPHP program, we keep these groups to eight or nine students plus a “facilitator” from our faculty. We try to change the configuration of the groups at the end of nearly every quarter, and at various points in the program, we will offer help in dealing with the group process.

Strong group members:

- Participate actively in discussions, but do not dominate them
- Make thoughtful, constructive contributions to discussions

- Interact directly with others in the group
- Listen carefully to their classmates, and respect their analysis and opinions
- Take an active interest in the learning of others
- Raise new, controversial and subtle points in the discussions
- Challenge, support and/or elaborate on ideas of others
- Assume positive intent
- Are friendly, open, and interested
- Are non-judgmental
- Are competent
- Are good at “being here”
- Are honest but not necessarily frank
- Are trustworthy

Oral and Written Communication

The ability to communicate in both writing and in oral presentations is an important skill set for effective public health practitioners.

As you develop in the program, we hope to see you present complicated information in a manner that:

- is clear, grammatical, and professional
- promotes understanding and learning
- is stimulating, enthusiastic, and aesthetically pleasing

Students should contact their facilitator or the COPHP Student Services Counselor if they desire assistance with writing and presentation skills.

PBL Feedback Policy

The following guidelines outline the responsibilities of the PBL faculty facilitators to give written feedback to all students. In addition to these minimum requirements, all students and facilitators should feel free to request additional feedback on specific concerns both individually and as a group.

Individual Feedback

Facilitators will give written feedback to each student at the end of every case. The feedback will focus on the strengths and weakness of the posting and research effort, as well as the student’s participation in the group. Individual feedback will also be given for each assignment or presentation during the block. Feedback should be given within a week of the case’s end.

Group Feedback

At the beginning of every block, the facilitator and students will agree upon a process for group feedback. This feedback will focus on the extent to which the group is meeting the block’s learning objectives, as well as the effectiveness of group dynamics. Students should feel comfortable requesting group feedback from the facilitator.

In-Person Feedback

Facilitators can ask to meet with students individually outside of class. Students should also feel comfortable requesting a meeting with their facilitators. One-on-one meetings are particularly valuable for addressing student concerns or problems.

TIME MANAGEMENT

Time management is one of the first skills you will master in the COPHP program.

Weekly First-Year Schedule

During the first year, COPHP courses take place on Tuesdays and Fridays (time of day depends on section assignment). The remaining time is open for PBL research, elective courses, jobs, and of course, your social life. Please refer to the Block Assignments sheet and the COPHP Google Calendar, both located on the COPHP Resources page on CANVAS: <https://canvas.uw.edu> to get a sense of the weekly schedule during the first year.

There is quite a bit of open time during the program, but your weekly schedule will fill in quickly! As a basic rule, give yourself extra time during the first quarter to become accustomed to the program. After your first quarter, you can assess how many electives you want to take and how many hours you can work. Here are a few tips to start:

Problem-Based Learning

PBL is an intense six-credit course that will comprise the bulk of your work. The standard UW equation is to spend 2-3 hours out of class for every hour in class. Since you will spend 6 hours a week in class, plan on spending 12-18 hours a week on your postings and other PBL-related work outside of class time. In essence, think of your work for PBL as comparable to two classes, not one. It takes some time to become familiar with PBL during your first quarter, so some students find they spend more than 18 hours a week on their work outside of class. But do not worry, as you gain experience, you will become more efficient and find that PBL becomes less time-consuming.

Fieldwork

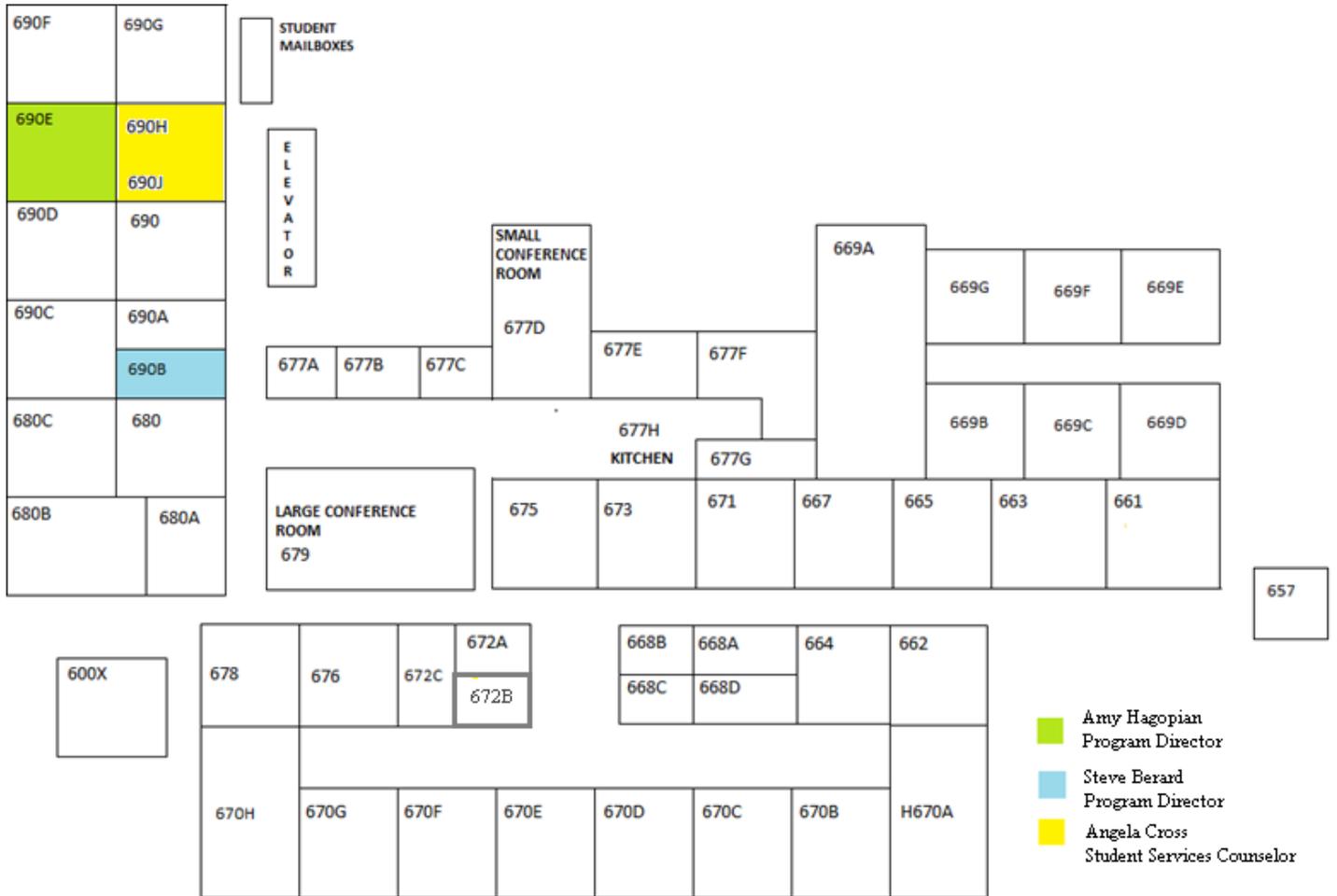
The fieldwork class will be integrated into your seminar during your first quarter. After the first quarter, you should expect to spend 6-10 hours a week at your practicum site. Be sure to leave enough flexibility in your schedule to accommodate your practicum hours during your second and third quarters.

Jobs

Most students work 10-20 hours per week during their two years in the program. Again, it's a good idea not to overload your schedule until you become familiar with the program. Because your PBL workload will vary from case to case, it is also helpful to have a flexible work schedule throughout the year.

SECTION 6 – APPENDIX

H-WING MAP WITH PROGRAM CONTACTS



COPHP thoughts on a student-centered education

1) What does it mean to be a student-centered program (not a student led program)?

“Student-centered learning” prioritizes student voices as central to the learning experience. Faculty incorporate student interests as we help you achieve the core required competencies for the MPH degree. COPHP faculty write cases, clarify direction, point towards a variety of voices, and present opportunities to meet learning objectives you’ll need to achieve the competencies required to be excellent public health professionals.

- We aim to develop learner autonomy and independence by putting responsibility for many elements of the learning path in the hands of students.
- We seek to develop skills and practices that enable lifelong learning and independent problem-solving.
- We subscribe to theory and practice that emphasizes the learner's critical role in constructing meaning from new information and prior experience. We subscribe to Paulo Freire’s theories of education as liberation¹.

2) What does it mean to be a social justice focused, anti-racist program?

Since our founding we have been focused on social justice as a guiding public health value and are now working to become an anti-racist program. Our mission is to prepare students to be problem solvers, advocates and leaders in community health. We state that “Combining an active style of learning, rigorous academic preparation and a commitment to social justice and community engagement, our program equips graduates with the knowledge and skills to effectively address public health challenges.”

We are working to become an anti-racist program because racism is a key underlying cause of poor health. Societal structures concentrate power and resources to the benefit of a few, while systematically depriving others of economic opportunity, educational attainment, and social cohesion; this threatens health by undermining access to food, housing, nature, safety, and health care. Racism, along with sexism, homophobia, classism, and other isms are therefore “social determinants of health.” We believe one important focus of public health work is to help communities build resilience and change power structures to reverse the effects of social injustice. We prepare our graduates to work with communities to slash poverty, homelessness, pollution, incarceration, and climate change. These all intersect with racism and other forms of injustice.

3) Will you be isolated in our own little perfect world of right-thinking people?

Diverse views are present in all communities. From day one you will be working with citizens in rural communities and urban neighborhoods, community based organizations, public health agencies, and policy makers. We will meet and join forces with people whose beliefs, attitudes, experiences, and ideas may differ from your own. We will hear viewpoints we don’t share. Our approach is to respond by asking questions that help us understand people and their concerns. To collaborate effectively in pursuit of population health, we need to learn people’s stories, which generally explain how they came to think as they do.

4) Will all our cases focus on social justice and anti-racism?

Some cases will directly address racism and other isms, others may be more indirect or address other MPH competencies. You’ll need a wide range of skills and tools to be an effective public health worker. All of the skills, information, approaches and tools you’ll learn will serve you in your public health practice.

¹ Freire, Paulo. *Pedagogy of the Oppressed*, 1970 (translation). NY, Herder & Herder.

HANDBOOK UPDATES

- 9/16/15: Softened language about only registering for a single elective credit in the first quarter of year 1, to make room for individual differences.
- 7/17/15: Updated handbook in preparation for Autumn 2015
- 9/14/14: Kelly Gilmore updated handbook
- 8/26/16: Updated H-Wing map and program contacts
- 11/1/16: “What is a Student-Centered Education” document added to appendix
- 7/03/17: Updated handbook in preparation for Autumn 2017