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GUIDELINES FOR APPOINTMENT, PROMOTION AND TENURE ROLLINS SCHOOL OF PUBLIC HEALTH OF EMORY UNIVERSITY

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I. PURPOSE OF DOCUMENT

This document sets forth principles, criteria and procedures for appointment, promotion and the award of tenure for faculty members within the Rollins School of Public Health of Emory University.

II. UNIVERSITY AND SCHOOL POLICIES

All policy, procedures and actions regarding faculty appointment, promotion and award of tenure, as well as terminations, shall conform to the By-Laws of the University, the Statement of Principles Governing Faculty Relationships (the University "Gray Book"), the By-Laws of the Rollins School of Public Health and the Affirmative Action and Non-Discrimination Policies and Procedures of Emory University and the Rollins School of Public Health. Consult the *Emory University Faculty Handbook* for a description of university rules and procedures.

Review and recommendation for appointment, promotion or award of tenure shall be based on qualifications of the candidates without discrimination in regard to race, color, religion, sex, age, national origin, disability or veteran status. These attributes also shall not be used in a discriminatory manner in review or recommendation for termination.

Before an initial appointment is recommended, all University and School requirements pertaining to affirmative action and equal employment opportunity must be fulfilled. The recommendation must be accompanied by the affirmative action reports required by the University and by the School.

III. POSITION TITLES FOR FACULTY TENURE AND NON-TENURE TRACKS

Fulltime (regular) faculty members with primary appointments in the RSPH are appointed or promoted to the following position titles:

<u>Tenure Track</u>	<u>Non-Tenure Track</u>
Instructor	Lecturer
Assistant Professor	Associate
Associate Professor	Senior Associate
Professor	Instructor (Clinical or Research)
Assistant Professor	Assistant Professor (Clinical or Research)
Associate Professor	Professor (Clinical or Research)
Professor	Professor (Clinical or Research)

A. TENURE TRACK APPOINTMENTS

Faculty members appointed to the tenure track shall have sufficient credentials and potential so that they are expected to eventually satisfy the School evaluation criteria for the award of tenure. Unless approved by the

President under unusual circumstances, faculty members with limited appointments may remain in the tenure track with limited appointments no longer than seven years of continuous service. The School appoints faculty members to the tenure track in anticipation that these persons will attain tenure and make significant long-term contributions to public health and to the School. In unusual circumstances tenured faculty members may be terminated.

B. NON-TENURE TRACK APPOINTMENTS

Non-tenure track faculty positions provide the School with opportunities to develop collaborative faculty relationships with public health agencies, recruit qualified scientists for special grants and contracts, and facilitate joint appointments with other schools in the University. This flexibility allows the School to respond quickly to trends in public health.

Appointments in the non-tenure track can be terminated at any time based upon financial resources and/or organizational needs of the School, provided that appropriate notification is given or that the conditions of the appointment are clearly stated in an appointment letter. Faculty members appointed to the non-tenure track sometimes have credentials that are not equivalent to those appointed to the tenure track in comparable ranks.

IV. CRITERIA FOR APPOINTMENT, PROMOTION AND AWARD OF TENURE

A. MISSION AND GOALS OF THE SCHOOL REFLECTING EXPECTATIONS OF FACULTY

It is crucial to the academic integrity of the School that high standards are maintained for appointment, promotion and tenure of faculty. The criteria for evaluating faculty performance reflect the Mission of the Rollins School of Public Health: *to demonstrate excellence in the discovery, dissemination and application of knowledge as it trains and supports future leaders in health promotion and disease prevention through organized community efforts around the world.*

The Goals of the Rollins School of Public Health, in achieving its mission are:

- To educate individuals for leadership in community health promotion and disease prevention in populations around the world
- Advance the science of public health through discovery, dissemination and application of knowledge
- Build capacity in the public health workforce and support the continuing education of graduates while contributing to efforts that promote health and prevent disease in populations around the world
- Maintain an academic community that supports excellence in instruction, research and public health practice

B. ASSESSMENT OF FACULTY ACHIEVEMENT

The Rollins School of Public Health shares with the larger university the following general standards in the assessment of merit for promotion and tenure:

Standards for appointments at rank, along with promotion and tenure, reflect the expectations that a faculty holds of its members. Candidates for appointment or promotion to Associate Professor must show academic excellence, including meritorious scholarship, creative inquiry, and teaching, as well as have the demonstrated promise to become leaders and transform their field as their career progresses. Candidates for appointment or promotion to Professor must show scholarly excellence and be established, nationally or internationally, as among the most distinctive and recognized voices in their discipline, consistently examining and addressing their field's most pressing questions.

For promotion in rank and the awarding of tenure, candidates should ideally display excellence in all three areas of scholarship, teaching and service. However, it is recognized that in order to fulfill the missions of the School and the University, it often is necessary for faculty members to concentrate their efforts in one or two of the three areas. Thus, a tenure-track faculty member may be recommended for promoted in rank and for tenure on the basis of excellence in at least one area and very good performance in the remaining areas of achievement.

C. TEACHING CRITERION

The first evaluation criterion is teaching. This criterion includes a range of activities beyond classroom instruction. Individuals being considered for an initial appointment at the level of instructor or assistant professor should demonstrate a commitment to teaching and the potential to perform effectively in that role.

1. DIMENSIONS OF THE TEACHING ROLE

The following dimensions of teaching should be considered for evaluating teaching performance:

- a. Classroom Instruction
- b. Non-Classroom Instruction
- c. Thesis/Dissertation Supervision
- d. Mentor/Role Model/Career Advisement
- e. Training/Continuing Education
- f. Teaching-Related Contributions to Ones Field

2. DOCUMENTATION OF ACHIEVEMENTS IN TEACHING

For each of the dimensions listed above, the following information may be used to document teaching activities and performance.

a. Classroom Instruction

- listing of RSPH or University courses taught (including whether primarily responsible for the course) course title and number, how often the course was taught, the number of classroom hours per course, and the number of students enrolled
- summary scores and comments from student course evaluations for courses primarily taught
- listing of other courses or seminars in the RSPH or University together with summaries of student course evaluations if available or other supportive evaluation documentation
- exit survey information which may identify faculty who are exceptional teachers
- alumni survey information, which may identify exceptional teachers
- evaluations of guest lecturer performance
- observer evaluations, i.e., observations of actual classes or videotapes of teaching by colleagues with recognized skills as educators
- letters or reports related to teaching achievements
- new courses or syllabi developed, used as evidence of innovative approaches to teaching and curricula development
- number of extramural continuing education short-courses taught at Emory and evaluations if available
- information, e.g., reports about students drawn to Emory as a result of faculty member's reputation as a teacher
- efforts to develop or improve teaching skills
- information about student performance and competency outcomes
- teaching activities that help RSPH meet pre-established outcomes as described in accreditation plans

b. Non-Classroom Instruction

- field supervision
- clinical instruction
- teaching in non-traditional settings
- training of research or teaching assistants

c. Thesis/Dissertation Supervision

- doctoral dissertations directed with title, name of student and department
- doctoral committees served on with title, name of student and department
- master's theses/papers directed with title, name of student and department
- master's theses/papers committees served on with title, name of student and department

- evidence of advising "difficult" or "weak" students and/or helping to improve such students' performance
 - peer-reviewed presentations and publications resulting from dissertations and theses directed
- d. Mentor/Role Model/Career Advisement
- testimony of students in letters or evidence from exit surveys of being an effective mentor in preparation for a professional career or job placement
 - papers and presentations in collaboration with students or resulting from student advisement
 - testimony in letters or evidence from exit questionnaires of being an effective mentor as a program adviser for graduate students
 - evidence of helping faculty peers improve their teaching skills
- e. Training/Continuing Education
- listing of training/continuing education short-courses and other programs taught outside the University at professional associations, governmental agencies, international organizations, summer school programs, and as a private consultant
 - evaluations of short-course activities
 - development of training or educational programs or courses and their evaluation
- f. Teaching-related Contributions to the Field
- textbooks
 - chapters in textbooks
 - teaching modules or other programs (e.g., audiovisual) of instruction developed
 - research designed to improve education and training and its dissemination through publication and presentation
 - service on and/or chairing teaching-related committees or programs in the RSPH, university, national or international professional associations, agencies, etc.

3. CRITERIA FOR VERY GOOD AND EXCELLENT PERFORMANCE

- a. Very Good in Teaching
Very good performance in classroom instruction or very good performance in at least two other dimensions of teaching
- b. Excellence in Teaching
Excellence in classroom instruction and excellence in at least two other dimensions of teaching plus recognition that teaching activities have made a significant impact nationally or internationally in one's field or in public health generally

4. CLARIFICATIONS

- a. Excellence in teaching involves a reputational component—that the faculty member has earned national and/or international recognition from peers in the profession.
- b. Excellence in teaching connotes an objective, current, accurate, and balanced command of the subject matter of the field, an integration of knowledge, effectiveness in communication, innovation in course syllabi and willingness to interact and exchange views with students and colleagues at the highest levels of intellectual stimulation and inspiration, as judged by students and peers.
- c. An assessment very good and excellent performance in classroom instruction should give attention to the quantity of classroom instruction actually performed, i.e., the actual number of courses taught with primary responsibility while a faculty member. A specific formula for quantity is not suggested but should consider the candidate's length of service, previous teaching experience and proportion of effort dedicated to research activities. All faculty are expected to be routinely involved in the teaching and training of students.
- d. In assessing the quality of classroom instruction, more weight should be given to courses in which the faculty member is entirely responsible for the course and gives most or all of the lectures/classroom activities as compared to courses in which the faculty member coordinates but does a minimum amount of active teaching and/or gives a small number of lectures.
- e. Teaching is more than the delivery of lectures and includes other creative methods of involving students in the process of learning, e.g., audio-visual aids, group projects, simulation experiences, computerized instruction, etc.
- f. Mentoring, is recognizably more difficult to evaluate than the other dimensions, and evidence is likely to be primarily based on written testimonials or letters from other faculty, students or alumni, and from student exit interviews.
- g. Thesis/dissertation supervision and mentoring are intended to be distinct areas of performance. Good or excellent performance in one does not imply comparable performance in the other. For example, one could provide excellent direction on research and not perform as an effective mentor for career advancement. They should be addressed independently.

D. SCHOLARSHIP OR RESEARCH CRITERION

The second evaluation criterion is original and creative scholarship or research defined as the substantive generation of new knowledge. Since new knowledge can be useful and influential only if it is disseminated, it is necessary that the information is communicated to others in the field of

study, usually in written form. There should be a good balance between the number and the quality of the candidate's publications. The essence of creative scholarship is quality and significance as assessed by peer judgment and by relevant publications. Individuals being considered for an initial appointment at the level of Instructor or Assistant Professor should display potential in this area.

1. DIMENSIONS OF SCHOLARSHIP

Consideration of scholarly achievement may include, but is not limited to, the following:

- a. Quality and number of publications in peer reviewed journals
- b. Significance of program(s) of research on the field (on other programs of research and/or importance for the improvement of population health or public health practice)
- c. Impact of scholarly publications or extent to which the work is cited by peers
- d. Capacity to attract funding to support and sustain programs of research; competition for funding from public and private agencies
- e. Books, monographs and chapters containing creative scholarship
- f. Invited papers and refereed presentations at professional meetings
- g. Leadership in collaborative studies and the development of research centers

2. CRITERIA FOR VERY GOOD AND EXCELLENT PERFORMANCE

a. Very Good in research

- Mix of primary or senior-authored and co-authored articles sufficient to establish candidate as a recognized contributor to the field (senior authorship is designated in various ways)
- Considered by leading scholars to be making important contributions to the field
- Original or synthetic research and writing contributes to the advancement of scholarship or public health more generally
- Provides leadership on externally funded programs of research, usually as principal or co-investigator, sufficient to sustain support for effort

b. Excellence in research

- Quality and quantity of primary or senior-authored papers establishes candidate as leading investigator in the field (senior authorship is designated in various ways)

- Considered by leading scholars to be among the best investigators in candidate's professional cohort
- Original research has significant impact on field of scholarship or public health more generally
- Research attracts sustained support from competitive sources of external funding, normally as principal investigator

E. SERVICE OR PUBLIC HEALTH PRACTICE CRITERION

The third evaluation criterion is professional service to the School, the University, community, professional organizations, various levels of government, and the national and international public health community. It includes contributions through the practice of public health. Individuals being considered for an initial appointment at the Instructor or Assistant Professor level should display potential in this area.

1. DIMENSIONS OF SERVICE/PUBLIC HEALTH PRACTICE

Service or Public Health Practice includes but is not limited to the following;

- Contributions to the promotion of public health
- Contributions to the delivery of public health services
- Contributions to the academic community within the department, school and university
- Service to agencies and organizations as a consultant or technical advisor
- Leadership of public health societies, services and programs
- Service on national or international panels engaged in the improvement of health or health services
- Recognition or awards for contributions to the field of public health or public health services
- Membership on editorial boards and editorships
- Other service to the profession

2. CRITERIA FOR VERY GOOD OR EXCELLENT PERFORMANCE

a. Very good in service or public health practice

- Participation in the governance functioning of the university. Such activities may occur at the department, school or university level.
- Contributions to the profession which may include:
 - Serving professional societies (e.g., participation in association functions or meetings, receipt of awards/honors from those associations, holding appointed or elective leadership roles, etc.)

- Serving as expert consultants (e.g., advisor or on advisory panels for private or governmental public health agencies, serving on study section panels for funding agencies, providing assistance and advice to organizations and agencies, grant reviews, etc.)
- Serving as peer reviewers for publications (e.g., editorial boards of journals, advisory editor for a book series, referee for major journals, etc.)

b. Excellence in service or public health practice

- In addition to the requirements for *very good performance* in service or public health practice, *excellence* requires the documentation of practice-based activities that have a demonstrated substantial impact on:
 - the improvement of public health; and/or
 - the effectiveness of organizations and programs that deliver services to improve public health
- These contributions should have a scholarly origin in that they significantly advance knowledge or techniques in the field.
- These contributions should be disseminated in writing, normally peer reviewed journals and books, but may also include other forms of writing and presentations.
- These contributions should be recognized by peers in the field of academic public health as significant and valued by the public health community through funding or other indicators of support.

V. APPOINTMENT AS INSTRUCTOR

Instructors usually have an earned doctorate in their field of study, are in a post-doctoral training status, or are very close to obtaining the doctorate. The rank of Instructor is in the tenure track. Expectations for performance are comparable to those appointed at the rank of Assistant Professor.

VI. APPOINTMENT OF OR PROMOTION TO ASSISTANT PROFESSOR

Appointment or promotion to the rank of Assistant Professor is normally extended to individuals with a doctorate degree in the relevant academic field who display evidence of competence and promise in scholarship, teaching and service. Appointees to the rank of Instructor or Assistant Professor are normally expected to:

- conduct and/or collaborate on independent original research that leads to dissemination through publication
- obtain funding to support research or program activities

- participate in the academic programs of the School by fulfilling teaching obligations
- supervise student research in theses and dissertations
- participate in service activities of the School, the University and the broader public health community
- engage in the application or practice of public health.

Reappointment at the rank of Assistant Professor for subsequent years will be initiated by the department chair, in consultation with senior department faculty, with notification to the dean.

In accordance with University policy, no individual in the tenure track may remain without tenure for more than seven years of continuous service unless approved by the President under unusual circumstances.

VII. APPOINTMENT OF OR PROMOTION TO ASSOCIATE PROFESSOR

Associate Professors are considered members of the senior faculty. They are expected to assume an increased responsibility in the life of their Department, School, University and professional community.

A. ASSESSMENT OF ACHIEVEMENT IN TEACHING, RESEARCH AND SERVICE

Ideally, candidates should display excellence in the areas of research, teaching and service. However, it is recognized that in order to fulfill the missions of the School and the University, it often is necessary for particular faculty members to concentrate their efforts in one or two of the three areas. Thus, an individual may be promoted to the rank of Associate Professor with documented *excellence* in at least one area and evidence of at least *very good* performance in the other two areas.

Descriptions of the criteria for the documentation and assessment of teaching, research and service are found in Sections IV. C, D and E.

B. PROMOTION OR APPOINTMENT WITH TENURE

In the tenure track, promotion to the rank of Associate Professor usually entails an award of tenure. However, an Assistant Professor in the tenure track may be promoted to the rank of Associate Professor without tenure. Also, faculty members may be appointed to the rank of Associate Professor in the tenure track without the awarding of tenure. An individual may not remain in the tenure track for more than seven years without the awarding of tenure. The appointment of Associate Professor with tenure is a continuous appointment. Continuous appointments shall be made by the Board of Trustees or its Executive Committee upon the recommendation of the President who shall have conferred regarding such recommendations with the Dean of the School.

C. **PROCESS FOR PROMOTION**

A decision to initiate an appointment at or promotion to the rank of Associate Professor is the responsibility of the department chair in consultation with senior faculty members in their unit (those at the rank to which the faculty member is being promoted or a higher rank). Whenever the department chair considers a candidate for appointment or promotion, the chair will inform the candidate personally and in writing of his/her decision to consider the candidate for promotion and later, on whether the senior faculty decided to recommend or not recommend appointment or promotion and the reason(s) for the decision.

The chair is expected to solicit the names of potential external evaluators from the candidate and senior faculty and transmit them to the associate dean for academic affairs, who will formally solicit letters (see Section XIV) evaluating the candidate's scholarly achievements and, to the extent that the external evaluators are able, achievements in teaching and service or public health practice. External evaluators of candidates for whom tenure is being considered should be provided with a dossier including, but not limited to, the candidate's curriculum vita, a personal statement by the candidate on achievements in teaching, research and service, a summary of teaching evaluations and representative publications. Other materials may be appropriate in order to document achievements.

Following the receipt of the external evaluation letters, the chair and senior faculty make a final decision about whether to recommend promotion (and tenure). The recommendation for promotion (and tenure) is submitted with the candidate's dossier to the associate dean for academic affairs. The dossier should be accompanied by a letter from the chair indicating the assessment by department senior faculty members of the candidate's qualifications for promotion on each of the criteria and the vote of the eligible faculty members for the recommendation.

VIII. APPOINTMENT OF OR PROMOTION TO PROFESSOR

The most crucial attribute of a Professor is that the candidate should have a national or international reputation for excellence in the discipline and should exhibit leadership and dedication to the School.

A. **ASSESSMENT OF ACHIEVEMENT IN TEACHING, RESEARCH AND SERVICE**

The evaluation criteria described above for an Associate Professor also are relevant for the rank of Professor. The criteria are more fully described in Section IV. The important difference is that the candidate for promotion to the rank of Professor should have appreciably more accomplishments than at the rank of Associate Professor. As for an Associate Professor, a balance of accomplishments in each of the three areas of scholarship, teaching and service is

expected and candidates are expected to document excellence in at least one area and at least very good performance in the others.

B. PROMOTION OR APPOINTMENT WITH TENURE

In the tenure track, promotion to the rank of Professor entails tenure unless extraordinary conditions prevail. Recommendations for appointment or promotion to the rank of Professor require a dossier and set of procedures that are identical to those for an appointment or promotion to Associate Professor with tenure (see Section XIV).

C. PROCESS FOR PROMOTION

The process for an appointment or promotion to Professor is similar to that of an appointment or promotion to Associate Professor with tenure. The process is initiated by the department chair, in consultation with those at the professorial rank in the department. External letters from experts in the candidate's field are solicited, followed by a final review of the record and recommendation by the full professors. The chair submits the dossier to the associate dean for academic affairs, with a letter transmitting the assessment of the eligible faculty on the candidate's achievements on each criterion for promotion, the rationale for a promotion and the faculty vote.

Unless exceptional circumstances prevail, the minimum amount of time at the Associate Professor rank before possible promotion to Professor is four years.

IX. AWARD OF TENURE

Tenure is not an automatic consequence of service on the faculty for any given number of years. Rather, it is a privilege that is earned by merit and conferred on an individual faculty member by action of the dean of the School, the President of the University and the Board of Trustees. The long-term needs of the School are also to be considered in tenure decisions.

Tenure may be awarded at the time a candidate is appointed to the rank of Associate Professor or Professor or at any time after an appointment. It may also be awarded at the time a candidate is promoted from Assistant Professor to Associate Professor, although the decision about promotion and tenure need not be simultaneous.

Tenure is granted to those faculty members who have unequivocally demonstrated a present capacity and future potential to contribute substantively and meaningfully to the broader aims and objectives of the School. The University, in conferring tenure, and the faculty member, in accepting it, undertake to fulfill important responsibilities and commitments. Accordingly, the decision to recommend tenure requires careful consideration in regard to the qualities of the individual and the needs of the School.

A grant of tenure at this School means that so long as the position occupied by the faculty member continues in existence, the faculty member alone may occupy it with compensation provided which is appropriate to the faculty member's rank and responsibilities. Appointments, whether tenured, in the tenure track or in the non-tenure track, may be terminated for the following reasons (also see *Statement of Principles Governing Faculty Relationships* in the Emory University Faculty Handbook):

- The faculty member becomes permanently physically or mentally incapacitated
- The faculty member gives just cause for dismissal (e.g. incompetence, neglect of academic duty, moral delinquency or other such adequate cause)
- The faculty member voluntarily resigns from the School position
- The academic program of which the faculty member is a part is discontinued by the Board of Trustees

X. APPOINTMENT OF NON-TENURE TRACK (LIMITED OR NON-CONTINUOUS) ASSOCIATE FACULTY or LECTURER

A. APPOINTMENT OF ASSOCIATE

The Associate faculty rank at the School is generally used for faculty members who do not have a doctorate in their field of study. Associates usually are actively involved in specific research projects, frequently under the direction of more senior faculty. Associates often are engaged in teaching activities and they are expected to be involved in service activities at the School.

Associates are not in the tenure track. Their appointments are annually renewable and vary in duration depending upon the need for which they are hired. Unless exceptional circumstances prevail, the minimum amount of time at the Associate rank before possible promotion to Senior Associate is three years.

B. APPOINTMENT OF OR PROMOTION TO SENIOR ASSOCIATE

Senior Associates may have a doctoral degree or significant experience in the role for which they are hired, and/or also perform primarily under the supervision of a faculty member. They have responsibilities similar to Associates in research projects, in teaching and in service. However, in their activities they assume more primary responsibilities, thereby requiring less direction and manifest more independence and initiative.

C. APPOINTMENT OF LECTURER

Expectations for persons appointed to the position of Lecturer are comparable to those appointed to the rank of Associate or Senior Associate. Those appointed to the position of Lecturer may be terminated without advanced written notice as required

for those in certain other non-tenured ranks (See *Statement of Principles Governing Faculty Relationships*, in the Emory University Faculty Handbook.).

XI. APPOINTMENT TO NON-TENURE TRACK (LIMITED OR NONCONTINUOUS) CLINICAL OR RESEARCH TRACK FACULTY

A. CLINICAL AND RESEARCH TRACK

The Clinical and Research Tracks are non-continuous/limited appointments of faculty who have earned a doctoral degree in field and whose credentials do not meet the requirements necessary for a tenure track appointment; who are expected to play a role in the school that would not normally result in accomplishments in three areas of performance that would meet the requirements for the awarding of tenure; or for the appointment of faculty who might otherwise be qualified for and receive a tenure-track appointment but for whom a tenure track line is unavailable. These appointments are not bound by the Emory University requirement that promotion must be accomplished within seven years.

B. CLINICAL AND RESEARCH TRACK RANKS

There are four levels of non-continuous or limited faculty rank in the Clinical (CT) and Research Track (RT):

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Appointments to the Clinical Track normally imply that the principal activity is in training or in the practice of public health. Clinical Track faculty may participate in a range of activities, however, and are expected to contribute service to the school.

Appointments to the Research Track normally imply that the principal activity is in public health research. Research track faculty may participate in a range of activities, however, and are expected to contribute service to the school.

Clinical and Research Track faculty, not being in the tenure track (i.e., being limited or non-continuous), are annually renewable and appointments vary in duration depending upon the need for which they were hired.

Faculty appointed to the Clinical or Research Track are normally expected to play a significant role in supporting their salary with external funding either through their own initiative or through services supported by externally funded projects in the school.

These faculty appointments are to be made in accord with the same procedures as have been established for tenure track faculty appointments as described in Section XIV and XV.

Faculty appointed to Clinical or Research track positions are eligible to apply for tenure track positions in the school when such positions have been announced and advertised as part of an authorized search process.

C. CRITERIA FOR APPOINTMENT IN CLINICAL AND RESEARCH TRACK RANKS

Instructors usually have an earned doctorate in their field of study or are very close to obtaining the doctorate. Individuals at the rank of Assistant Professor and above in the non-tenure track (CT & RT) must have an earned doctorate in their field. Individuals in the non-tenure track (CT & RT) may remain in any rank indefinitely.

D. CRITERIA FOR PROMOTION IN CLINICAL AND RESEARCH TRACK RANKS

Promotion of non-tenure track faculty members will be considered for those who are making a substantial and meaningful contribution to the mission of the department and school and document achievements that are considered to be “excellent” in at least one of the three domains (teaching, research and service/practice) or “very good” in at least two domains. These criteria are described in Section IV.

Promotion from Instructor in the non-tenure track to the rank of Assistant Professor in the non-tenure track may be initiated by the department chair, in consultation with faculty, when it is determined that the candidate has achieved credentials associated with that of an Assistant Professor. An Assistant Professor in the non-tenure track may be promoted to Associate Professor in the non-tenure track after a minimum of six years of continuous service. The minimum amount of time at the Associate Professor rank in the non-tenure track before possible promotion to Professor in the non-tenure track is five years.

Evaluation for a promotion in rank in the non-tenure track (CT & RT) requires an assessment by three external evaluators.

XII. JOINT APPOINTMENTS

A. JOINT DEPARTMENT APPOINTMENTS WITHIN THE SCHOOL

A faculty member may hold a joint appointment with multiple departments in the Rollins School of Public Health. One department must be identified as the primary appointment. The recommended joint appointment shall be negotiated by the department chair, the dean and the candidate. In order to receive a joint appointment, the candidate must satisfy the requirements for appointment in both departments. Tenure shall exist only with respect to the primary appointment if the faculty member holds tenure.

Promotion of a candidate with a joint appointment in multiple departments may be recommended by one or several departments. The promotion process is normally initiated by the department in which there is a primary appointment but may involve a consultation with faculty in other departments sharing the appointment. The faculty member's rank should be comparable in all departments.

B. JOINT APPOINTMENTS BETWEEN SCHOOLS

A faculty member may have a joint appointment with a department in the school of public health and a department or program in some other school in the University. The primary appointment may be in the Rollins School of Public Health or in the other school. The recommendation for such a joint appointment shall be negotiated with the candidate, the Rollins School of Public Health department chair, the chair of the department in the other school and the dean of each of the two schools. In order to receive a joint appointment, the candidate must satisfy the requirements for appointment in both schools.

Promotion of a candidate with a joint appointment in two different schools can be recommended in one or both schools. Promotion in each school requires that the candidate satisfy the standards and guidelines of each school. The faculty member's rank in the primary school is usually comparable to the rank in the other school. The school in which the faculty member holds a primary appointment normally initiates a promotion and tenure review process.

XIII. ADJUNCT FACULTY AND FACULTY RANKS WITH SPECIAL TITLES

A. ADJUNCT FACULTY APPOINTMENTS

Faculty of the Rollins School of Public Health whose academic ranks contain the prefix *Adjunct*, i.e., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor and Adjunct Professor, are individuals who do not have a regular Emory University faculty appointment, who have completed their graduate education and who are expected to contribute actively to the educational and/or research programs of the Rollins School of Public Health. Adjunct faculty members are given limited appointments (non-tenure track), commonly without compensation.

B. APPOINTMENT PROCESS FOR ADJUNCT FACULTY

Nominations for appointments to the adjunct faculty ranks are initiated by the department chair in consultation with the faculty members. Such appointments do not require an open search. The chair conveys the department faculty

recommendation for an adjunct appointment through a letter to the associate dean for academic affairs stating the rationale for the appointment (anticipated or current contributions to the department or school), and the recommended rank. Adjunct appointments are made for a period of three years, subject to renewal, with the approval of the dean.

C. VISITING, PART-TIME, AFFILIATED, ACTING AND TEMPORARY APPOINTMENTS

Nominations for appointments to the faculty ranks with special titles or descriptions such as visiting, part-time, acting and temporary are initiated, recommended and processed as are those appointments for Adjunct status and are subject to the approval of the dean.

XIV. PROCEDURES FOR PROMOTION AND TENURE REVIEW

A. INITIATION OF THE PROMOTION PROCESS

At the time of the annual evaluation of faculty members, the department chair, in consultation with eligible department faculty members, notifies all faculty members who are eligible for promotion and/or for award of tenure during the next academic year. Faculty members are asked to respond in writing to the department chair whether they wish to be considered for promotion and/or award of tenure at this time. Those faculty members who wish to be considered for promotion and/or tenure work with the department chair to put together the dossier. Contents of the dossier are listed in Section XV F.

B. PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR (WITH TENURE) AND PROFESSOR (TENURE TRACK)

If there is initial agreement among eligible faculty to seek a promotion, the Chair solicits the names of potential external evaluators from senior faculty and the candidate and shares them with the associate dean for academic affairs, who will formally solicit the external letters. The external letters are added to the candidate's dossier which serves as the basis for a vote on a recommendation to promote by eligible department faculty members.

In the case of promotion to Associate Professor, all tenured department faculty members are eligible to vote. In the case of a recommendation for promotion to Professor, only the full professors of the department are eligible to vote. The vote of eligible department faculty members becomes part of the candidate's record. A detailed explanation of dissenting opinions, if any, must be forwarded to the associate dean for academic affairs with the department recommendation.

The dossier of the candidate recommended for promotion by their department is forwarded to the associate dean for academic affairs. Included with the dossier should be a letter from the chair describing the

rationale for a recommendation for promotion, a summary of the candidate's achievements on the principal criteria, vote of the eligible faculty members and explanation of dissenting opinions, if any. The dossier is expected to contain appropriate documentation for achievements that are deemed "excellent" or "very good."

C. REVIEW BY THE RSPH APPOINTMENT, PROMOTION AND TENURE COMMITTEE

The associate dean for academic affairs distributes copies of the dossier and chair's letter to members of the Appointment, Promotion and Tenure (APT) Committee in advance of its scheduled meeting. The Committee may request specific additional information from the department chair. This request from the chair of the Committee or associate dean for academic affairs should be in writing to the department chair.

The Committee reviews the credentials of the candidate and issues a written recommendation to the dean as to whether the nomination should be approved or disapproved based upon the qualifications of the candidate. A recommendation of the Committee supporting the proposed promotion or appointment shall be based upon a vote in which at least a simple majority of the members concur.

When the recommendation of the Committee supporting the proposed promotion or appointment is not based upon a unanimous vote, a report containing the minority's opinions is required. A recommendation of the Committee against the proposed promotion or appointment shall be based upon a vote in which a simple majority of the members concur. When the recommendation of the Committee is against the proposed promotion or appointment, the chair of the Committee should submit a report to the dean clearly delineating the perceived deficiencies of the candidate.

If the promotion is made without tenure and not at the level of Professor in the tenure track, the promotion is final with the approval of the Dean. If the promotion involves the awarding of tenure or is at the level of Professor in the tenure track, it requires further review by the central university.

D. REVIEW BY THE CENTRAL UNIVERSITY

Tenure is granted by the Board of Trustees. Appointments and promotions to the rank of Professor are similarly reviewed by the central university and the Board of Trustees. If the dean accepts a recommendation for promotion (and tenure) from the Appointment, Promotion and Tenure Committee, the dean's recommendation accompanies the dossier through the Office of the Executive Vice President for Health Affairs. With the endorsement of that office, the dossier and dean's recommendation is submitted to the Office of the Provost. It is then reviewed by the

President's Advisory Committee. With additional review by the President and Provost, the dossier and recommendation is then sent to the Academic Affairs Committee of the Board of Trustees.

E. SUMMARY OF STEPS FOR APPOINTMENT AND PROMOTION OF FACULTY

1. SEARCH PROCESS FOR NEW FACULTY
 - a. Position Approved by dean
 - b. Appoint Search Committee (at least 3 faculty members)
 - c. Develop Position Description of Vacancy Announcement and Advertisement
 - d. Complete Search Activity Report (SAR); Submit to Equal Opportunity Programs for Vacancy Number
 - e. Search (*National in scope except for Faculty Associate and Lecturer; Search is not required for Visiting and Adjunct Faculty*)
 - f. Recommendation of appointment by department faculty to Dean

2. FACULTY APPOINTMENT AND PROMOTION STEPS
 - a. Recommendation by department faculty; Dossier of candidate and letter from chair submitted to associate dean for academic affairs
 - b. Appointment, Promotion and Tenure Committee review and recommendation
 - If not a faculty appointment with tenure (assistant professor, research or clinical track, associate, senior associate, lecturer), there is an "expedited" review
 - c. Review and decision by dean
 - *If the appointment or promotion does not involve tenure or is not at the level of Professor in the tenure track: dean makes decision to be implemented.*
 - *If the appointment or promotion involves the awarding of tenure or is at the level of Professor in the tenure track: dean reviews and makes a recommendation for subsequent reviews at central university*

Subsequent steps for those considered for tenure or appointment at the rank of Professor in the tenure track:

- d. Dossier covered with dean's recommendation and RSPH APT Committee Report sent to Executive Vice President for Health Affairs
- e. Office of the Provost: President's Advisory Committee (PAC)
- f. Academic Affairs Committee of the Board of Trustees
- g. Full Board of Trustees

3. VISITING AND ADJUNCT FACULTY APPOINTMENT
STEPS

- a. Recommendation by department faculty; CV of candidate submitted to associate dean for academic affairs
- b. Chair's letter contains rationale for appointment, role in the department, and recommended rank
- c. Associate dean for academic affairs consults with dean for final approval

4. PRELIMINARY COMMITTEE REVIEW

Offers of faculty positions with tenure may be *contingent* on the review and recommendation of the RSPH Appointment, Promotion and Tenure Committee, Dean and the Board of Trustees. In such cases, following a vote of the department faculty to make an offer (and particularly when tenure is recommended), Departments are encouraged to seek an expedited preliminary review and recommendation from the APT Committee based on documentation collected during the search process prior to a formal offer.

Until Board of Trustees approval, a faculty member appointed in the tenure track as Professor or Associate Professor (with promise of tenure) is considered to be provisionally appointed to that rank.

F. CONTENT OF DOSSIERS FOR FACULTY APPOINTMENTS AND PROMOTION

1. DOSSIER FOR APPOINTMENT OR PROMOTION NOT INVOLVING TENURE AND NOT AT THE LEVEL OF PROFESSOR IN THE TENURE TRACK

- a. Chair's Cover Letter to Dean
 - position description (if new appointment)
 - description of search (if new appointment)
 - vote and sentiment of department faculty on candidate
 - overview of candidate's qualifications
- b. Current *Curriculum Vita*
- c. Search Activity Form or Administrative Decision Request for Approval Form (From Equal Opportunity Programs Office)
- d. At Least 3 Letters of Recommendation from Experts in the Candidate's Field
- e. Additional Documentation Pertaining to Teaching, Research or Service/Public Health Practice Submitted During the Search Process (e.g., reprints of representative articles, evaluations of teaching, etc.)

2. DOSSIER FOR APPOINTMENT OR PROMOTION INVOLVING TENURE OR AT THE LEVEL OF PROFESSOR IN THE TENURE TRACK (Items to be added to the dossier as it is submitted by the RSPH Dean to the Executive VP for Health Affairs, Provost and PAC are indicated)

PART I

- a. Cover sheet with basis on which candidate is being proposed for promotion or appointment with tenure. List summary assessment of research, teaching, and service.
- b. *[To be added]* Dean's Letter to Provost, which includes:
 - Introductory paragraph (proposed rank, effective date, criteria for recommending promotion)
 - Summary of internal appointment or review process, including the chronology (e.g., time of recruitment and/or dates of various levels of review, summary of content of review at these levels, votes of department or committee)
 - External reviewers: List of potential external reviewers compiled by the candidate, faculty and chair; list of those asked for evaluations who agreed or declined; reasons for declines; brief descriptions of external evaluator qualifications; explanation if more than six letters are included
 - Assessment of candidate including a brief description of the cohort within which the candidate was evaluated, candidate's credentials, and the candidate's teaching, research/scholarship and service, and a concluding paragraph
 - Brief description of position and relevance of the candidate to the school/university strategic plan
 - Summary statement
- c. *[To be added]* Letter from RSPH APT Committee to the dean reporting review and vote
- d. Letter from department chair to the dean reporting departmental review, recommendation and vote
- e. One-page summary curriculum vitae
- f. *[To be added]* One copy of the form letter used to solicit external reviews with list of persons to whom sent; if different letters were used for different reviews, a copy of each.
- g. *[To be added]* Promotion and Tenure criteria that were sent to the external reviewers
- h. *[To be added]* External reviewers

- Brief biographical description of each reviewer and relationship to candidate, if any
 - Letters from at least six external reviewers
 - List of external reviewers who declined or were unable to submit a letter and, if available, the reason
 - If applicable, letters from internal reviewers (may be appropriate for documenting certain achievements)
 - Indication of who recommended external reviewers: candidate, senior department faculty, chair or deans (prefer that half, or less, of reviewers are determined by the candidate to assure “arms length” process)
 - Forms completed by external reviewers describing relationship to candidate
- i. Candidate’s personal statement (no more than five pages) covering achievements in and future plans for research, teaching and service
 - j. Candidate’s Full CV (include past, current or pending sponsored research)

PART II

- k. Teaching Dossier *
- l. Service Dossier, if applicable**
- m. Copy of the selected scholarly work submitted to external reviewers

PART III

- n. External Evaluator Tracking Form

*The content of a **Teaching Dossier** will be more extensive if a promotion is based on excellence in teaching (see Guidelines). A dossier documenting “very good” teaching would typically include the following:

- Statement on achievements in teaching which may include a philosophy of or approach to teaching, steps taken to develop teaching skills, challenges that were met and addressed, etc. This narrative could be similar in content to the personal statement and can frame the other contents of the dossier.
- Representative syllabi for courses developed (may include other innovative course materials)
- Student course evaluations (representative; could include excerpts from student comments)
- Mentoring (special achievements of advisees, co-authored publications with students, list of students advised on theses and dissertations or committees, other mentoring)
- Peer evaluation (one or more observations of classroom instruction and/or course design by a faculty colleague that assesses strengths and weaknesses)
- Other contributions to teaching (descriptions and evaluations of short courses, teaching related publications, continuing education workshops, training of

students, teaching related awards, letters from students reflecting on instruction or mentoring, etc.)

****A Service Dossier** is not required so some faculty members prefer to reference their statement on service/practice in the Personal Statement and document service or practice activities in the full CV. Faculty members seeking a promotion in rank are encouraged to consider including a Service Dossier if it reflects substantial achievements that should be highlighted.

The content of a service dossier will be more extensive if promotion is based on excellence in service (see Guidelines). A dossier documenting “very good” service would typically include the following:

- Statement on service or public health practice through actions, applications of research or training; may be similar in content to a personal statement and can frame the other contents of the dossier
- List of contributions to service or public health practice
- Evaluations of contributions to service or public health practice (letters, testimony, awards, etc.)

3. DOSSIER FOR APPOINTMENT OF VISITING OR ADJUNCT FACULTY
 - a. Chair’s letter describing rationale for the appointment and recommended rank
 - b. Current *Curriculum Vitae*

G. EXTERNAL EVALUATIONS REQUIRED for PROMOTION AND TENURE

1. SOLICITATION OF EXTERNAL REVIEWS

The associate dean for academic affairs will send a dossier, received from the candidate through the department, to six or more external evaluators containing the following:

- a. Current CV
- b. Personal Statement
- c. 4-5 Representative Publications
- d. RSPH Promotion Guidelines
- e. Summary of teaching performance evaluations
- f. Form for reporting relationship of external reviewer to candidate
- g. If assessments from external evaluators are sought on achievements in teaching and service, additional materials pertaining to those contributions will be included.

2. EXTERNAL EVALUATOR QUALIFICATIONS

The university requires “arms-length” evaluations from leading scholars working in areas similar to that of the candidate. Thus, external evaluators:

- a. Must be senior faculty at peer academic institutions or their equivalent
 - b. Recommended by the candidate, senior department faculty, department chair and associate dean and selected by the associate dean in consultation with the chair
 - c. May not be personally or professionally close to the candidate (e.g., former teachers, family members, close friends, past or current research collaborators, etc.), but evaluators may have had some professional interaction with the candidate
3. REPORTING ON EXTERNAL EVALUATIONS
- a. As indicated in section XIV F, the dean's letter and dossier must report the responses to requests for external letters
 - b. The External Evaluator Tracking Form is provided by the Office of the Provost and requires: a list of all external evaluators asked to assess the candidate; their qualifications; who suggested the evaluator (candidate, faculty, chair, etc.); whether they accepted or declined; if they declined; the reason given (if indicated)

XV. APPOINTMENT, PROMOTION AND TENURE COMMITTEE AND REVIEW PROCESS: BYLAWS

A. COMMITTEE STRUCTURE

The Appointment, Promotion and Tenure Committee is a standing committee of the School. It consists of one tenured faculty member from each academic department elected by a vote of all tenure track faculty in their department. In addition, three tenured faculty members are elected at-large by a vote of all tenure track faculty in the School. Nominations for the at-large representatives may come from any department in the School. However, no department may be represented by more than two members on the APT Committee.

Elected members serve terms of three years. Representatives may be re-elected by their Departments or through at-large elections. Terms are staggered such that one-third of the Committee is newly elected each year.

The Committee normally meets monthly with more frequent meetings as may be necessary. The associate dean for academic affairs is an ex-officio member of the committee and the committee is supported by the office of the associate dean for academic affairs.

The Committee chair is a member of the committee who is nominated by a vote of the members and is appointed by the dean to serve a term of two years. The chair also serves on the School's Faculty Council.

B. COMMITTEE PROCESS

Following a vote on a recommendation for appointment, promotion or tenure, the outcome is made known to the dean. The Committee will provide a written report of its deliberations, votes and recommendation to the dean as part of the record.

When there is any dissent in the vote, the committee will include in its written report the principal reasons for voting to approve or disapprove the action. The report is normally composed by the associate dean for academic affairs with the input of the Committee. Alternatively, members of the Committee may be invited to submit a minority report to accompany a report from the Committee endorsed by a majority of its members.

The candidate's dossier, and committee report containing the vote and are submitted to the dean. All appointments and promotions that do not involve the awarding of tenure and are not at the level of a tenure-track Professor are reviewed by the dean and, if approved, reported to the associate dean for academic affairs for implementation.

Only faculty at the professorial rank will review and recommend promotions to the rank of Professor. For the review of promotions to the rank of Professor, APT committee members at the rank of Professor will assemble as an *Ad Hoc* APT Committee. Each department must have at least one faculty member serving on the *Ad Hoc* APT Committee. When a department is not represented on the *Ad Hoc* APT Committee (e.g., when their regular APT Committee member is not at the professorial rank), the tenure track department faculty will elect a representative at the rank of Professor to serve on the *Ad Hoc* APT Committee.

Appointments or promotions to Professor or to a rank (e.g., Associate Professor) with tenure, once approved by the dean, are forwarded to the Executive Vice President for Health Affairs and University Provost. They are then reviewed by the President and the President's Advisory Committee before going to the Academic Affairs Committee of the Emory University Board of Trustees and then to the full Board of Trustees.

C. EXTENSION OF THE TENURE CLOCK

A tenure-track faculty member may, under certain circumstances, receive a delay of the tenure review for a period not to exceed two years. Such circumstances may include among others, the birth or adoption of a child, responsibility for managing the illness or disability of a family member, or illness of the faculty member. Requests for a one-year extension associated with the birth or adoption of a child are routinely approved.

To obtain an extension of the probationary period the faculty member must make a written request showing that his or her ability to demonstrate his or her readiness for the grant of tenure has been substantially impaired. The petition, if approved by the department chair and dean, shall be submitted to the Provost.

In the event that the petition is denied before being submitted to the Provost, the faculty member shall have the right to appeal directly to the Provost. The Provost, in consultation with the President, shall grant or deny the petition. The Provost will report regularly to the board of trustees on the numbers of extensions requested, the reasons advanced in support of each request and the grant or denial of each request. Petitions must receive final approval by the Board of Trustees.

XVI. APPEALS

In the event that the department chair declines to initiate the promotion process at the appropriate time, or if the department recommendation is unfavorable, or if the Appointment, Promotion and Tenure recommendation is unfavorable, the individual concerned, or other faculty members acting on his or her behalf, may appeal the case to the dean. The dean, usually with the advice of the Rollins School of Public Health Senior Executive Committee (associate deans), may or may not accept the appeal. If the appeal is accepted, the dean shall take such steps as are necessary to bring the case to an *ad hoc* Sub-committee for review.

A candidate or department chair may appeal an unfavorable recommendation by an *ad hoc* Sub-committee to the Senior Executive Committee of the Rollins School of Public Health. The sole basis for such an appeal shall be that the Sub-committee failed to adhere to and equitably apply the Guidelines for Appointment, Promotion and Tenure or that there has been a violation of academic freedom.

A candidate may appeal an unfavorable decision by the dean to the Executive Vice President for Health Affairs. The Executive Vice President for Health Affairs, in coordination with the Provost, will determine the procedure by which such appeals are reviewed.

Any faculty member may appeal an unfavorable decision believed to be based upon prohibited discrimination through the grievance procedure prescribed by the Office of Equal Opportunity Programs.

XVII. EMERITUS APPOINTMENTS

A. EMERITUS STATUS FOR REGULAR FACULTY

A retired member of the faculty who has reached age 55 and has served as a member of the Emory faculty for at least ten continuous years, and has a total age and years of continuous services of at least seventy, shall be entitled to the title, "professor emeritus."

In exceptional circumstances, such title may be conferred by the Board of Trustees upon any retired member of the faculty upon recommendation of the President who has conferred with the appropriate dean and the Provost and Executive Vice President for Health Affairs.

B. EMERITUS STATUS FOR ADJUNCT FACULTY

Adjunct faculty who have 15 years of service to Emory University and who have attained the rank of Associate Professor or Professor may be considered for Emeritus status at the time of their retirement. Appropriate titles will be Adjunct Associate Professor Emeritus and Adjunct Professor Emeritus. All such titles must be approved by the department chair and dean of the Rollins School of Public Health before submission to the Vice President for Health Affairs and President of Emory University.

XVIII. RECORDS

This document (and any additional department or center requirements) on promotion, tenure and termination must be kept on file in the office of the chair of each department, the dean of the Rollins School of Public Health, the Vice President of Health Affairs, the Vice President of Academic Affairs, the Provost and the Office of Equal Opportunity Programs.

Complete records of the review process for each candidate, including all pertinent data and the written reports of recommendations, must be kept on file in the Office of the associate dean for academic affairs for a period of not less than three years, whether or not a recommendation for appointment or promotion was made.

A complete record of the appointment and promotion history of each faculty member shall be kept on file in the office of dean of the Rollins School of Public Health for at least seven years following the individual's resignation, termination or retirement date.

XIX. THREE YEAR EVALUATION OF TENURE-TRACK FACULTY

As part of the ongoing evaluation and mentoring of junior faculty, the Appointment, Promotion and Tenure Committee will review the progress of all non-continuous tenure-track faculty members (e.g., assistant professors) at the end of their third year of employment.

At the end of their third year the faculty member will prepare a dossier documenting achievements in research, external funding, teaching and service or public health practice. At a minimum, the dossier will contain: 1) a current *curriculum vitae*; 2) two representative publications or manuscripts; 3) course evaluations or other documentation of teaching performance; and 4) a brief (five pages or less) personal statement by the faculty member describing achievements in teaching, research and service/practice to date and plans for the next three years.

The department's tenured faculty members will initially review the dossier. The chair will write a letter to the APT committee evaluating the assistant professor's performance and progress toward promotion and tenure based on the assessment of the faculty and chair. The chair's letter may be a composite of tenured faculty members' letters.

The chair's letter, previous annual review letters of that faculty member and the dossier will be forwarded to the RSPH Appointment, Promotion and Tenure Committee, normally in July-August. During the summer or fall semester of the fourth year, the APT Committee will review the dossier and the chair's letter and make its own evaluation of the faculty member's performance and progress towards promotion and tenure. The APT Committee evaluation will be included in a letter written to the department chair by the Associate Dean for Academic Affairs.

The chair and senior department faculty will then determine if the faculty member's appointment is to be renewed or will terminate following the fourth year. Normally, renewal implies an intention to continue the appointment through the sixth year for a promotion and tenure decision. The APT committee's assessment will be shared with the faculty member and should form a basis for mentoring.

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54 Peace Corps	Ms. Debbie Curley	Regional Recruiter
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56 Porter Novelli	Ms. Tia Jackson	Human Resources Manager
57 PricewaterhouseCoopers	Ms. Whitney Ragan	Campus Recruiting Manager
58 PricewaterhouseCoopers, Inc.	Mr. Jeff Booth, MBA	Principal Advisory
59 PricewaterhouseCoopers, Inc.	Ms. Melissa Lorimer	Human Resources Recruiters
60 RTI	Dr. Barbara Massoudi, PhD, MPH	Senior Research Health Scientist
61 SAIC	Ms. Sherney Kete, MPH	Program Manager
62 TASC	Mr. Steve Davis	Program Manager
63 The Carter Center	Ms. Elizabeth Cromwell	Program Development Coordinator
64 The Carter Center	Ms. Jessica Flannery	Assistant Director
65 The Carter Center	Dr. Moses Katarawa, PhD	program Epidemiologist
66 The Carter Center	Ms. Paige L. Rohe	media relations Coordinator
67 The Emory Clinic	Mr. Adam Gobin	Clinical Practice Manager
68 The Emory Clinic	Mr. Alan Kramer	Program Manager
69 The Emory Clinic	Ms. Brooke Kamke	Nursing Quality Business Analyst II
70 The Emory Clinic	Ms. Katherine Wright-Bombadier	Clinical Business Analyst
71 The Task Force for Global Health	Ms. Laura Alberti	Human Resources Manager
72 Thomson Reuters	Mr. Aaron Tepfer	Recruiting Director
73 U.S. Public Health Service	Ms. Jennifer Freed	LCDR

2010 – 2011

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EMORY

ROLLINS
SCHOOL OF
PUBLIC
HEALTH



CATALOG

2 0 1 1 - 2 0 1 2

Rollins School of Public Health
Emory University
1518 Clifton Road, N.E.
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Rollins School of Public Health Information: 404.727.5481
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See page 216 for additional directory information.

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EQUAL OPPORTUNITY POLICY

Emory University does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in university programs and in use of facilities without such discrimination. The university also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equal Opportunity Programs, 1599 Clifton Road, Atlanta, Georgia 30322. Telephone: 404.727.6016.

AFFIRMATIVE ACTION POLICY

Emory University has an approved Affirmative Action Plan and complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act Of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable regulations thereunder. Any inquiries should be directed to the Emory University Office of Equal Opportunity Programs.

AMERICANS WITH DISABILITIES ACT

If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact the associate dean for academic affairs, Rollins School of Public Health, Emory University, 1518 Clifton Road, N.E., Atlanta, Georgia 30322. Telephone: 404.727.7703.

Emory University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404.679.4501) to award degrees at the associate, bachelor's, master's, and doctoral levels.

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There has never been a more exciting or challenging time to enter the field of public health. Today's students must face complex issues, such as AIDS, violence, environmental hazards, access to health care, SARS, bioterrorism, and the reemergence of infectious diseases. The Rollins School of Public Health (RSPH) of Emory University is preparing students to meet these challenges in an environment unique among schools of public health.

Located in Atlanta, often called the "Public Health Capital of the World," the school is adjacent to the U.S. Centers for Disease Control and Prevention. The national headquarters of CARE, the American Cancer Society, the Arthritis Foundation, the Boys and Girls Clubs of America, and The Carter Center are each fewer than five miles from the Rollins School of Public Health. Our students benefit from the school's partnerships with these national and international agencies and with the Georgia Department of Human Resources, district health offices, and local health departments. Each of these relationships provides unique opportunities for faculty and students to engage in hands-on research and actual public health practice.

The RSPH is an integral part of the Robert W. Woodruff Health Sciences Center of Emory University, which has excellent schools of medicine and nursing, and programs in allied health, as well as the research facilities at the Yerkes National Primate Research Center of Emory University. We offer a flexible schedule of classes to accommodate the needs of students who work full or part time. The master of public health and master of science in public health curricula feature basic course work in the student's chosen department. Doctoral programs are offered in biostatistics, epidemiology, behavioral sciences and health education, health services research and health policy, and environmental health sciences. Joint-degree programs are available in conjunction with the schools of business, law, medicine, nursing, physical therapy, physician assistant, and theology, and cross-registration is available with the graduate school.

I am very proud of the school, faculty, staff, and, especially, our students. We welcome applications from individuals interested in combining academic training and knowledge with a commitment to solving the world's health problems. Please visit us in Atlanta or on the web at www.sph.emory.edu.



James W. Curran, MD, MPH
Dean



Emory University considers itself to be a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.

Since its founding in 1836, Emory University has grown into a national teaching, research, and service center with an enrollment exceeding 13,380. A coeducational, privately controlled university affiliated with the United Methodist Church, Emory awards more than 2,500 degrees annually. In addition to the Rollins School of Public Health, the University's academic divisions include Emory College and Oxford College, the Graduate School of Arts and Sciences, and the schools of Medicine, Allied Health, Business, Law, Nursing, and Theology.

Among the centers for specialized research and study at Emory are the Graduate Institute of Liberal Arts, the Center for Ethics in Public Policy and the Professions, the Emory Center for International Studies, the Center for Healthcare Leadership, the Center for AIDS Research, the Center for Molecular Medicine, the Center for Geriatrics, the Center for Clinical Evaluation Sciences, the Emory Vaccine Center, the Center for Research in Faith and Moral Development, the Michael C. Carlos Museum, and the Soviet, Post-Soviet, and East European Studies Program. Campus-based independent affiliates include the African Studies Association, the American Academy of Religion, the Georgia Endowment for the Humanities, and the National Faculty for the Humanities, Arts, and Sciences.

Emory University maintains formal exchange agreements with the following universities abroad: Oxford and Lancaster (England); St Andrews (Scotland); Beijing, Xiamen, and Xi'an Medical (People's Republic of China); Johannes Kepler (Austria); Kobe and Kwansai Gaikuin (Japan); Yonsei (Korea); Augsburg, Berlin, Göttingen, and Regensburg (Germany); University of Trieste (Italy); Montpellier University (France); University of Copenhagen (Denmark); the Pushkin Institute and St. Petersburg State University (Russia); and Tbilisi State University (Republic of Georgia).

Emory boasts an uncommon balance: it generates more research funding than any other university in Georgia, while maintaining a rich tradition of outstanding teaching. Emory also benefits from a student body that is the most ethnically and religiously diverse of any of the top-twenty national research universities.

Emory's efforts to build a better world are being guided by an ambitious strategic plan—Where Courageous Inquiry Leads. The University has committed its unique combination of resources to address some of the toughest challenges and greatest opportunities facing the world today – from religion, conflict and peace building, to race and social difference, to issues of global health and new understandings of what makes us human.

THE ROBERT W. WOODRUFF HEALTH SCIENCES CENTER

The Robert W. Woodruff Health Sciences Center joins those components of Emory University concerned with patient care, education of health professionals, research affecting health and illness, and policies for prevention and treatment of disease. The center is named for Robert W. Woodruff, a man whose vision and generosity left a lasting imprint on Emory and the city of Atlanta. The center consists of the following components: Emory University School of Medicine, Rollins School of Public Health, Nell Hodgson Woodruff School of Nursing, Yerkes National Primate Research Center, Emory University Hospital, Crawford Long Hospital, Wesley Woods Center, Emory-Adventist Hospital, and The Emory Clinic.



MISSION

The mission of the Rollins School of Public Health (RSPH) of Emory University is to demonstrate excellence in the discovery, dissemination, and application of knowledge as it trains and supports future leaders in health promotion and disease prevention through organized community efforts around the world.

At the Rollins School of Public Health (RSPH), students learn to identify, analyze, and intervene in today's most pressing public health issues. The school's location in Atlanta, referred to as the "Public Health Capital of the World," is home to the U.S. Centers for Disease Control and Prevention; CARE; the national home office of the American Cancer Society; The Carter Center; the Arthritis Foundation; numerous state and regional health agencies; and the patient care, teaching, and health-related research programs of Emory University's Woodruff Health Sciences Center. This setting is ideal for hands-on research and collaborations with the world's leading public health agencies, as well as interdisciplinary work with national and international organizations.

The program is community oriented, and many students bring actual problem-solving experience with them. Students join the RSPH community from all fifty states and more than fifty foreign countries to contribute to the school and apply knowledge to promote health and prevent disease in human populations.

The school comprises six academic departments and eighteen interdisciplinary centers: behavioral sciences and health education, biostatistics and bioinformatics, environmental health, epidemiology, health policy and management, global health, Biostatistics Consulting Center, Center for AIDS Research, Center for Health, Culture and Society, Center for Injury Control, Center for Public Health Communications, Center for Biomedical Imaging Statistics, Center for Public Health Practice, Emory Center on Health Outcomes and Quality, Emory Prevention Research Center, Emory Public Health Training Center, Georgia Center for Cancer Statistics, Interfaith Health Program, Lymphatic Filariasis Support Center, Rollins Center for Public Health Preparedness and Research, Southeast Institute for Training and Evaluation (SITE), Tobacco Technical Assistance Consortium (TTAC), and Women's and Children's Center. More than 130 full-time, doctoral-level faculty members teach and conduct research in areas such as mathematical modeling of infectious disease transmission, exploration of relationships between nutrition and chronic disease, and investigation of cancer causation and control. Other research interests include identifying the social determinants of health-risk behaviors, AIDS, developing church-based health promotion programs to foster changes in nutrition and other health-related behaviors, detecting and preventing adverse outcomes in occupational settings, and evaluating the cost of health care and the allocation of health resources.

The RSPH offers dual-degree programs with Emory's business, medical, nursing, theology, and law schools, and with the physician's assistant and physical therapy program. In addition to these programs, the schools of public health and medicine collaborate on many levels. Research areas of mutual interest include nutrition, Alzheimer's disease, and the prevention and control of AIDS, cardiovascular disease, cancer, and adverse reproductive outcomes.

The RSPH also draws strength from several unique local resources. The U.S. Centers for Disease Control and Prevention, the federal agency dedicated to developing and applying disease prevention and control programs, provides more than one-half of the school's 200-plus adjunct faculty members. The Carter Center is involved in global

health intervention programs that provide student practicum opportunities. The school also shares research activities with the national headquarters of the American Cancer Society and international headquarters of CARE, both based in Atlanta.

Global Health at the Rollins School of Public Health

Rollins School of Public Health offers an opportunity for any student to be involved in global health through its academic programs, faculty research and practice, the global field experience, collaborating public health institutions, and a geographically diverse student body. All MPH/MSPH students enroll in a global health core course.

Academic Programs in Global Health

Students in Behavioral Sciences and Health Education, Health Policy and Management, and Biostatistics and Bioinformatics may enroll in elective courses in areas of global health. Students may be attracted to courses in public nutrition, infectious diseases, reproductive health and population studies, or community health and development taught by the Hubert Department of Global Health or offered jointly by several departments (see page 137).

The Department of Epidemiology enables MPH or MSPH students to concentrate through elective courses in global infectious diseases. Students acquire a strong foundation in epidemiological methods and elect a sequence of courses offered jointly by the departments of Epidemiology and Global Health (see page 103). Students interested in developing skills in applied epidemiology in international settings may enroll in a program of study offered by both the departments of Epidemiology and Global Health, the MPH or MSPH in global epidemiology (see page 183).

The Global Environmental Health MPH Program, offered by both the departments of Environmental Health and Global Health, focuses on assuring the availability of food, clear air, and clean water in the context of development and globalization (see page 180). In addressing fundamental public health needs students learn the broad contextual issues that frame health problems and their social, technical, and policy aspects.

Many students enroll for a Master of Public Health (MPH) degree in the Hubert Department of Global Health and concentrate in one of four areas of instruction: infectious diseases, public nutrition, reproductive health, and population studies and community health and development (see page 137). The department also offers a Master of Science in Public Health (MSPH) degree in public nutrition, providing a foundation in basic human nutrition, familiarity with nutrition assessment methods, research methods, and an overview of nutrition problems affecting both developed and developing countries (see page 144).

The U.S. Peace Corps Masters International Program is available to students in any department or program. Students complete course work prior to starting two years of volunteer service in the Peace Corps. Students are awarded a small grant to be used toward tuition for the MPH or MSPH degree (see page 196).

Faculty Research and Practice in Global Health

Faculty members in all departments are engaged in research affecting populations around the world. Biostatisticians collaborate with international colleagues in modeling epidemics of infectious diseases. Epidemiologists are studying the etiology of emerging infections and chronic diseases in the populations of several countries. Faculty mem-

bers in Behavioral Sciences and Health Education are designing and evaluating health promotion programs tailored for different cultures and societies in Latin America, China, and Africa. Political scientists and economists in Health Policy and Management are working with the World Health Organization to study health reform and related economic policies affecting Western and Eastern European countries. Epidemiologists in Environmental Health are investigating approaches to ensuring safe water and the environmental impact of technological development around the world. More than 250 students are employed as paid research assistants each year, some with faculty members working in global health.

The Global Field Experience

Three endowment funds—the Eugene J. Gangarosa Award, the O.C. Hubert Fellowships in International Health and the Anne E. and William A. Foege Global Health Fund—support more than sixty students per year in global field experiences. Students from all departments in the school are eligible to apply for funding to support travel around the world as part of a practicum and/or field experience, which is often related to thesis research. School faculty, adjunct faculty, and health professionals at related area public health institutions assist students in the development of proposals for international study as part of their MPH or MSPH program.

In recent years students have been sponsored to develop public health skills in countries such as Bangladesh, Brazil, Bulgaria, Cameroon, Dominican Republic, El Salvador, French Guyana, Ghana, Guatemala, Haiti, Honduras, Nepal, Peru, Republic of Georgia, Russia, Rwanda, South Africa, Thailand, Trinidad and Tobago, Uganda, Ukraine, Vietnam, and Zambia.

Collaborating Public Health Institutions Involved in Global Health

Atlanta is home to several major public health institutions welcoming the involvement of RSPH students. Students work on global health projects at these institutions through paid internships, the practicum, and thesis research. The U.S. Centers for Disease Control and Prevention (CDC), the federal government's premier agency devoted to disease eradication, is increasingly involved in global health through interventions to prevent infectious and chronic diseases and injuries. Affiliated with Emory University, the Carter Center hosts a number of projects directed to improving global health including the Guinea Worm Eradication Program, Onchocerciasis Elimination Program (river blindness), Trachoma Control Program, Ethiopia Public Health Initiative, and the Mental Health Program. CARE USA serves individuals and families in the poorest communities in the world. Its programs support the health and well-being of populations threatened by ongoing poverty, conflicts, and natural disasters. The Task Force for Global Health is dedicated to improving the lives of children and families through public health programs. The Task Force operates the Mectizan Donation Program for river blindness and the Malarone Donation Program for malaria. The Task Force also is involved in projects designed to prevent suicide.

A Geographically Diverse Student Body

The RSPH student body reflects the school's involvement in the world. The 2011 graduating class of MPH and MSPH students came from thirty-nine states and forty-two countries and enrolled in academic programs offered by all RSPH departments. The

Hubert Humphrey Fellowship Program, sponsored by the U.S. State Department, brings mid-career health professionals interested in HIV/AIDS to study at the school from countries such as Ghana, India, Namibia, Cambodia, Kenya, and Thailand. The Edmund S. Muskie and Freedom Support Act Fellowship Program, also sponsored by the U.S. State Department, supports mid-career professionals from Eastern European countries such as Armenia, Azerbaijan, Latvia, Republic of Georgia, Russia, and the Ukraine. Fogarty fellows, sponsored by the National Institutes of Health, come from Mexico, Vietnam, Russia, and other countries. Finally, William Foege fellows, sponsored by the Bill and Melinda Gates Foundation, come from numerous countries and are nominated by agencies working with the school such as the CDC, the Carter Center, and CARE USA.

Elective Course Focus on Substantive Topics

Students often focus their elective courses on a particular substantive topic in order to gain a more specialized expertise within their department concentration. By completing a thesis, practicum and/or capstone course paper on that topic, students obtain additional depth.



Selected substantive topics of study available at the Rollins School of Public Health are listed below. Courses associated with those topics are described department sections of the catalog. Some courses list prerequisites for enrollment.

CHRONIC DISEASES

Translating Epidemiology for Decision Making: Issues in Women's Health
Epidemiology of Chronic Diseases
Diet and Chronic Disease
Cardiovascular Disease Epidemiology
Epidemiology of Cancer
Diabetes: A Public Health Pandemic
Aging and Health Care Issues
Global Tobacco Control: Programs and Policy

COMPARATIVE HEALTH SYSTEMS

Global Policy
Global Health Program Management
Global Health Financing Policy and Methods
Health Care and Society Seminar Abroad
Public Financing in the Health Care System
Comparative Health Care Systems
Global Tobacco Control: Programs and Policies

ENVIRONMENTAL HAZARDS

Occupational and Environmental Toxicology
Issues in Toxicology
Risk Assessment I
Risk Assessment II
Environmental Hazards I
Environmental Hazards II
Biomarkers and Environmental Public Health
Air Quality in the Urban Environment
Water and Sanitation in Developing Countries

HEALTH COMMUNICATION

Social Marketing in Public Health
Public Health Communication
Risk Communication
Mass Media and Health
Applied Public Health Advocacy
Communicating for Healthy Behavior
Health Care Marketing
Health Literacy: Importance as a Public Health Problem

HEALTH DISPARITIES

Health Care Issues in Minority Populations
Translating Epidemiology for Decision Making: Issues in Women's Health
Social Epidemiology

Correctional Health Care Epidemiology
Migration and Health
Food and Nutrition in Humanitarian Emergencies
Gender, Health and Development
Health Care for the Indigent

HEALTH AND HUMAN RIGHTS

Correctional Health Care Epidemiology
Social Epidemiology
Health as Social Justice
Seminar in Health and Human Rights
Interdisciplinary Perspectives on Health and Human Rights
Gender, Health and Development
Forced Migration and Reproductive Health

INFECTIOUS DISEASES

AIDS: Public Health Implications
Introduction to Analytic Methods for Infectious Diseases
Environment, Climate and Infectious Disease
Water and Sanitation in Developing Countries
Environmental Microbiology: Control of Food and Waterborne Diseases
Introduction to Public Health Surveillance
Epidemiology in Public Health Practice
Case Studies in Infectious Disease
Hospital/Health Care Epidemiology
Epidemiology of Tuberculosis
Epidemiology of Foodborne and Diarrheal Diseases
Epidemiology and Dynamics of STD and HIV Transmission
Global Issues in Antimicrobial Resistance
Emerging Infectious Diseases
Public Health Preparedness and Bioterrorism
CDC Seminar
Biosafety Principles and Practices for Laboratories
Methods in HIV Epidemiology
Vaccines and Immunization
International Infectious Diseases
Global Perspectives in Parasitic Diseases
Public Health and Clinical Microbiology Laboratories
Pathogenesis of Selected Diseases

INFORMATICS

Introduction to Public Health Surveillance
Health Outcomes
Principles of Public Health Informatics I
Principles of Public Health Informatics II
Management Principles for Informatics
Database Management Systems

Artificial Intelligence
Geographic Information Systems
Current Topics in Public Health Informatics

INJURIES AND VIOLENCE

Violence as a Public Health Problem
Injury Prevention and Control

MATERNAL AND CHILD HEALTH

Adolescent Health
Community Needs Assessment
Violence as a Public Health Problem
Women's and Children's Health Seminar
Maternal and Child Health Demography
Genetic Epidemiology
Data Sources and Methods in MCH Epidemiology
Vaccines and Immunization
Pediatric and Prenatal Epidemiology
Maternal and Child Health Nutrition
Health Care for the Indigent

MENTAL HEALTH AND MENTAL HEALTH SERVICES

Medical Sociology: Perspectives on Mental Health and Illness
Behavioral Epidemiology
Seminar in Stress Reduction
Seminar on Mental Health
Substance Abuse
Prevention of Mental and Behavioral Disorders and Promotion of Mental Health
Mental Illness, Public Health and American Culture in Interdisciplinary Perspective
Aging and Health Care Issues
Mental Health Policy
Mental Health/Medical Interface in the US

POPULATION AND DEMOGRAPHY

Population Dynamics
Maternal and Child Health Demography
Survival Analysis Methods
Migration and Health
Reproductive Health Program Management
Technology of Fertility Control
Introduction to Population and Ecology
Forced Migration and Reproductive Health
Gender, Health and Development

PUBLIC HEALTH AND HUMANITARIAN EMERGENCIES AND PREPAREDNESS

National Security and Public Health
Public Health Preparedness and Bioterrorism
Health in Complex Emergencies
Food and Nutrition in Humanitarian Emergencies
Forced Migration and Reproductive Health
Health in Complex Humanitarian Emergencies
epidemiologic Methods in Humanitarian Emergencies
Food and Nutrition in Humanitarian Emergencies

PUBLIC NUTRITION

Diet and Chronic Disease
Assessment of Dietary Intake
Food and Nutrition in Humanitarian Emergencies
Nutritional Assessment
Maternal and Child Health Nutrition
Nutrition I
Nutrition II
Global Elimination of Micronutrient Malnutrition
Nutrition Seminar
Diabetes: A Public Health Pandemic

RELIGION, ETHICS AND HEALTH

Role of Faith Communities in Health Care
Ethics in Public Health
Health as Social Justice
Faith and Health: Transforming Communities
Ethnography, Reproductive Health and Religious Ethics

REPRODUCTIVE HEALTH/WOMEN'S HEALTH

Adolescent Health
AIDS: Public Health Implications
Issues in Women's Health
Women's and Children's Health Seminar
Translating Epidemiology for Decision Making: Issues in Women's Health
Epidemiology and Dynamics of STD and HIV Transmission
Reproductive Epidemiology
Women's Health Policy: A Lifestyle Approach
Reproductive Health Program Management
Technology of Fertility Control
Forced Migration and Reproductive Health
Gender, Health and Development

ROLLINS SCHOOL OF PUBLIC HEALTH OF EMORY UNIVERSITY

Core Competencies

Upon graduation a student with an MPH/MSPH should be able to:

- Use analytic reasoning and quantitative methods to address questions in public health and population-based research
- Describe environmental conditions, including biological, physical, and chemical factors that affect the health of individuals, communities, and populations
- Describe the use of epidemiology methods to study the etiology and control of disease and injury in populations
- Discuss how health policy and finance affect the delivery, quality, access, and costs of health care for individuals, communities, and populations
- Describe behavioral, social, and cultural factors that contribute to the health and well-being of individuals, communities, and populations
- Assess global forces that influence the health of culturally diverse populations around the world
- Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives
- Integrate the broad base of public health knowledge and skills acquired from course work, practicum, and other learning activities into a culminating experience (thesis, Special Studies Project, Capstone)
- Develop the capacity for lifelong learning in public health
- Apply principles of ethical conduct to public health practice

Department of Behavioral Sciences and Health Education

MPH with a concentration in Behavioral Sciences

Upon completion of the MPH degree the graduate will be able to:

- Communicate in both written and oral format with public health programs, community-based organizations and others involved in improving the public's health
- Conduct public health practices including needs assessment and/or evaluation of public health programs
- Design observational and intervention studies in critical public health areas using quantitative and qualitative research methods
- Apply social and behavioral science theory in public health research and practice
- Implement research protocols and programs employing behavioral sciences
- Evaluate research theory and findings in a manner that effectively informs public health policy and programs
- Disseminate research theory and findings in a manner that effectively informs public health policy and programs

- Promote the adoption and integration of ethical behavioral science research methods and findings into a unified public health practice
- Conduct original research on the social determinants of health risks
- Provide critical analysis of lessons to be learned from the past and present

MPH with a concentration in Health Education

Upon completion of the MPH degree the graduate will be able to:

- Communicate both in written and oral format with public health programs, community-based organizations, and others involved in improving the public's health
- Conduct public health practices including needs assessment and/or evaluations of public health programs
- Assess individual and community needs for health education
- Plan effective health education programs
- Implement effective health education programs
- Evaluate the effectiveness of health education programs
- Coordinate the provision of health education services
- Act as a resource person in health education
- Communicate health education needs, concerns, and resources
- Apply appropriate research principles and methods in health education
- Advance the profession of public health
- Provide critical analysis of lessons to be learned from the past and present

PhD in Behavioral Sciences and Health Education

Upon completion of the PhD degree the graduate will be able to:

- Draw from major social and behavioral science theories to apply appropriate empirical methods and analysis in research practices
- Design health promotion interventions
- Implement health promotion interventions
- Evaluate health promotion interventions
- Disseminate knowledge to students and the larger scientific community
- Translate knowledge derived from research to promote public health through policy making

Certificate in the Social-Contextual Determinants of Health

Upon completion of the certificate the graduate will be able to:

- Identify the causes of social and behavioral factors that affect health of individuals and populations
- Describe the role of social and community factors in both the onset and solution of public health problems

- Describe the merits of social and behavioral science interventions and policies
- Specify multiple targets and levels of intervention for social and behavioral science programs and policies
- Critically evaluate the epidemiologic literature
- Formulate a testable hypothesis to determine an appropriate study design concerning the etiology and control of health problems

Department of Biostatistics and Bioinformatics

MPH in Biostatistics

Upon completion of the MPH degree the graduate will be able to:

- Assist medical and public health professionals in determining an appropriate research design for their research study
- Estimate the appropriate sample size for conducting the study
- Perform the appropriate statistical analyses of study data
- Use computer statistical software for both data management and data analyses
- Assist in the interpretation of study results
- Interpret statistical results of biomedical studies effectively
- Adhere to guidelines of responsible research

MSPH in Biostatistics

Upon completion of the MSPH degree the graduate will be able to:

- Assist medical and public health professionals in determining an appropriate research design for their research study
- Estimate the appropriate sample size for conducting the study
- Perform the appropriate statistical analyses of study data
- Use computer statistical software for both data management and data analyses
- Assist in the interpretation of study results
- Interpret statistical results of biomedical studies effectively
- Adhere to guidelines of responsible research
- Assist in the development of new statistical methods as needed to address public health or medical problems
- Apply existing statistical theory and methods to a broad range of medical or public health problems
- Conduct appropriate statistical analyses for a broad range of applications
- Communicate the results of statistical studies both orally and in writing to senior statisticians and other investigators

MSPH in Public Health Informatics

Upon completion of the MSPH degree the graduate will be able to:

- Develop public health information systems as needed to support public health efforts
- Develop information systems that meet the needs of public health practice
- Assist in the development and adoption of appropriate information technology in public health
- Choose appropriate software allowing for the interface of data entry and statistical analysis software
- Apply appropriate statistical methods in the analysis of public health information
- Assess individual data elements
- Display data results effectively and appropriately
- Adhere to guidelines of responsible research

BA/MSPH in Biostatistics

The MSPH competencies related to this degree are the same as the MSPH in Biostatistics Competencies.

PhD in Biostatistics

Upon completion of the PhD degree the graduate will be able to:

- Assist medical and public health professionals in determining an appropriate research design for their research study
- Estimate the appropriate sample size for conducting the study
- Perform the appropriate statistical analyses of study data
- Use computer statistical software for both data management and data analyses
- Assist in the interpretation of study results
- Interpret statistical results of biomedical studies effectively
- Adhere to guidelines of responsible research
- Assist in the development of new statistical methods as needed to address public health or medical problems
- Apply existing statistical theory and methods to a broad range of medical or public health problems
- Conduct appropriate statistical analyses for a broad range of applications
- Communicate the results of statistical studies both orally and in writing to senior statisticians and other investigators
- Conduct independent research
- Develop novel methodology in statistics
- Apply new and existing statistical theory and methods as needed to address public health or medical problems
- Develop new statistical theory and methods to address a broad range of complex medical or public health problems
- Conduct complex statistical analyses for a broad range of applications
- Teach statistical theory or methodology at all levels

Certificate in Public Health Informatics

Upon completion of the certificate the graduate will be able to:

- Define public health information systems as needed to support public health efforts
- Assist in the development and adoption of appropriate information technology in public health
- Choose appropriate software allowing for the interface of data entry and statistical analysis software
- Apply appropriate statistical methods in the analysis of public health information
- Interpret data results effectively and appropriately
- Adhere to guidelines of responsible research

Department of Environmental Health

MPH in Environmental Health

Upon completion of the MPH degree the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Assess the sources and movement of contaminants through the environment
- Characterize the magnitude, frequency, and duration of environmental exposures
- Apply the principles of toxicology to assess health effects of environmental exposures
- Apply the principles of epidemiology to assess health effects of environmental exposures
- Evaluate the risks posed by environmental hazards using risk assessment methods
- Explain major policy issues in Environmental Health including regulatory frameworks
- Design environmental health programs, policies, interventions, and/or research intended to improve the health of individuals, communities, and populations

MPH in Global Environmental Health

Upon completion of the MPH degree the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Assess the sources and movement of contaminants through the environment
- Characterize the magnitude, frequency, and duration of environmental exposures
- Apply the principles of epidemiology to assess health effects of environmental exposures
- Apply the principles of toxicology to assess health effects of environmental exposures
- Appraise the environmental, behavioral, and social factors that contribute to the emergence, reemergence, and persistence of infectious diseases
- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Design environmental health programs, policies, interventions, and/or research intended to improve the health of individuals, communities, and populations

BS/MPH in Environmental Studies and Environmental Health

The MPH competencies related to this degree are the same as the MPH in Environmental Health Competencies.

MSPH in Environmental Health and Epidemiology

Upon completion of the MSPH degree the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Characterize the magnitude, frequency, and duration of environmental exposures
- Explain major policy issues in environmental health including regulatory frameworks
- Describe the role of toxicology in evaluating health effects of environmental exposures
- Conduct an epidemiologic study to address an environmental health question
- Develop basic epidemiologic analysis of environmental health data
- Interpret results of epidemiologic studies of an environmental health question
- Synthesize epidemiologic literature on an environmental health question

PhD in Environmental Health Sciences

Upon completion of the PhD degree the graduate will be able to:

- Utilize advanced methods in exposure assessment of environmental contaminants
- Interpret advanced methods in exposure assessment of environmental contaminants
- Describe mechanisms of toxic action and how physiological and other factors can modify effects of environmental toxicants
- Use advanced epidemiological methods to examine associations between environmental factors and disease
- Use risk assessment tools to describe the risks associated with various environmental exposures
- Design novel research projects to examine key challenges in field
- Identify the ethical issues involved in the responsible conduct of research
- Teach graduate course content in environmental health sciences
- Disseminate research findings in multiple formats

Department of Epidemiology

MPH in Epidemiology

Upon completion of the MPH degree, the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person, and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Identify key sources of data for epidemiologic purposes
- Formulate a research question

- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic analyses using linear, logistic, and Cox and Poisson regression
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Utilize information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

MPH in Global Epidemiology

Upon completion of the MPH degree the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance



- Describe major global health priorities and the reasons for their prioritization
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic analyses using linear, logistic, and Cox and Poisson regression
- Fit epidemiologic models
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Utilize information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

MSPH in Epidemiology

Upon completion of the MSPH degree the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person, and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic analyses using linear, logistic, and Cox and Poisson regression
- Fit epidemiological models
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Use information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

MSPH in Global Epidemiology

Upon completion of the MSPH degree the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person, and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Describe major global health priorities and the reasons for their prioritization
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic analyses using linear, logistic, and Cox and Poisson regression
- Fit epidemiologic models
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Use information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

PhD in Epidemiology

Upon completion of the PhD degree the graduate will be able to:

- Critically evaluate scientific literature
- Synthesize scientific literature findings across studies, balancing limitations and contributions of each study
- Render an informed judgment on the state of knowledge in an area of public health
- Articulate research questions that advance scientific knowledge about the topic
- Conduct an advanced, original research project in the student's discipline
- Participate in data collection through one or more of the following: developing a questionnaire, piloting a study instrument, recruiting study participants, etc.
- Apply quantitative and reasoning skills, as well as content-area knowledge to analyze data from epidemiological studies
- Present epidemiologic findings clearly, in writing and orally, to students, professionals and the public
- Develop a proposal for extramural research funding
- Teach epidemiologic concepts to students and peers
- Complete training on the basic principles of ethics in human subjects research
- Recognize potential ethical issues in epidemiologic studies

- Prepare an application to an Institutional Review Board

- Utilize information technology tools which are critical to scientific productivity including scientific literature databases and search engines, reference management software, and statistical analysis software

Department of Health Policy and Management

MPH in Health Policy

Upon completion of the MPH the graduate will be able to:

- Describe how the organization and financing of health services influence access, quality, and cost
- Apply management principles to planning, organizing, leading, and controlling health care enterprises
- Apply skills in financial accounting to healthcare administration decisions
- Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
- Conduct economic evaluations of health services
- Use public finance theory to assess the impact of proposals to reform the financing and delivery of health services
- Incorporate legal principles in the administration of health services
- Prepare health policy briefings suitable for the range of policy stakeholders involved with the formulation and implementation of a health policy under consideration by decision makers
- Design an advocacy strategy for the development and implementation of a health policy

MPH in Health Management

Upon completion of the MPH the graduate will be able to:

- Describe how the organization and financing of health services influence access, quality, and cost
- Apply management principles to planning, organizing, leading, and controlling health care enterprises
- Apply skills in financial accounting to healthcare administration decisions
- Apply analytic tools and theories to guide the management of financial assets in healthcare organizations
- Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
- Incorporate human resources management principles in administering healthcare organizations
- Apply marketing concepts in the design of health services
- Incorporate legal principles in the administration of health services
- Be prepared to assume supervisory-level general management responsibilities in a health services delivery organization
- Execute both an operations management and a strategic management analysis in the role of a health services consultant

MSPH in Health Policy and Health Services Research

Upon completion of the MSPH the graduate will be able to:

- Describe how the organization and financing of health services influence access, quality, and cost
- Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
- Conduct economic evaluations of health services
- Use public finance theory to assess the impact of proposals to reform the financing and delivery of health services
- Conduct a health services or health policy research investigation using quantitative analytic techniques
- Function as a team collaborator in the development and/or execution of a health services research investigation

PhD in Health Services Research and Health Policy

Upon completion of the PhD the graduate will be able to:

- Apply economic concepts, theories, and methods to the framing and analysis of research questions in health services and policy
- Apply political science concepts and theories and statistical techniques to the framing and analysis of research questions in health services and policy
- Describe major problems in health services and policy that are currently the subject of empirical investigations
- Apply advanced mathematical and theoretical economics to describe physician and hospital behavior, personal health decisions, the functioning of health insurance markets, and related policy-relevant matters
- Effectively teach concepts and methods of health services and health policy research to students
- Design a health services or health policy research proposal involving both qualitative and mixed methods approaches
- Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher
- Function as an interdisciplinary team collaborator in the design and conducting of a health services or health policy research investigation

Certificate in Mental Health

Upon completion of the certificate the graduate will be able to:

- Epidemiologically describe the burden of mental illness on society—U.S. and global populations
- Describe the major theories on the etiology of mental illness or categories of mental illness
- Evaluate empirical evidence on social determinants of mental illnesses or categories of mental illness
- Describe how cultural differences affect the experience of mental illness and the seeking of health services

- Identify population-based interventions that would reduce the onset of mental illnesses or categories of mental illness
- Describe how populations in the U.S. receive and finance mental health services
- Identify policy initiatives that would improve access to mental health services in the U.S.
- Identify gaps in coverage for mental health services in the U.S. and global settings and their consequences for mental health

Hubert Department of Global Health

MPH in Global Health with a concentration in Infectious Disease

Upon completion of the MPH the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities, and populations around the world
- Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities, and populations
- Conduct research including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Communicate the key methods, findings, and public health implications of the thesis on a poster and verbally to an audience of public health professionals
- Explain the science of infectious disease including types of organisms, mechanisms of pathogenesis, host response and susceptibility
- Apply principles of infectious disease epidemiology, laboratory detection and clinical strategies to identify specific infectious pathogens and diseases
- Interpret the geographic and demographic distributions and morbidities and mortality of major infections in the US and globally
- Implement strategies to prevent and control infectious diseases
- Appraise the environmental, behavioral and social factors that contribute to the emergence, reemergence, and persistence of infectious diseases
- Develop and maintain surveillance for infectious diseases

MPH in Global Health with a concentration in Reproductive Health and Population Studies

Upon completion of the MPH the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities, and populations around the world
- Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities, and populations



- Conduct research including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Communicate the key methods, findings, and public health implications of the thesis on a poster and verbally to an audience of public health professionals
- Critique current population, sexual, reproductive health policies and programs at local, national and global levels
- Discern quality and appropriateness of data sources to measure sexual, reproductive health and population issues
- Apply demographic, epidemiologic and anthropologic methods to measure population change and population patterns at local, national and global levels.

- Develop a policy, project, or program to address a sexual, reproductive health or population problem
- Propose recommendations to improve sexual, reproductive health or population change issue
- Compare the theoretical, use effectiveness and relative cost of different methods of fertility regulation
- Compare the patterns and determinants of use of fertility regulations methods

MPH in Global Health with a concentration in Public Nutrition

Upon completion of the MPH the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities, and populations around the world
- Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities, and populations
- Conduct research including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Communicate the key methods, findings, and public health implications of the thesis on a poster and verbally to an audience of public health professionals
- Assess the nutritional status of individuals using anthropometric, diet, and biochemical methods
- Calculate the magnitude, distribution, and trends of nutrition problems in populations
- Evaluate the causes and consequences of under- and overnutrition in populations
- Critique the evidence base for the efficacy and effectiveness of nutrition programs and policies
- Develop innovative approaches to address nutrition problems
- Manage public health nutrition programs

MPH in Global Health with a concentration in Community Health and Development

Upon completion of the MPH the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities, and populations around the world
- Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities, and populations
- Conduct research including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis

- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Communicate the key methods, findings, and public health implications of the thesis on a poster and verbally to an audience of public health professionals
- Assess health needs and assets of communities
- Design programs that mobilize community assets for social and behavioral change
- Manage the resources of organizations working at the community, local, regional or national level in health or development
- Assess personal management and leadership styles
- Operate in partnership with local, national and international organizations engaged in the health and social sectors
- Develop systems to monitor progress toward targets, objectives, and goals
- Evaluate programs and their operational components

MSPH in Global Health with a concentration in Public Nutrition

Upon completion of the MSPH the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities, and populations around the world
- Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities, and populations
- Conduct research including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Communicate the key methods, findings, and public health implications of the thesis on a poster and verbally to an audience of public health professionals
- Assess the nutritional status of individuals using anthropometric, diet, and biochemical methods
- Calculate the magnitude, distribution, and trends of nutrition problems in populations
- Evaluate the causes and consequences of under- and overnutrition in populations
- Critique the evidence base for the efficacy and effectiveness of nutrition programs and policies
- Develop innovative approaches to address nutrition problems
- Conduct rigorous nutrition research

Certificate in Complex Humanitarian Emergencies (CHE)

Upon completion of the certificate the graduate will be able to:

- Describe a complex humanitarian crisis in terms of magnitude, person, time and place
- Calculate basic epidemiology measures

- Evaluate the strengths and limitations of epidemiological data within the context of CHE
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the community being served
- Identify internal and external problems that may affect the delivery of essential public health services in a CHE
- Collaborate with communication and informatics specialists in the process of design, implementation and evaluation of public health programs in CHE

Career MPH Program

MPH in Applied Public Health Informatics

Upon completion of the MPH the graduate will be able to:

- Support development of strategic direction for public health informatics within the enterprise
- Participate in development of knowledge management tools for the enterprise
- Use informatics standards
- Ensure that knowledge, information, and data needs of a project or program users and stakeholders are met
- Support information system development, procurement, and implementation that meet public health program needs
- Manage IT operations related to project or program (for public health agencies with internal IT operations)
- Monitor IT operations managed by external organizations
- Communicate with cross-disciplinary leaders and team members
- Evaluate information systems and applications
- Participate in applied public health informatics research for new insights and innovative solutions to health problems
- Contribute to development of public health information systems that are interoperable with other relevant information systems
- Support use of informatics to integrate clinical health, environmental risk, and population health
- Implement solutions that ensure confidentiality, security, and integrity while maximizing availability of information for public health
- Conduct education and training in public health informatics

MPH in Prevention Science

Upon completion of the MPH the graduate will be able to:

- Assess individual and community agency needs and assets
- Plan public health interventions and programs
- Implement public health interventions and programs
- Oversee the management and fiscal procedures of public health interventions and programs
- Assess the effects of public health interventions and programs

- Incorporate the use of technology and public health informatics in professional practice
- Develop communication strategies for public health interventions and programs
- Make community-specific inferences from quantitative and qualitative data
- Describe the ethical and the policy implications on program operations that result from public health decision making
- Contribute to the science base of public health
- Contribute to the professional and leadership development of oneself and to the larger public health field

MPH in Healthcare Outcomes

Upon completion of the MPH the graduate will be able to:

- Conduct a clinically-oriented outcomes study using basic quantitative analytic techniques
- Function as a team collaborator in the development and/or execution of a clinically oriented outcomes study
- Articulate the differences among activity, process, and outcomes measures to peers, clients, or patients
- Articulate health and disease concepts in evidence based medicine terms
- Use analytic tools in the development, design and implementation of an outcomes study
- Evaluate the strengths and weaknesses of standard outcome measures used in health services research and clinical practice
- Articulate ethical issues related to health services outcomes research
- Translate outcomes study results into “best practices” to be implemented in practice situations
- Manage information systems for collection, retrieval, and use of data for decision making

MPH in Applied Epidemiology

Upon completion of the MPH the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Apply basic principles of public health surveillance in the practice of public health
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets



- Conduct basic epidemiologic research using multivariable models (e.g., linear, logistic, Cox and Poisson regression)
- Fit epidemiologic models
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Use information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

ADMISSION TO THE MPH, MSPH, AND CAREER MPH PROGRAMS

Degree-Seeking

Departments normally admit degree-seeking applicants only starting in the fall semester (August). Under special circumstances, applicants may be considered in other semesters. The sequence of courses is designed for students entering in the fall.

The deadline for the receipt of the completed application and all required supporting documents from all applicants for fall semester is January 10 or the next business day, should it fall on a holiday or weekend. The Rollins School of Public Health participates in a centralized application service called SOPHAS. Applicants can access the online application through www.sph.emory.edu/APPLY. However, all application material should be sent directly to the Schools of Public Health Application Service (SOPHAS). A complete set of application documents includes the following: the online application (includes personal statement and work/research/volunteer history), one transcript from each postsecondary institution attended (international transcripts must be evaluated by World Education Services [WES]); completed recommendation forms from at least two individuals; and an official graduate-level entrance examination score report.

Admission is competitive; therefore, applications should be submitted well in advance of the deadlines. Applications received or completed after the deadlines will be considered on an availability basis.

Applicants whose files are completed by the January 10 deadline are normally notified of their admission decision within eight weeks.

For additional information regarding the application process, please refer to the RSPH Admission website, www.sph.emory.edu/prospectivestudents/admissions.php.

Admission Requirements

Minimum requirements for admission include satisfactory completion of a four-year baccalaureate degree or its equivalent and a strong interest in a career in public health. Work or academic experience in the health field is highly desirable but not essential. However, preference is given to students who have advanced training and applied experience.

In general, applicants are required to submit test scores from the Graduate Record Examination (GRE). Applicants who have completed doctoral-level degrees are not required to submit GRE scores unless otherwise specified by the department. Applicants who have recently taken the Medical College Admissions Test (MCAT) may submit these scores as alternatives to the GRE, except for the Department of Biostatistics and Bioinformatics. Some dual-degree programs accept other entrance examinations.

There is no minimum requirement for the GRE. A minimum GPA of 3.0 is preferred. It is important to note that the GRE and GPA are evaluated in the context of the overall application and other supporting documents.

The program encourages applications from international students who are proficient in speaking, reading, writing, and understanding the English language. All applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and to earn a minimum score of 550 (213 computer-based test, 80 paper-based test). Such applicants should schedule and take the TOEFL as one of the first steps in the admission process. The International English Language Testing System (IELTS) is also acceptable. A minimum score of 6 is preferred.

Applications to the MPH and MSPH degree programs are reviewed and applicants are admitted by a specific department selected by the applicant. Departments may have additional minimum admission requirements to those listed here. Applicants applying for the MPH or MSPH degree program should review the individual department's admission selection in this catalog and comply with any additional requirements.

The Career MPH (CMPH) Program requires a minimum of three years professional experience in a field related to public health. Otherwise, the basic application procedure for the Career MPH Program is identical to that of the MPH and the MSPH degree programs.

For additional information regarding the application process, please refer to the RSPH Admission website, www.sph.emory.edu/prospectivestudents/admissions.php.

Special Standing

The school usually allows students who are not degree candidates to register for courses. Individuals interested in taking courses as special-standing students must complete the special-standing application/admission procedure. The special-standing application deadline for receipt of properly completed applications and official degree transcripts is one month prior to the start of the semester of anticipated enrollment.

Enrollment of special-standing students in courses is contingent on the availability of space and the permission of the department and/or program. Students in special standing, however, are ineligible for federal financial aid or for RSPH merit scholarships.

Students in special standing who later complete the degree-seeking application process will be considered on the same basis as other applicants. Admission to special standing does not ensure that an individual will be accepted into a degree program. If admitted to a degree program, students may apply up to nine semester hours of special-standing course work toward the MPH or MSPH degree. Additional information and application forms may be found at www.sph.emory.edu/non-degree_programs.php.

Transient Status

Students who are enrolled at another academic institution but wish to earn graduate credit at Emory and transfer the credit to that university may take course work in the RSPH. Such students should complete a transient status application that certifies good standing in another program. The degree-granting institution must also authorize the enrollment in selected courses. Transcripts and letters of recommendation are not required. Transient applications must be completed no later than thirty days prior to the semester selected for enrollment. Enrollment of transient students in courses is contingent upon the availability of space and the permission of the department(s) and/or program. The transient applicant must apply for each semester of enrollment.

FINANCIAL INFORMATION

Financial Aid

Financial aid information is available through the Emory University Office of Financial Aid, which coordinates the need-based financial aid packages and can be reached at 404.727.6039. Loan options include the Stafford Loan, unsubsidized Stafford Loan, Graduate PLUS Loans, and Emory Student Loan programs. Non-U.S. citizens are ineligible for federal loans. Students who apply for need-based aid may also be considered for

need-based scholarships from the school, normally in the amount of \$2,000 per semester. Refer to the RSPH website at www.sph.emory.edu/student_services/financial_aid.php or the public health section of Office of Financial Aid at www.emory.edu/financial_aid/health_professions/public_health/ for more information.

RSPH Practical Experience Award

The Rollins School of Public Health (RSPH) Practical Experience Award provides funding for master's level public health students to support their academic interests with an applied public health experience. Student work opportunities are an integral part of the RSPH experience. Each year, approximately 400 students find public health work opportunities with agencies such as the Centers for Disease Control and Prevention, CARE, American Cancer Society, The Carter Center, Children's Healthcare of Atlanta, and other local agencies while pursuing advanced studies. Additionally, many students find opportunities working on faculty research grants within the Rollins School of Public Health and throughout the Emory University/Emory Healthcare systems. These experiences may fulfill practicum requirements and lead to thesis opportunities.

Eligibility for this award is based on need as determined by the FAFSA and availability of funds. Funds are earned and paid directly to students through biweekly paychecks. The amount of the award is the maximum the student may earn for the academic year. Students typically work 10–20 hours per week. The wage for graduate students is \$12/hour. Students may apply for positions through Emory's online system, Rollins Opportunities Link (Symplicity). Access to Rollins Opportunities Link will be provided to incoming students in early August, followed by a public health job fair during orientation.



Cost of Living

Information regarding University and off-campus housing may be obtained from the Office of Residential Services (www.emory.edu/HOUSING/). According to the Emory University Office of Financial Aid, living expenses for a single person are estimated to be \$2,000 a month for the 2011–2012 academic year.

Tuition and Fees 2011–2012 Academic Year

Tuition and fees are subject to annual increases:

Degree Program	Length of Degree Program	Full-Time Semester Rate**
MPH (excludes CMPH)	4 semesters	\$13,200
MPH	3 semesters	\$17,700
MSPH	4 semesters	\$15,100
Dual Degree and 4+ 1 Programs	2 semesters	\$20,200
Career MPH	7 semesters	\$1,260/credit hour
Part-time MPH/MSPH	(5+ semesters)	\$1,470/credit hour
Non-degree rate		\$1,470/credit hour
Graduate in Residence	\$500/semester	

Fees: All students will be charged the following fees per semester. Orientation fee (first semester only)—\$200; Student Activity fee—\$89; Student Athletic fee—\$110; Mental Health fee—\$50

**All full-time degree-seeking students (with the exception of the distance program) are expected to be registered for at least nine credits per semester and will be charged the semester rate. Students are responsible for paying the total tuition for their academic plan (semesters x semester rate). Students in the traditional or accelerated program plans who register for less than nine credit hours will be charged the full semester rate of their appropriate degree program plan.

In the case of complete withdrawal within the first five weeks of a semester, an adjusted proportionate refund of tuition and fees will be granted. No refund will be awarded if a student is dismissed or if a student drops course work after the last day for course changes stipulated in the academic calendar. For the withdrawal schedule and policy statement on refunds, please refer to www.sph.emory.edu/student_services/financial_aid.php.

Honors and Awards

Delta Omega

Delta Omega is the national honorary society for public health professionals. Founded in 1924, it now has chapters at most schools of public health. Each year the chapter elects members from the student body, faculty, and alumni based on scholarship (among students), teaching, research (among faculty), and community service (among alumni).

James W. Alley Award

This award, in memory of James W. Alley, state health officer for Georgia from 1973 until 1990, recognizes the graduating MPH student who, in the eyes of the faculty and students, has provided the greatest service to disadvantaged populations during his or her career.

Eugene J. Gangarosa Award

This award, named after the former director of public health at Emory, is presented to the graduating student who has demonstrated a creative approach to solving public health problems and who shows promise for outstanding service in the international arena.

Thomas F. Sellers Jr. Award

This award, named after the former chair of community health at Emory, is presented to the faculty member of the RSPH who exemplifies the ideals of public health and who serves as a role model and mentor to his or her colleagues. The award is given to an individual who, like the man for whom it is named, represents the best qualities of collegiality.

Charles C. Shepard Award

This award, in memory of an outstanding scientist at the U.S. Centers for Disease Control and Prevention, is presented to the graduating student who is deemed by the faculty to have prepared the most scholarly thesis.

Who's Who Among Students in American Universities and Colleges

This award honors those students whose presence on campus has enriched and enhanced the community, and made it a better place for all to live and work.

Rollins School of Public Health Student Government Professor of the Year

This award, selected by students, honors an outstanding faculty member who demonstrates leadership, a genuine concern for students, and a sense of academic excellence. It is awarded annually by the RSPH student government.

Emory Humanitarian Award

This award is given to students in recognition of qualities of honesty, integrity, courage, and responsibility, which are fundamental to effective leadership.

Student Organizations

Student Government Association (SGA)

Students participate in school governance through the RSPH student government. Annual elections are held for officers. The student government assigns students to various school committees, makes recommendations about school policies and procedures,

organizes activities to promote public health in the community, sponsors programs to support academic life, and plans various social activities. The student government's annual budget is allocated from the student activity fee.

Association of Black Public Health Students (ABPHS)

ABPHS provides support services for minority students, faculty, and staff associated with the RSPH. Its primary goal is to be the vehicle wherein ideas, needs, and interests regarding the enhancement of the total academic, social, and health-related experiences of membership can be channeled, deliberated, and acted upon collectively.

Emory Global Health Organization (EGHO)

The Emory Global Health Organization is a student organization based in the Rollins School of Public Health (RSPH) at Emory University in Atlanta. The goal of EGHO is to facilitate engagement in global health outside the classroom. To accomplish this, EGHO works through several different committees, each of which focuses on an important aspect of student interests. Through these committees, EGHO works to engage in global health issues through service and advocacy; foster global health awareness and encourage the growth of a global perspective; increase resources and opportunities available to all students with an interest in global health; and build connections with each other and with professionals in the field.

Emory Reproductive Health Association (ERHA)

ERHA is a student organization based at the Rollins School of Public Health committed to reproductive justice and the dignity of all people. ERHA promotes reproductive health and rights awareness through community outreach, research and fund-raising locally and globally. The purpose of ERHA is to increase awareness of current local and global reproductive health issues through educational outreach through guest speakers, films, and distribution of information; be actively involved in the Emory and Atlanta communities by volunteering with local organizations focused on disparities in reproductive health; and to fundraise for reproductive causes, more specifically the Global Elimination of Maternal Mortality Due to Abortion (GEMMA) fund established by Roger Rochat.

Georgia Public Health Association (GPHA)

GPHA, a nonprofit corporation organized for the purpose of promoting the public and personal health of Georgia's citizens, is the largest public health organization in the Southeast. It provides many opportunities for networking with public health professionals, attending continuing education seminars, and advocating for public health issues concerning Georgians. The Emory chapter of GPHA, founded in 1999, aspires to have membership and participation from all RSPH departments, fostering the achievement of public health goals chosen by chapter members.

Health Organization for Latin America

The Health Organization for Latin American (HOLA) at Rollins School of Public Health is a student-led organization dedicated to promoting, advocating for, and informing about the health of Latinos in the U.S. and abroad. HOLA works toward its mission by sponsoring academic lectures on topics relevant to Latino health, coordinating volunteer opportunities that benefit Latino populations, and connecting students and organizations that have a shared interest in promoting the health of Latinos. Additionally, HOLA strives to create a sense of community among students with a common passion for Latin America, through periodically hosting social events throughout the year.

Human Rights Action (HuRA)

Human Rights Action is an association of student leaders dedicated to promoting involvement in local, national, and international human rights issues. In conjunction with faculties, staff, related organizations and institutions, the organization seeks to act on issues of social justice and create awareness through education and practice. A large component of Human Rights Action is Emory Human Rights Week which strives to highlight the work that has been going on all year to promote human rights. The event aims to strike a balance between reflection and action, hopefully bringing together the best of education and advocacy. In this sense Human Rights Week represents more than volunteering for a campus event or attending a lecture. It is, in fact, a statement of solidarity for the victims of human rights abuses, the defenders of human rights, and those who do not wish to be passive in the presence of injustice.

Rollins Environmental Health Action Committee (REHAC)

REHAC is a student organization dedicated to creating a working space for a just and sustainable existence. REHAC advocates reducing pollutants, pathogens, and physical hazards, and promoting a harmonious relationship with nature. REHAC seeks to improve and protect living and working environments through locally focused and collaborative education and action.

Rollins Healthcare Association (RHA)

Rollins Healthcare Association (RHA) is a student-run organization with a focus on networking and career development in the health care field. Our members come from a diverse background representing all departments of Rollins. RHA hosts career panels, a hospital management tour, and as well as service events and socials throughout the year.

Student Outreach and Response Team (SORT)

SORT is a collaborative effort between the DeKalb County Board of Health and the Rollins School of Public Health's Center for Public Health Preparedness & Research, whose mission is "To promote future public health leadership by providing students with hands-on experiences that contribute to improved community health." SORT provides current public health students with the opportunity to apply public health theory in practical settings. Thirty MPH students are chosen annually at the start of the fall semester via a competitive process to participate in this program.

Unite for Sight Emory Chapter

The Emory chapter of Unite For Sight was started in the Spring of 2004 by six Emory students—four public health and two undergraduate students. With a mission of promoting healthy vision in the Emory and Atlanta communities, the members encourage student involvement throughout all the schools at the university. Volunteers work with partner eye clinics to provide eye care in communities, with the goal of creating eye disease-free communities.

Grading System

The symbols A, A-, B+, B, B-, C, and S (satisfactory) indicate credit, and F and U (unsatisfactory) indicate failure and no credit. The symbol W indicates withdrawal without penalty, WF indicates withdrawal while failing, and WU indicates unsatisfactory withdrawal. No course credit will be awarded for grades of F, U, W, WF, or WU. When a course, seminar, or research activity is scheduled to last for more than one semester, the notation P (in progress) will be made at the end of the semester, and will remain until the final grade is awarded.

Quality Points

For each semester hour of credit, quality points are computed as follows:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C = 2.0
F = 0

The grade of S carries academic credit but no quality points; U carries neither academic credit nor quality points. The grades of W, S, and U are not used in computing a student's grade point average (GPA). The grade of WF is counted as an F in computing a student's GPA.

Incompletes

If the student does not complete assigned work during the prescribed period, the notation I (incomplete) may be given. If the work is not completed within the time allowed by the instructor, which is a maximum of one traditional academic semester (fall or spring), a final grade of IF will be given, and the student may be required to repeat the course. A student having two or more incompletes will not be permitted to register for additional courses without special permission from the assistant dean for student affairs.

Satisfactory/Unsatisfactory (S/U) Grading

Students may register for elective courses using a satisfactory/unsatisfactory (S/U) grading basis rather than a letter grade grading basis with the permission of the course instructor or the assistant director of academic programs. The grade of S indicates at least passing course work (B-). All core courses must be taken for a letter grade. No more than six credit hours may be taken under the S/U grading basis, not including credits for a thesis.

Grade Appeal Procedure

In keeping with the principles of academic freedom, responsibility for evaluation of a student's work rests with the course instructor. The grade appeal process is designed to ensure that the grading system is applied fairly to all individuals in the class.

When students believe that their work merits a different grade than that assigned by the course instructor, they should first contact their instructor as soon as possible, not to exceed one month after the grade is posted in OPUS. The instructor and student should discuss the grade.

If, following a discussion with the instructor, students believe their work was not fairly assessed, they may submit an appeal in writing within two weeks (and with any

documents at issue) to the department ADAP in which the course was offered. This material will be reviewed in a timely way by the department chair in consultation with the course instructor.

Should students believe the department review to be unfair, they may appeal the decision, in writing and within two weeks, to the executive associate dean for academic affairs, who may consult the academic standards committee. The student will be notified of the review outcome by the associate dean of academic affairs.

Variable Credit

Some designated courses, such as thesis, special study project, and directed study, are taken on a variable credit (VC) basis. Students should discuss with their advisers the number of hours for which to register. Other courses available for variable credit will be indicated on the schedule of courses.

Repeating Courses

A course with the letter R after the course number indicates a course that has varying topics and may be repeated for credit.

Grade Point Average and Academic Probation

Students are required to maintain an overall GPA of 2.7 for graduation. Students whose cumulative GPA falls below 2.7 after having attempted at least ten credit hours will be placed on academic probation in the traditional program, or six hours for students participating in the Career Masters Public Health program. Students on probation must raise their cumulative GPA to 2.7 within the next ten attempted credit hours of enrollment for students in the traditional program and the next six attempted credit hours of enrollment for the students in the Career Masters Public Health program. Failure to do so will result in exclusion from the program. Once the student has again achieved a 2.7 GPA and probation has been removed, the 2.7 GPA must be maintained until graduation. If the student again falls below the 2.7 GPA, she or he will be excluded from the program.

Attendance

Although attendance generally is not recorded, students are expected to attend all classes and to negotiate absences with the course instructor.

Time Limit

Only course credits earned within five years prior to graduation may be applied toward the forty-two credit hour degree requirement for a master of public health, or the forty-eight credit hour degree requirement for a master of science in public health. Students who exceed the five-year limit may be required to repeat courses. Under extraordinary circumstances, students may petition the Education Committee with the support of their faculty adviser and department chair for one extension, provided the petition is initiated no less than one semester before the five-year limit. The extension will be for a period of one year.

Graduate in Residence (GIR) Status

Graduate in Residence is a special registration category reserved for eligible RSPH students. To be eligible to register as a Graduate in Residence, students must have satisfactorily registered for all degree requirements, fulfilled their financial requirements, and be in the final stages of completing their degree.

Students enrolled in this status will be assessed a reduced tuition rate. Students registered as Graduate in Residence will be considered full-time, will be eligible for limited federal loans, and will have the on-campus privileges of all full-time students. The Graduate in Residence status carries no academic credit and is not required to complete an RSPH degree program.

Students may be registered as a Graduate in Residence for no more than three semesters. Before a student is registered for their second or third semester as GIR, continued progress towards the completion of the degree must be demonstrated to the department. If a student is not able to demonstrate progress towards completing degree requirements, the department may determine to deny this registration until due progress is demonstrated.

Leaves of Absence

A student in good academic standing may be granted up to two one-year leaves of absence upon recommendation of the student's department and approval of the dean. The student must demonstrate that during this period he or she must (or plans to) interrupt progress toward the degree. The student should be aware that the University will not certify to loan officers or governmental agencies that a student on leave of absence is in residence or actively pursuing a course of study.

For the purpose of determining eligibility for leave of absence, a student must be in good academic standing and have resolved all incomplete work. Time spent in leave of absence does not count toward the five-year limit. Students beyond this limit are not eligible for leave, but may apply for extension of the time within which to complete degree requirements, in full accord with the rules governing such extensions.

Leaves of absence are not to be used to resolve academic difficulties, reconsider continuation in study, or finish incomplete work. Rather, this policy is intended to allow students to "step out of" academic work for a specified period, during which they will be unable to continue work in any way, as when required to take advantage of a unique professional opportunity, deal with short-term disabilities, or meet competing responsibilities of a nature which preclude meaningful work toward the degree.

A student desiring to return to the Rollins School of Public Health after a leave of absence should request readmission at least thirty days prior to the beginning of the term in which he or she wishes to return.

Academic Advisement

Upon admission to the program, degree-seeking students are assigned advisers. Advisers for students will be their department's assistant director of academic programs and designated faculty.

Course Work at Other Colleges/Institutions

Degree-seeking students in the MPH and MSPH programs may take courses at other Emory schools with permission from the course instructor and the approval of their department. Graduate level courses may count towards the student's degree completion. Students may also take classes at Emory College (undergraduate school) as additional courses, but these credits will not count towards the completion of degree requirements.

Students may petition the department and the executive associate dean for academic affairs for permission to take at other institutions relevant courses unavailable at Emory University. The RSPH participates in the Atlanta Regional Commission for Higher



Education (ARCHE) cross-registration agreement. Students wishing to enroll in courses outside Emory should try to enroll at one of these participating institutions, if possible. Complete information pertaining to cross-registration is available in the RSPH Registrar's Office.

If a particular course is not available at an ARCHE member institution, the student may enroll as a transient student at a nonmember institution. Student requests to cross-register or enroll as a transient student should be submitted in writing to the assistant director for academic programs and the department chair at least one month prior to registration. These requests should include course objectives, course requirements, and reading lists. Additional information about cross registration is available from the University Registrar at 404.727.6042.

Transfer Credit

Up to six semester hours of transfer credit may be allowed for relevant graduate-level courses taken at other academic institutions within the three previous years, provided these credits were not used toward another degree. The transcript must reflect a grade of an A or B for transfer credit to be granted. The request for transfer credit must be approved by the department chair where the course is taught and the executive associate dean for academic affairs.

The acceptance of transfer credits does NOT prorate or change the student's responsibility for full payment of the established tuition plan for their degree.

Course Audit

The charge for audit courses is the same as for credit courses. Courses audited may not later be used for credit by examination, nor may they be transferred to credit courses after the end of the course change period. Individuals interested in auditing a RSPH course must complete the admission process and officially register for the course. Although the tuition fee is the same for credit courses, audit hours do not count toward eligibility for federal financial aid.

Transfer between Departments

Students may request a transfer from one department to another. The department to which the student seeks to transfer will review the student applicant. Both departments must agree to the transfer. Notification of agreement should be sent to Enrollment Services.

Curriculum Policy

The RSPH Education Committee decides curriculum policy. The purpose of the Education Committee shall be to initiate, develop, establish, and interpret standards pertaining to the curriculum of the MPH and MSPH degrees and their delivery and to approve, review, and evaluate academic course offerings of the RSPH.

Student Petitions

Student petitions requesting exemptions, course credit, and transfer credit must first be approved by the appropriate department chair(s) before the course is offered or taken. If there is a discrepancy regarding the petition decision between the student's department and the course department, the petition will be submitted for review to the executive associate dean for academic affairs.

Enrollment During Semester of Graduation

The RSPH requires that students be enrolled in the University during the semester in which they graduate.

PhD Programs

Academic policies for the PhD programs may be obtained from the Graduate School of Arts and Sciences at 404.727.6028.

Student Grievance Procedure

RSPH students who wish to file a grievance or disagreement that does not fall within the jurisdiction of the RSPH Student Honor and Conduct Code should first discuss the concern with the Departmental Associate/Assistant Director of Academic Programs. Depending on the nature and/or complexity of the complaint, the Associate/Assistant Director of Academic Programs may either choose to address the issue with the appropriate parties her/himself or choose to share the grievance with the department chair for further review and discussion.

Students who are not satisfied with the resolution through these channels, or believe the scope of the grievance cannot be resolved satisfactorily through these channels may present their grievance to the associate dean of student affairs. The associate dean of student affairs may choose to address the issue and resolve the grievance on an informal basis. If the student is not satisfied with this methodology, he/she may file a formal complaint.

To file a formal complaint, the student must submit a written statement addressed to the associate dean of student affairs. The statement must state the charge to be considered; describe fully the nature of the complaint, the evidence and all circumstances surrounding the event(s) which will support the charge. The associate dean of student affairs will convene a meeting of an Ad Hoc Grievance Committee, comprised of two faculty members and two students who are not affiliated with the department linked to the grievance. The Grievance Committee will independently review the written complaint. If necessary the Grievance Committee may request additional information from the grievant as well as statements and additional information from other persons involved in the situation. If necessary the Grievance Committee may request a meeting with these persons as well to gain additional information.

On the basis of the written statement and additional information, the Grievance Committee will make a recommendation to the executive associate dean of academic affairs, providing supporting documentation. Taking into consideration the information and supporting documentation provided, the executive associate dean will determine the legitimacy of the grievance and any further action to be taken. The executive associate dean will inform the student and the Grievance Committee of the final determination.

A student may appeal the determination to the Grievance Appeal Council through the executive associate dean of academic affairs. The executive associate dean of academic affairs will preside over this session. The decision of the Grievance Appeal Council is final.

Use of the RSPH school grievance procedure will not prejudice in any way a student's rights under the University Student Grievance Procedure.



This section contains the specific policies adopted by the various governing bodies of the RSPH. All students in the RSPH are subject to the rules and regulations of the University as set forth in the Emory University Campus Life Handbook and in the RSPH catalog. Students should be familiar with these policies.

General University Policy

Registration

Registration is conducted on the dates indicated on the academic calendar. Students not completing registration on regular registration days are charged a late registration fee of \$150. Registration is not permitted after the schedule change period. Registration for any term is not complete until all requirements have been fulfilled and financial responsibilities are met. All matriculated, degree-seeking students are expected to preregister each semester.

Cancellation and Withdrawal

Students who need to withdraw from the University due to some hardship are required to complete a withdrawal form. This form is obtained from enrollment services and requires permission of the department assistant director of academic programs. An adjusted proportionate reimbursement of tuition and fees will be granted within the first five weeks of a semester for a complete withdrawal. Refunds for first-time Emory University students who are federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations. A student who is dismissed will not receive a refund. No refund is received for partial cancellation of coursework after the deadline for the last day for course changes listed in the academic calendar. For more detailed information about refunds, refer to the refund schedule in the Emory University Schedule of Courses Bulletin, or call the Bursar's Office at 404.272.6089.

Transportation, Vehicle Registration, Parking, and Traffic Regulations

Metro Atlanta Rapid Transit Authority (MARTA) buses connect Emory to the rapid-rail system and all parts of the city. Students who intend to have cars on campus must adhere to the following regulations:

1. All students operating automobiles, motorcycles, and scooters at Emory must register their vehicles with the Parking Office at the beginning of every academic year immediately after arriving on campus or as soon as the vehicle is acquired. Proof of ownership is required at the time of registration. There is an annual fee for registration, which must be paid at the time of registration. The Parking Office is located at 1701 Lowergate Drive.
2. University traffic regulations are specified in a booklet provided at the time of vehicle registration. Persons with vehicles on campus are expected to know and abide by these regulations.

Introduction

In accordance with University by-laws, the president of the University has delegated to the dean and faculties of each school the responsibility of designing honor and conduct codes for its students. This Student Honor and Conduct Code in the RSPH and the procedures in cases of alleged misconduct were formulated by a committee appointed by the Student Council of the RSPH. Faculty members appointed by the associate dean for academic affairs have reviewed this document, and it has been approved by the dean of the school.

The RSPH expects all members of its community to maintain academic integrity in their courses of study and to conduct themselves in a manner appropriate to a public health professional and consistent with the standards of Emory University.

Student Academic Honor

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.

Violations of Academic Honor

Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or falsifying research data.

Cheating includes, but is not limited to, seeking, acquiring, receiving, or passing information about the content of an examination prior to its authorized release or during its administration, or attempting to do so. Cheating also includes seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination, or attempting to do so.

Plagiarism is the act of presenting as one's own work the expression, words, or ideas of another person, whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who uses another writer's work, in part or in full, without proper acknowledgment, is guilty of plagiarism.

Falsifying research data includes, but is not limited to, creating information not actually collected and altering information and/or data.

Student Conduct

The RSPH requires all members of its community to conduct themselves with dignity and integrity, and in line with the established policies and standards of Emory University and the RSPH.

Student Conduct Violations

Student conduct violations include, but are not limited to, the following actions:

- A. Dishonesty through misrepresentation or withholding of pertinent factual information in a student or agencies of the University. This also includes falsification of information for the purpose of admission to the RSPH.
- B. Infraction of rules and regulations promulgated by appropriate University authority for the purpose of protecting the interests of the University community. These rules and regulations are to permit all members of the University community to attain their

educational objectives without hindrance, the generation and maintenance of an intellectual and educational atmosphere throughout the University community, and the protection of activity, health, safety, welfare, and property of all members of the University community and of the University itself. These policies also pertain to student conduct when representing the RSPH in community activities.

C. Infractions of public law. Conduct that is the basis for an allegation or charge of violation of public law also may subject a student to an allegation of a student conduct violation. Acquittal or conviction in court does not necessarily exclude or dictate action by the RSPH. Further, the RSPH may proceed with a conduct matter without awaiting the start or conclusion of any criminal proceeding.

D. Actions contrary to the standards of the RSPH and Emory University, including actions that are deliberately demeaning to other human beings or that violate the dignity and integrity of other members of the University.

E. Sexual Harassment and Sexual Assault. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The University's policy on sexual harassment is published annually in the *Emory Report* and the student newspaper, the *Emory Wheel*.

F. The above also pertains to students participating in Educational Field Studies or internships while attending the RSPH.

Procedures in Cases of Alleged Misconduct

It is the policy of the RSPH that procedures in cases of alleged misconduct be handled expeditiously, meet certain requirements of fairness to all parties concerned, and guard against arbitrary or capricious decisions. To this end, the person charged with alleged misconduct will:

1. Be considered innocent until judged otherwise by an ad hoc committee appointed by the dean* for this purpose.
2. Be advised of the charges against him/her and of the names of witnesses who may be present at the hearing.
3. Be allowed to defend himself/herself and select a nonattorney adviser from the RSPH faculty or the academic University community to assist and counsel him/her in preparing for and participating in the hearing.
4. Be given a reasonable time to prepare for his/her hearing and a fair opportunity to present evidence to the committee provided that the chairperson may decline to hear evidence not deemed relevant or that is merely cumulative.
5. Be allowed to hear and question witnesses who appear at the hearing and have access to all written statements.
6. Be allowed the right of appeal.

In cases of sexual assault:

1. The accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding.

2. Both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought because of an allegation of a sexual assault.

*If it is believed that reasonable promptness is not met, it is the right of anyone involved in the matter to request that the process be expedited.

Preliminary Review

Instances involving an alleged violation of the academic honor code or an alleged student conduct violation should be reported to the Associate Dean of Admission and Student Services. The Student Honor and Conduct Code adviser or another official of the RSPH designated by the dean will conduct a preliminary investigation of the alleged violation with reasonable promptness. This may include seeing the person charged and witnesses alone or in concert. The Student Honor and Conduct Code adviser may seek advice as needed to assist in determining if the evidence is sufficient and/or the charge serious enough to warrant a formal hearing. If the decision reached is that the charge warrants a formal hearing, the following procedures will be observed:

Formal Hearing

1. The person charged is informed in writing, with reasonable promptness following the preliminary investigation, by the Student Honor and Conduct Code adviser of:
 - a. The charges against him/her and the name(s) of the person(s) who reported the charges and details of the charges, with enough specificity to enable him/her to prepare for the hearing on these charges.
 - b. The right to choose a faculty adviser (nonlegal) to counsel him/her.
 - c. The right to a hearing before an ad hoc committee appointed by the dean or other designated official, and the date, time, and place of the hearing.
2. From the time he/she receives written notice, the person charged has at least fourteen calendar days to prepare his/her case, unless he/she requests the hearing take place within a shorter period of time.
3. An ad hoc committee will be appointed by the dean or other designated official.
 - a. The committee will be composed of a minimum of four members and a chairperson: two students, two faculty members, and a chairperson.
 - b. No person involved in advising the Student Honor and Conduct Code adviser during the preliminary hearing may serve on the ad hoc committee.
 - c. The committee will be chaired by a faculty member other than the Student Honor and Conduct Code adviser.
 - d. The committee by majority shall decide the method of voting. The chairperson shall vote in case of a tie.
 - e. A majority vote is required for a finding of a violation. An abstention is not considered a vote.
 - f. No individuals making the charge shall be members of the committee.
 - g. The person charged may request in writing that an individual(s) be replaced on the originally appointed ad hoc committee. The dean will consider the written request of the person charged and will make replacements at his/her discretion. The new appointments will be made by the dean in consultation with the person charged and the student's faculty adviser.
 - h. The Student Honor and Conduct Code adviser should be present at all hearings to assist in the process.
4. The chairperson is responsible for conducting the hearing in a fair and impartial manner.
 - a. If the person charged is not present at the hearing, the hearing will be conducted with the student charged in absentia.



- b. The person charged may admit the misconduct or not. If he/she admits misconduct, the committee shall hear the evidence to determine the appropriate recommendation.
 - c. The person charged may be present while all evidence is presented but not during deliberations or voting of the committee.
 - d. At the hearing, the alleged violation will be read. Evidence against the student will be presented first, followed by questions from the ad hoc committee and the person charged and/or faculty adviser. The person charged may then present his/her evidence, and the committee members again may ask questions.
 - e. Evidence shall be admitted without regard to the rules of evidence in courts of law.
 - f. Evidence may include, but is not limited to, witnesses, documents, tangible evidence, and written statements from witnesses not present.
5. After thorough review of the case, the committee will decide whether the person charged is guilty or not guilty of the charge(s). A majority vote of the committee will suffice for a finding of guilt. If the person is found guilty, the committee may recommend to the dean, in writing, one or more of the following actions, or such other action as the committee deems appropriate:
 - a. Issue the student a warning.
 - b. Place the student on probation.
 - c. Issue a grade of F on the assignment in question or for the course.
 - d. Suspend the student for the remainder of the term or longer.
 - e. Dismiss the student from school.
 6. The dean, after receiving the ad hoc committee recommendation, may:
 - a. Dismiss the case.
 - b. Accept the recommendation.
 - c. Modify the recommendation but not change a finding of "no misconduct" to a finding of "misconduct." The dean, on recommendation of the committee and/or on the basis of his/her own judgment, may report any action taken to the appropriate University authorities.

The student charged with a violation shall be notified in writing by the dean of his/her judgment and any action taken. This notification shall be written and delivered to the student promptly, usually within fourteen calendar days of receipt of the ad hoc committee's recommendations.

Appeals

A student who wishes to appeal the decision of the dean must make such a request in writing to the dean. The written appeal must be made with reasonable promptness following the dean unless the student has received a written extension from the dean. In the letter to the dean, the student must indicate the reasons for the appeal.

After reviewing the request for appeal, the dean may make a decision about the written appeal himself/herself or appoint a second ad hoc committee to review the charge(s), recommendation(s), and action(s).

1. The ad hoc committee:
 - a. Shall be composed of a minimum of one student and two faculty members, one of whom will act as chairperson. No member of this committee will have participated in the previous reviews.
 - b. Shall be furnished with all written data concerning the formal hearing, recommendations of the prior ad hoc committee, and actions of the dean.
 - c. At its discretion, may request oral or written statements from the accused and other witnesses, and may request that additional documentary evidence be presented.
 - d. Shall require a majority vote for a decision. An abstention is not considered a vote. The committee shall decide by a majority the method of voting. The chairperson shall vote in case of a tie.
 - e. Shall not have any individual who brought a charge as a member of the committee.
 - f. Shall conduct the review in a fair and impartial manner.
2. Recommendations of the committee shall be reported in writing with reasonable promptness to the dean.* The following actions may be recommended:
 - a. Affirm the prior decision.
 - b. Reverse the prior decision.
 - c. Modify the prior decision.
 - d. Re-hear and appoint a new ad hoc committee in accordance with the original hearing procedures.
3. The student charged with a violation shall be notified in writing of the recommendation of the ad hoc committee within seventy-two hours. The dean, subsequent to receiving the ad hoc committee's recommendation, may:
 - a. Affirm the prior decision.
 - b. Reverse the prior decision.
 - c. Modify the prior decision.
 - d. Recommend the case be re-heard and appoint a new ad hoc committee in accordance with the original hearing procedures.

The dean will consider, but is not bound by, the recommendation of the appeal committee. The dean will render a final decision on the appeal and inform the student of this decision, with reasonable promptness, given the receipt of the ad hoc committee's recommendation.

*If it is believed that reasonable promptness is not met, it is the right of anyone involved in the matter to request that the process be expedited.

Master of Public Health

Students pursuing a Master of Public Health (MPH) are required to complete forty-two semester hours of credit and a practicum. Prospective students must designate one of six departments when applying to the school: behavioral sciences and health education (BSHE), biostatistics and bioinformatics (BIOS), environmental health (EH), epidemiology (EPI), health policy and management (HPM), or global health (GH). There are also joint MPH programs with the departments of Environmental Health and Global Health (Global Environmental Health, GEH) and the departments of Global Health and Epidemiology (Global Epidemiology). The number of required and elective courses within a specific department varies.

Master of Science in Public Health

Students pursuing a Master of Science in Public Health (MSPH) are required to complete forty-eight semester hours of credit and a required practicum. Prospective students must designate one of the following departments when applying to the school: biostatistics and bioinformatics (BIOS), epidemiology (EPI), health policy and management (HPM), or global health (GH). There are also joint MSPH programs with the departments of Environmental Health (EH) and Epidemiology (EPI) and the departments of Global Health and Epidemiology. The number of required and elective courses within a specific department varies.

Practicum

A practicum is a unique opportunity for graduate students to integrate and apply practical skills and training learned through course work and prior experiences in a professional public health work environment. In some cases, students can use a work study, graduate assistantship, or teaching assistantship position structured to meet the practicum requirement. A practicum is a significant educational experience that generally requires 200 to 400 clock hours in a public health agency, institution, or community under the supervision of site administrators and the guidance of the student's department, the Office of the Associate Dean for Applied Public Health, and/or Career Services.

All Rollins School of Public Health (RSPH) graduate students are required to submit practicum details into the Practicum Web Client. To view the Practicum Web Client or find more detailed information, you can visit www.sph.emory.edu/practicum.php. There you will find answers to frequently asked questions and information on who you might contact, should you have any additional questions.

Core Courses

The following courses are required of all MPH and MSPH students. Within each department, there are exceptions to these core courses. These exceptions are listed in each department section of this catalog.

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral Sciences in Public Health	2
BIOS 500	Statistical Methods I	3

BIOS 500L
EH 500
EPI 504
or EPI 530
HPM 500
GH 500

Lab
Perspectives in Environmental Health
Fundamentals of Epidemiology
Epidemiologic Methods I
Introduction to the U.S. Health Care System
Critical Issues in Global Health

1
2
2
4
2
2

Department of Behavioral Sciences and Health Education

www.sph.emory.edu/bshe/
Michael Windle, Chair

The Department of Behavioral Sciences and Health Education (BSHE) has full-time, doctoral-level faculty representing the disciplines of anthropology, communications, health education, history, psychology, nursing, and sociology. The program is also supported by faculty in the School of Medicine, School of Nursing, Emory College, and the Graduate School departments of Anthropology, Sociology, and the Graduate Institute of Liberal Arts. Leading health educators and behavioral scientists from the U.S. Centers for Disease Control and Prevention, the Georgia Department of Human Resources, the American Cancer Society, and The Carter Center serve as adjunct faculty. State and local health departments, county school systems, and public and private organizations in the city of Atlanta serve as potential laboratories. BSHE serves as the home of the Emory Prevention Research Center and the Emory Public Health Training Center. In addition, the Southeast AIDS Training and Education Center for health professionals is associated with the department, and faculty members work closely with Emory's Center for AIDS Research. Students in the department serve as teaching assistants, research assistants for various community research projects, and staff campus and statewide health promotion activities coordinated by BSHE faculty members. The philosophy of the department defines the role of the instructor as mentor, the student as practitioner, and the community as classroom.

Graduates hold positions in public and private institutions participating in research and practice that are oriented to the promotion of health.

Department Admission Criteria

Students with a variety of academic and professional backgrounds are eligible to apply to the department. Some pursue the MPH degree directly after completing their undergraduate studies in the natural sciences, social sciences, or the humanities. More often, students apply to the department after work experiences in public health. Admission is based on prior academic performance in postsecondary education, abilities as assessed by standardized tests (GRE, MCAT), and demonstrated commitment to working in public health. Completion of a college-level statistics course or other quantitative courses prior to application is highly recommended. Students are admitted only in the fall to facilitate adherence to the standard course sequence. For more information see <http://www.sph.emory.edu/prospectiveStudents/admissions.php>.



Behavioral Sciences and Health Education Requirements

Course Number	Course Title	Credit Hours
BIOS 500/ 500L	Statistical Methods I	3
EH 500	Perspectives in Environmental Health	2
EPI 504 or EPI 530	Fundamentals of Epidemiology	2
GH 500	Epidemiologic Methods I	4
HPM 500	Critical Issues in Global Health	2
BSHE 520	Introduction to the U.S. Health Care System	2
BSHE 530	Theory in BS and HE	3
BSHE 532	Conduct of Evaluation Research	3
BSHE 540	Quantitative Analysis	3
BSHE 579	Behavioral Research Methods	3
BSHE 590	History of Public Health	3
BSHE 591W	Capstone Seminar	4
BSHE 595	Thesis Mentorship	1
BSHE 599R	Practicum	0
BSHE	Thesis	3
	Elective Courses	5+
	Behavioral Sciences Concentration	
BSHE 544	Survey Methods	3
BSHE 550R	Theory-Driven Research in the Behavioral Sciences	3
	<i>and/or</i>	
BSHE 524	Health Education Concentration	
BSHE 522	Community Needs Assessment	3
	Principles of Curriculum and Instruction in Health Education	3
	Total Credit Hours:	42

BSHE students may choose BSHE 590 or BSHE 591W and BSHE 599R as their culminating experience. BSHE students must complete a minimum of 30 credit hours in the Department of Behavioral Sciences and Health Education. Students who choose to enroll in the four semester hour epidemiology core course may enroll in 28 hours of courses in the department.

Selecting a Concentration

The BSHE curriculum prepares students for a wide range of career possibilities in public health. Students must complete at least one of the concentrations listed below. Concentration decisions must be made by October of the first semester of enrollment. Students are supported should they decide to pursue both concentrations.

Behavioral Sciences Concentration

The curriculum features advanced course work in measurement of behavior, behavioral science theories, and evaluation methods. This specialization appeals to students seeking work in a research or an evaluation capacity or those who plan to pursue a research-based PhD program.

Health Education Concentration

Students who are interested in pursuing a career as a health practitioner often select the health education concentration. This concentration provides more hands-on field work experience with community-based organizations. The health education curriculum prepares students for eight competency areas including community needs assessment, health education program planning, health education program implementation, health education program evaluation, health education services, health communication, policy development, and resource development and distribution.

Culminating Experience

As the culminating experience of their education, students in the department are required to complete either a thesis or a capstone seminar.

The thesis is an original piece of publishable research and/or a contribution to the knowledge base of behavioral sciences and health education. Students write these under the supervision of a thesis committee made up of a minimum of two members.

The chair must be a BSHE faculty member. Public health agencies in the area often provide research topics and support for studies.

There are two types of capstone seminars: Program Planning and Special Topics. In both types of capstone seminars, students are required to apply and integrate the skills and competencies gained during their training to a select topic.

Admission Requirements for the PhD Degree

To be admitted into the PhD program in Behavioral Sciences and Health Education, a student must complete all the admission requirements specified by the Graduate School. Students must have completed a Master's degree. Those with a Master's degree outside of public health may need to take additional public health courses beyond the core doctoral curriculum.

To select the entering cohort, the department considers performance in undergraduate and graduate courses, standardized exam performance (Graduate Record Examination scores taken within the previous five years), letters of recommendation, research or published papers, fit with departmental areas of scientific strength, and other relevant experience. Recommended GRE score range is 1100–1500 combined for Verbal Reasoning and Quantitative Reasoning sections and an Analytical Writing score of 4 or 5. International students whose native language is not English must attain a score of 560 or more on the paper Test of English as a Foreign Language (TOEFL) or a score of 220 or higher on the computer-based TOEFL.

Please see the Behavioral Sciences and Health Education Departmental website (<http://www.sph.emory.edu/bshe/bshephd.php>) for complete degree requirements.

Students apply for this program through the Graduate School. The online application and additional instructions are provided at <http://www.graduateschool.emory.edu/admissions>. The deadline for applications to the PhD program is December 1.

Financial Assistance for the Behavioral Sciences and Health Education PhD Program

Students admitted to the BSHE PhD Program receive merit-based support packages consisting of full tuition scholarships each year and annual stipends for two years. The awards are renewed each year, contingent upon satisfactory academic performance.

Doctoral students receive annual stipends for the initial two years and in following years typically have the opportunity to be supported on research projects by faculty investigators, fellowship and/or grant funding obtained by the student, and by teaching in BSHE. Students may work as research assistants or in other activities related to their professional development during the summer months for additional income. Some courses may be required in the summer semesters.

Faculty

Melissa (Moose) Alperin, Senior Associate. BA, Brown University, 1988; MPH, Emory University, 1991. Applied evaluation of community-based public health programs, training public health professionals, workforce development, distance education.

Kimberly R. Jacob Arriola, Associate Professor. BA, Spelman College, 1994; MA, Northeastern University, 1996; PhD, 1998; MPH, Emory University, 2001. HIV/AIDS, breast cancer prevention, organ and tissue donation among African Americans.

Carla J. Berg, Assistant Professor. BA, Dakota Wesleyan University, 2001; MA, University of Kansas, 2003; PhD, 2007. Cancer prevention; health disparities; multiple health risk behaviors; tobacco control; young adults and adolescents; positive psychology.

Susan Butler, Research Assistant Professor. BSEd, University of Georgia, 1976; MEd, Georgia State University, 1980; EdD, University of Tennessee, 1992. Tobacco use prevention and control, cancer prevention; diabetes prevention and control; nutrition related to chronic disease prevention.

Gene H. Brody, Research Professor. BA, University of California, 1972; MA, University of Arizona, 1973; PhD, 1976. Family influences on intellectual, social, and personality development; factors that protect children and adolescents at risk; contributions of sibling relationships to social and personality development; interrelationships among marital quality, parenting, and developmental outcomes.

David H. Chae, Assistant Professor. BA, University of Chicago, 1999; MA, Columbia University, 2000; ScD, Harvard School of Public Health, 2007. Minority health; discrimination and identity; stress and biology; measurement; context, place, and health; gene and environment interactions.

Dawn L. Comeau, Assistant Research Professor. BA, Simmons College, 1991; MA, San Diego State University, 2000; MPH/PhD, Emory University, 2009. Social determinants of health and health disparities, sexual identity, HIV, community-based research, program evaluation, and curriculum design.

Hannah L. F. Cooper, Assistant Professor. BA, Yale University 1993; SM, Harvard School of Public Health, 1998; ScD, 2003. Social epidemiology of drug use and drug-related harms; qualitative research methods; health disparities; urban health; epidemiologic and social theory; drug policy and related police strategies; social geography

Ralph J. DiClemente, Charles Howard Candler Professor; Associate Director, Prevention Science, Emory Center for AIDS Research (CFAR) for Behavioral Science. BA, City University of New York, 1974; MS, Harvard School of Public Health, 1978; PhD, University of California, San Francisco, 1984. Design and evaluation of STD and HIV prevention interventions tailored for adolescents and women.

Colleen K. DiIorio, Professor. BSN, University of Iowa, 1969; MA, New York University, 1978; PhD, 1981. HIV/AIDS medication adherence, prevention with families, prevention with fathers and sons, epilepsy.

Lace DePaadilla, Research Assistant Professor. BS, Virginia Polytechnic Institute, 1992; MS, Georgia State University, 2005; PhD, Emory University, 2009. Health disparities; substance use and abuse; community-based research; female adolescent health, specifically prevention of HIV and other sexually transmitted infections.

Kristin L. Dunkle, Assistant Professor. BA, Case Western Reserve University, 1994; MPH, University of Michigan, 2000; PhD, 2003. HIV/AIDS, gender and violence, sexual and reproductive health, health and South Africa.

Kirk Elifson, Research Professor. BA, Knox College, 1965; MA, Vanderbilt University, 1968; PhD, 1972. Substance abuse, HIV/AIDS, methodology, violence.

Cam Escoffery, Assistant Professor. BS, Emory University, 1992; MPH, 1995; PhD, University of Georgia, 2002. Training public health professionals, curriculum development and instructional design, design and evaluation of community health education programs.

Ariela M. Freedman, Assistant Research Professor. BA, Lawrence University, 2000; MAT, National-Louis University, 2002; MPH, University of Minnesota, 2006; PhD, Emory University, 2011. Health literacy, translational research, public health workforce preparation, emergency preparedness, immigrant and refugee health, qualitative research methods, and health systems communications improvement.

Kimberly S. Hagen, Senior Associate; Assistant Director, Emory Center for AIDS Research (CFAR); BA, University of the South, 1979; MEd, University of Georgia, 1995; EdD, 1998. HIV/AIDS, vaccines, politics of program planning, curriculum development, instructional design, public health program evaluation.

Michelle C. Kessler, Associate Professor and Director of Graduate Studies, Ph.D. Program. BA, University of Minnesota-Minneapolis, 1983; MPH, University of Michigan, 1985; DrPH, University of North Carolina-Chapel Hill, 1995. Community-based chronic disease prevention, program evaluation, and coalitions/community partnerships.

Howard I. Kushner, Nat. C. Robertson Distinguished Professor, Director, MPH Program, Department of Behavioral Sciences and Health Education, and Graduate Institute of Liberal Arts. AB, Rutgers University, 1965; MA, Cornell University, 1968; PhD, 1970. Historical and clinical aspects of addiction and mental health, history and etiology of Kawasaki syndrome.

Debra L. Lang, Research Assistant Professor. BA, California State University at San Bernardino, 1994; MA, 1997; MPH, Loma Linda University, 1999; PhD, 2001. HIV/AIDS, adolescent health, sexual behavior.

Richard M. Levinson, Charles Howard Candler Professor and Associate Dean for Applied Public Health. BA, University of Connecticut, 1964; MA, University of Wisconsin, 1966; PhD, 1975. Social determinants of health risk behavior, access to and utilization of health services.

Kathleen R. Miner, Professor and Associate Dean for Applied Public Health. BA, California State University, Long Beach, 1968; MEd, Georgia State University, 1979; MPH, Emory University, 1979; PhD, Georgia State University, 1984. Design and evaluation of domestic and international community-based interventions focused on public health workforce development with an emphasis on competency-based instruction in topical areas that include tobacco use prevention and control; diabetes prevention; graduate professional education; public health informatics; bioterrorism and disaster preparedness.

Eric J. Nehl, Research Assistant Professor. BS, Ball State University, 1998; MS, 2001; PhD, Indiana University, 2009. Cancer prevention; health disparities; multiple health risk behaviors; research methods, measurement, and statistics; public health theory.

Laura F. Salazar, Research Assistant Professor. BA, State University of New York at Buffalo, 1982; MA, Georgia State University, 1996; PhD, 2001. HIV/AIDS prevention.

Jessica M. Sales, Research Assistant Professor. BS, University of Iowa, 1998; PhD, Emory University, 2004. Adolescent HIV/AIDS prevention, adolescent health, mental health, and sexual behavior.

Iris Smith, Clinical Associate Professor. BA, Fordham University, 1971; MPH, Emory University, 1979; PhD, Georgia State University, 2000; Substance abuse, program evaluation, cancer-related psycho-social research.

Claire E. Sterk, Charles Howard Candler Professor and Sr. Vice Provost. Doctoral, University of Utrecht, 1983; PhD, Erasmus University Rotterdam, 1990. Social determinants of health, design and evaluation of health promotion programs for special populations, epidemiology of drug use, mental health, and HIV/AIDS.

Deanne W. Swan, Assistant Research Professor. BA, Auburn University 1993; MS, Georgia State University 1998; PhD, 2008. Quantitative research methods; growth modeling; childhood obesity; health disparities; school health; developmental disabilities; policies for health and education for young children.

Colin L. Talley, Research Assistant Professor. BA, University of Houston, 1988; MA, San Diego State University, 1993; MA, University of California, San Francisco, 1995; PhD, 1998. Behavioral and social science theories in public health, lesbian, gay, bisexual, transgender, and queer public health, health disparities; history and social studies of multiple sclerosis; history of smoking and health history of public health, medicine, and disease in the United States.

Lisa A. Tedesco, Professor and Dean, Graduate School. BS, University of Bridgeport, 1972; MEd, State University of New York at Buffalo, 1975; PhD, 1981. Behavioral determinants of oral health, education policy.

Nancy J. Thompson, Associate Professor. BA, Emory University, 1971; MPH, 1977; PhD, Georgia State University, 1989. Behavioral and psychiatric epidemiology, mental health, injury and violence prevention and control, aging, and applications of psychological theory to public health.

Winifred Wilkins Thompson, Research Assistant Professor. BS Ed., University of Georgia, 1992; MSW, University of Georgia, 1994; PhD, University of South Carolina, 2006. Addressing disparities in health among African American breast cancer patients, survivors, and their family members through patient navigation and examining social determinants of health; evaluation; community health development; religion and reproductive health; maternal child health.

Michael Wandle, Rollins Professor and Chair. BA, University of Missouri–St. Louis, 1977; MA, Southern Illinois University–Edwardsville, 1980; PhD, Pennsylvania State University, 1984. Alcohol and drug use among youth, youth violence, mental health.

Gina M. Wingood, Agnes Moore Professor in HIV/AIDS Research. BA, Boston University, 1985; MPH, University of California, Berkeley, 1990; ScD, Harvard University, 1995. Examination of social factors influencing women's risk of HIV, designing HIV interventions for women; scaling up, diffusion, and translation of evidence-based interventions.

Frank Yuan Wong, Associate Professor. BA (Honours), University of Guelph, 1981; PhD, Texas A&M University, 1990. Use and abuse of alcohol, tobacco, and other drugs; Asian American and Pacific Islander health in the U.S.; community-based health: prevention, intervention, and treatment; global health, especially substance abuse, HIV, and sexually transmitted diseases; migration and health.

Jointly Appointed Faculty

Daniel D. Adame, Associate Professor. BA, LaVene College, 1969; MSPH, University of California–Los Angeles, 1975; PhD, Cornell University, 1982. Emory University Department of Health and Physical Education.

Peter J. Brown, Professor. BA, University of Notre Dame, 1975; MA, State University of New York–Stony Brook, 1976; PhD, 1979. Emory University Department of Anthropology and Hubert Department of Global Health.

Michael T. Compton, Assistant Professor. BS, Mary Washington College, 1993; MD, University of Virginia, 1997; MPH, Emory University, 2003. Emory University School of Medicine.

Benjamin Druis, Professor. BA, Swarthmore College, 1985; MD, New York University, 1989; MPH, Yale University, 1995. Department of Health Policy and Management.

Paula Frew, Assistant Professor. BA, University of California at San Diego, 1990; MA, San Diego State University, 1997; MPH, Emory University, 2001; PhD, University of Georgia, 2007. Emory School of Medicine, Department of Medicine, Division of Infectious Diseases.

Julie Gazmararian, Research Associate Professor. BBA, University of Michigan, 1983; MPH, University of South Carolina, 1985; PhD, University of Michigan, 1982. Department of Epidemiology, Emory University.

Alfred B. Heilbrun, Professor Emeritus. BA, Oberlin College, 1949; MA, 1950; PhD, State University of Iowa, 1954. Emory University Department of Psychology.

Carol R. Hogue, Professor. AB, William Jewell College, 1966; MPH, University of North Carolina at Chapel Hill, 1971; PhD, University of North Carolina, Chapel Hill, 1973. Department of Epidemiology.

Debra Houry, Associate Professor. BS, Emory University, 1994; MPH, Tulane University, 1998; MD, Tulane University, 1998. Emory University School of Medicine.

Kara L. Jacobson, Adjunct Associate Professor. BA, Emory University, 1991; MPH, 1993. Department of Health Policy and Management, Emory Center on Health Outcomes and Quality.

Corey Lee M. Keys, Associate Professor. BS, University of Wisconsin–Eau Claire, 1988; MS 1991, PhD, University of Wisconsin–Madison, 1995. Emory University Department of Sociology.

David J. Malbranche, Assistant Professor. BA, Princeton University, 1990; MD, Emory University, 1996; MPH, Columbia University, 2001. Emory University School of Medicine.

Barbara O. Rothbaum, Professor, Director of the Trauma & Anxiety Recovery Program. BA, University of North Carolina at Chapel Hill, 1982; MSc, University of Georgia, 1984; PhD, University of Georgia, 1986. Emory University School of Medicine, Department of Psychiatry.

Ira K. Schwartz, Associate Professor. BS, Union College, 1972; MD, University of Chicago, 1977. Emory University School of Medicine.

Elizabeth S. Sharp, Professor. BSN, University of Michigan, 1956; MSN, Yale University, 1959; CNM, 1959; PhD, Johns Hopkins University, 1969; Nell Hodgson Woodruff School of Nursing.

Kathryn Yount, Associate Professor. BA, University of North Carolina, Chapel Hill, 1991; MHS, Johns Hopkins Bloomberg School of Public Health, 1994; PhD, Johns Hopkins Bloomberg School of Public Health, 1999. Hubert Department of Global Health.

Adjunct Faculty

Lynda Anderson, Lynda Anderson, Adjunct Associate Professor. BS, University of Oregon, 1976; MS, 1978; PhD, University of North Carolina at Chapel Hill, 1984. U.S. Centers for Disease Control and Prevention.

Martha E. Alexander, Adjunct Instructor. BA, University of Kentucky, 1978; MA, University of Tennessee, 1979; MPH, Emory University, 1986. Acting Deputy Director, Behavioral Science and Health Education Team National Center on Birth Defects and Developmental Disabilities (NCBDD); Health Education Specialist for Fetal Alcohol Syndrome Prevention Team, NCBDD.

Sevgi Aral, Adjunct Professor. BS, Middle East Technical University, 1967; MA, University of Pennsylvania, 1968; MA, Emory University, 1970; PhD, Emory University, 1972.

Grant T. Baldwin, Adjunct Assistant Professor. BA, University of Michigan, 1994; MPH, Emory University, 1996; PhD, University of Michigan, 2003. U.S. Centers for Disease Control and Prevention.

Deborah Rae Bauer, Adjunct Instructor. BSN, University of Oklahoma, 1974; MPH, Emory University, 1980. Georgia Department of Human Resources.

Jay M. Bernhardt, Adjunct Associate Professor. BA, Rutgers University, 1992; MPH, University of Medicine and Dentistry of New Jersey and Rutgers University, 1994; PhD, University of North Carolina, 1999. Director, National Center for Health Marketing, U.S. Centers for Disease Control and Prevention.

Nancy A. Boxill, Adjunct Assistant Professor. BA, Duquesne University, 1969; MA, New School for Social Research, 1972; PhD, Union Graduate School, 1980. Fulton County Commission.

J. Nell Brownstein, Adjunct Associate Professor. BA, University of California–Santa Barbara, 1971; MA, 1974; PhD, 1977. U.S. Centers for Disease Control and Prevention.

Lisa Carlson, Adjunct Instructor. BA, Yale University, 1992; MPH, Emory University, 1993. Emory Transplant Center, Emory University.

Colleen Carter–Lunceford, Adjunct Assistant Professor. BBA, Georgia State University, 1985; MEd, Florida Atlantic University, 1991; PhD, Georgia State University, 1998.



- Joan P. Cioffi**, Adjunct Assistant Professor. BS, St. John's University, 1966; MS, New York University, 1971; PhD, Georgia State University, 1980. U.S. Centers for Disease Control and Prevention.
- Ronda Cochran**, Adjunct Instructor. BA, Emory University, 1995; BS, 1995; MPH, 1997. U.S. Centers for Disease Control and Prevention.
- Galen Cole**, Adjunct Associate Professor. BS, Brigham Young University, 1977; MHE, 1980; MPH, University of Pittsburgh, 1987; MA, Georgia School of Professional Psychology, 2001; PhD, Southern Illinois University, 1982. U.S. Centers for Disease Control and Prevention.
- Donald W. Compton**, Adjunct Assistant Professor. BA, Hamline University, 1974; MS, Virginia Polytechnic Institute and State University, 1976; PhD, University of Minnesota, 1980. U.S. Centers for Disease Control and Prevention.
- Katharina V. Echt**, Adjunct Assistant Professor. BA, Jacksonville University, 1990; MS, University of Georgia, 1995; PhD, 1997. Atlanta Veterans Administration Center.
- Jacob Gayle**, Adjunct Associate Professor. BA, Oberlin College, 1979; MSc, Ohio State University, 1982; MA, 1984; PhD, 1986. U.S. Centers for Disease Control and Prevention.
- Karen Glanz**, Adjunct Professor. BA, University of Michigan, 1974; MPH, 1977; PhD, 1979. University of Pennsylvania.
- Joyce Goldberg**, Adjunct Instructor. BA, Brooklyn College, 1964; MA, Columbia University, 1968. Georgia Technology Authority.
- Na He**, Adjunct Professor. MD, Shanghai Medical University, 1991; MS, 1994; PhD, University of California at Los Angeles, 2003; Professor and Vice-Chair, Department of Epidemiology, Fudan University School of Public Health.
- Edwin B. Hurchins**, Adjunct Professor. BA, Lake Forest College, 1951; MA, University of Missouri, 1953; PhD, University of Illinois, 1958. The Healthier People Network, Inc.
- Wendell Johnson**, Adjunct Assistant Professor. AA, Delaware County Community College, 1980; BA, Cheyenne University of Pennsylvania, 1983; MA, Northwestern University, 1984; PhD, 1994.
- Camara Phyllis Jones**, Adjunct Professor. BA, Wellesley College, 1976; MD, Stanford University, 1981; MPH, Johns Hopkins University, 1982; PhD, 1995. U.S. Centers for Disease Control and Prevention.
- Cynthia M. Jorgensen**, Adjunct Assistant Professor. BA, Boston University, 1981; MA, 1982; PhD, University of North Carolina-Chapel Hill, 1988. U. S. Centers for Disease Control and Prevention.

- Steven R. Katkowsky**, Adjunct Professor. BA, University of Baltimore, 1970; MD, Ross University of Medicine, 1987. Fulton County Board of Health.
- Carol Koplan**, Adjunct Assistant Professor. BA, Brandeis University, 1964; MD, Tufts University, 1968.
- Marshall W. Kreuter**, Adjunct Professor. BA, California State University, 1961; MA, 1963; PhD, University of Utah, 1971. Health 2000. Georgia State University Program in Public Health.
- Any Lansky**, Adjunct Assistant Professor. BA, Swarthmore College, 1987; MPA, University of North Carolina-Chapel Hill, 1991; PhD, 1996. U.S. Centers for Disease Control and Prevention.
- Francis A. McCarty**, Adjunct Assistant Professor. BS, Bridgewater College, 1987; MEd, University of Virginia, 1990; PhD, Georgia State University, 2001. Quantitative methods, development and evaluation of psychosocial measures, use of advanced statistical methods in public health research. Institute of Public Health, Georgia State University.
- Gary D. Nelson**, Adjunct Professor. BS, Kansas State University, 1973; MS, Central Michigan University, 1978; PhD, University of Utah, 1982. President, Healthcare Georgia Foundation.
- Ann O'Leary**, Adjunct Professor. BA, University of Pennsylvania, 1981; PhD, Stanford University, 1986. U. S. Centers for Disease Control and Prevention.
- Kathleen A. Parker**, Adjunct Instructor. BA, Nazareth College of Rochester, 1965; MA, Case Western Reserve University, 1969; MPH, University of North Carolina, 1975. U.S. Centers for Disease Control and Prevention.
- J. Terry Parker**, Adjunct Instructor. BS, Texas A&M University, College Station, 1980; MS, Texas A&M University, Commerce; PhD, Texas Women's University, 1990. U.S. Centers for Disease Control and Prevention.
- Jennie P. Perryman**, Adjunct Instructor. AB, Georgia State University, 1974; MSN, Medical College of Georgia, 1978; PhD, Georgia State University, 1999. Transplant Center, School of Medicine.
- Erika I. Pluhar**, Adjunct Assistant Professor. BA, Cornell University, 1997; PhD, University of Pennsylvania, 2001; MS/Eds, Georgia State University, 2006. Therapist, Private Practice.
- Barbara Powe**, Adjunct Associate Professor. BSN, University of North Carolina at Charlotte; MS, University of South Carolina; PhD, 1994. American Cancer Society.
- Kenneth E. Powell**, Adjunct Assistant Professor. BA, Harvard University, 1963; MD, Northwestern University Medical School, 1968; MPH, Harvard School of Public Health, 1970. Georgia Department of Human Resources.
- Robert Robinson**, Adjunct Associate Professor. BA, City College of New York, 1967; MSW, Adelphi University, 1969; MPH, University of California, Berkeley, 1977; DrPH, 1983. U.S. Centers for Disease Control and Prevention.
- Mark L. Rosenberg**, Adjunct Professor. BA, Harvard University, 1967; MPH, 1972; MD, 1972. Task Force for Child Survival.
- Deborah Ruggs**, Adjunct Assistant Professor. BA, University of Wisconsin, 1975; MA, San Diego State University, 1977; PhD, University of California-San Francisco, 1982. U.S. Centers for Disease Control and Prevention.
- Thomas Schmid**, Adjunct Associate Professor. BA, University of Bridgeport, 1973; MS, West Virginia University, 1977; PhD, 1979. U.S. Centers for Disease Control and Prevention.
- John R. Seffrin**, Adjunct Professor. BSEd, Ball State University, 1966; MS, University of Illinois, 1967; PhD, Purdue University, 1970. American Cancer Society.
- Melissa B. Shepherd**, Adjunct Instructor. BA, University of Georgia, 1976. Senior Health Communication Specialist, Centers for Disease Control and Prevention.
- Theresa Ann Sipe**, Adjunct Associate Professor. BSN, Georgia State University, 1983; MN, Emory University, 1986; MPH, 1986; PhD, Georgia State University, 1995. Georgia State University.
- David Sleet**, Adjunct Professor. BA, San Diego State University, 1966; MA, 1968; PhD, University of Toledo, 1973. U.S. Centers for Disease Control and Prevention.

Michelle J. Staples-Horn, Adjunct Associate Professor. BS, Clark Atlanta University, 1976; MD, Morehouse School of Medicine, 1990; MPH, Emory University Rollins School of Public Health, 1993.

Michael E. Stefanek, Adjunct Professor. BA, Towson University, 1974; MA, Southern Illinois University, 1976; MS, Virginia Polytechnic Institute and State University, 1982; PhD, Virginia Polytechnic Institute and State University, 1984; Maryland State License, Psychologist, 1986. Vice President, Behavioral Research, and Director, Behavioral Research Center, American Cancer Society.

Kevin D. Stein, Adjunct Assistant Professor. BS, University of Florida, 1990; MA, University of South Florida, 1994; PhD, 1996. American Cancer Society.

Jo Ellen Stryker, Adjunct Assistant Professor. BA, University of Massachusetts, 1995; MA, University of Pennsylvania, 1998; PhD, 2001. Health campaigns; mass media and public health; communication and health behavior.

Melissa Taylor, Adjunct Instructor. BA, York College; MA, University of Maryland. Director, Strategic Planning, and Research Senior Vice President, Porter Novelli.

Dennis Tolsma, Adjunct Assistant Professor. AB, Calvin College, 1991; MPH, Columbia University, 1969. Kaiser Permanente.

Adewale Troutman, Adjunct Associate Professor. BS, Lehman College, 1969; MA, State University of New York, 1972; MPH, Columbia University, 1972; MD, University of Medicine and Dentistry of New Jersey, 1979. Fulton County Board of Health.

Rueben C. Warren, Adjunct Professor. BA, San Francisco State University, 1968; DDS, Meharry Medical College, 1972; MPH, Harvard University, 1973; DPH, 1975. U.S. Centers for Disease Control and Prevention.

J. Lee Westmaas, Adjunct Assistant Professor. BA, University of Waterloo, 1989; MA, University of California-Irvine, 1994; PhD, University of California-Irvine, 1996.

Behavioral Sciences and Health Education Course Descriptions

BSHE 500 (2) Behavioral and Social Sciences in Public Health

Provides the student with basic knowledge about behavioral sciences as applied to public health in global perspective. Content includes an overview of each discipline and current issues within that area.

BSHE 504 (2) Social Behavior in Public Health

Examines psychosocial aspects of health and illness. Areas include social and cultural factors in disease etiology and definition, theory and methods of community health promotion, and behavioral aspects of health services delivery.

BSHE 512 (3) Medical Sociology

This course introduces students to sociological and social/psychological research in selected areas of medical sociology. Familiarizes the student with dominant theoretical orientations and associated empirical research.

BSHE 516 (3) Behavioral Epidemiology

Prerequisites: BIOS 500 and EPI 530, or consent of the instructor. Provides the student with basic knowledge about epidemiological applications in a behavioral area. Content stresses ways in which behavioral research differs from other applications of epidemiology with respect to approaches to measurement, terminology, and analytic methods.

BSHE 517 (2) Adolescent Health

Introduces the major issues in adolescent health, such as physical and psychosocial growth, teenage pregnancy, HIV/AIDS, substance abuse, and violence and abuse. Examines adolescent health services and adolescent health care-seeking behavior. Presents students with the major theoretical perspectives in adolescent health from an interdisciplinary point of view.

BSHE 520 (3) Theory in Behavioral Science and Health Education

Introduces the basic principles and functional areas of health promotion and education. Describes prevalent educational and psychological theories of learning and behavior change used by health educators in a variety of work settings. Explores considerations for incorporating health promotion and education activities into the design of local, regional, national, and international public health programs. Students plan activities for health promotion and education.

BSHE 522 (3) Principles of Curriculum and Instruction in Health Education

Prerequisite or co-requisite: BSHE 520. Introduces methods used by education practitioners in designing health interventions. Presents decision-making models for health education strategies used by health educators in a variety of work settings. Explores techniques in group facilitation, mass communication, behavior modification, classroom instruction, and organizational development. Students will conduct health promotion and education activities.

BSHE 524 (3) Community Needs Assessment

Prerequisites: EPI 504 or EPI 530; BIOS 500; BSHE 520; or consent of the instructor. Encompasses the development of data about the health status, knowledge, perceptions, attitudes, motivation, and health practices of a population or community and its socioeconomic environment.

BSHE 530 (3) Conduct of Evaluation Research

Prerequisites: BSHE 520; BSHE 540; BSHE 532; and BIOS 500; or consent of the instructor. Covers major types of program evaluation, including formative, process, and outcome evaluation using a utilization-focused approach. Also covers stakeholder engagement, logic model development, evaluation design, data collection and analysis in evaluation, and evaluation reports.

BSHE 532 (3) Quantitative Analysis

Prerequisite or co-requisite: BIOS 500. This data analysis class provides the student with the skills necessary to identify and analytically investigate research questions from existing databases and to create new databases. In addition, students will learn how to present data and report results.

BSHE 535 (2) Macrosocial Determinants of Health

Advances understanding of how macrosocial factors (also called "contextual" or "structural" factors) affect health. Introduces students to the theoretical underpinnings of related research, current methodological and conceptual challenges, and interventions to improve population health by altering macrosocial factors or mitigating/amplifying their effects. The course has three modules, one on each of the following sets of macrosocial determinants: (1) Policies, Laws, and Their Enforcement; (2) Neighborhood Physical Environment; and (3) Neighborhood Social Environment.

BSHE 538 (3) Qualitative Research Methods

Prerequisites: BSHE 520 or consent of the instructor. The focus of this course is on the qualitative research paradigm as it is utilized in the social and behavioral sciences. Students are introduced to research design and ethical issues. Students are expected to engage in data collection and analysis.

BSHE 540 (3) Behavioral Research Methods

This course provides students with the fundamental language, concepts, and constructs associated with the scientific approach, including inductive and deductive reasoning, the role of theory, problem definition, and hypothesis formulation. It provides instruction in the design, implementation, and analysis of health behavior research studies and presents the theory and analytic strategies for various research designs, including choice of comparison groups, as well as examples of appropriate applications.

BSHE 542 (2) Measurement in Health Behavior Research

Prerequisites: BSHE 520; BSHE 540; BIOS 532; BIOS 500; or consent of the instructor. Provides the student with information and skills related to basic measurement issues involved in assessing variables in health behavior research.

BSHE 544 (3) Survey Methods

Prerequisites: EPI 504 or 530; BIOS 500; familiarity with SAS or SPSS programming for data analysis. This course covers basic methodology necessary to implement a sample survey and to present survey findings, including survey design, sampling techniques, questionnaire design, interviewer training, coding, editing, data management, and descriptive data analysis and presentation.

BSHE 545 (2) Population Dynamics

This course provides an interdisciplinary perspective on fundamental population processes and contemporary population issues. The focus is on theory and measurement of fertility, mortality, and migration. Examples from resource poor settings are emphasized. Other topics covered include population composition, age structures, population and development, and population and reproductive health policy.

BSHE 550R (3) Theory-Driven Research in the Behavioral Sciences

Prerequisite: BSHE 520, or consent of the instructor. This course presents an in-depth look at a selected theory of behavior change, from development of the theory to its application in research and design of interventions. Theories are selected from those currently used within public health and vary by instructor.

BSHE 554 (2) Social Marketing in Public Health

Prerequisite: BSHE 520, or consent of the instructor. Provides students with an overview of concepts and strategies used in social marketing and public health information campaigns; emphasizes skills to create consumer-oriented public health intervention efforts, including formative research, audience segmentation, channel analysis, and the application of behavioral theory.

BSHE 555 (2) Public Health Communication

The study of public health communication: theoretical foundations, organizational models, and strategies for intervening at multiple levels with diverse populations.

BSHE 556 (2) Mass Media and Public Health

This seminar will explore the dissemination of health information through news, popular entertainment, product advertising, and the Internet. This course will not deal with traditional mass media campaigns; instead, it will survey the literature on both positive and negative "real world" media messages related to a wide array of public health topics, exploring both impact and relevant regulatory issues. The seminar will also examine public health strategies, including media advocacy and entertainment education, to help shape media content.

BSHE 560R (1-3) Special Topics in Behavioral Sciences and Health Education

Explores and analyzes selected topics in public health.

BSHE 563 (2) AIDS: Public Health Implications

Explores the virologic, immunologic, clinical, preventive, educational, legal, ethical, and epidemiological aspects of infection with the human immunodeficiency virus. Emphasizes current problems in organizing governmental and non-governmental responses to the AIDS epidemic.

BSHE 565 (2) Violence as a Public Health Problem

Introduces students to the concept of violence as a public health problem. Focuses on the epidemiology, surveillance, and prevention of interpersonal and self-directed violence.

BSHE 567 (2) LGBTQ Public Health

This course will focus on the possible benefits and costs of public health organizations' approach to consider the LGBTQ populations as special health populations with distinctive needs like those based on race, gender, or age. This course will explore key issues in LGBTQ health including analyzing public health for gay men, lesbians, bisexuals, and transgendered persons.

BSHE 568 (2) Human Sexuality

This course is designed to provide an overview of human sexuality for future public health professionals. Through discussion, interactive learning experiences, and course assignments, students will gain knowledge, increased comfort, and personal insight about such topics as sexuality in the media, language and communication, sex research, gender identity and gender roles, sexual orientation, sexual harassment, assault, and abuse, family planning and contraception, sexually transmitted infections, and sexuality education.

BSHE 572 (1) Health Care Issues in Minority Populations

Examines the causes and effects of the growing disparity in the health status of African Americans, Hispanics, and Native Americans compared with the general population of the United States. Examines the major contributors to this disparity: cancer, cardiovascular disease, chemical dependency, infectious disease (including AIDS), diabetes, homicide, and infant mortality. Disease prevention and health promotion strategies to help reduce morbidity and mortality will be discussed.

BSHE 575 (1) Journal Club: Problems in Public Health

This student-led seminar will address current public health problems, especially as they relate to behavior and health education, through a close reading of recent journal articles on crucial issues facing public health practitioners. Topics to be examined are open but might include issues such as obesity, Type II diabetes, HIV/AIDS, addiction, smoking, risky behaviors, and mental health and public health.

BSHE 577 (2) The Role of Faith Communities in Health Care

Examines the role of faith communities in the provision of health care, both domestically and internationally. Emphasizes contemporary, existing programs, while considering historical connections.

BSHE 578 (2) Ethics in Public Health

Examines ethical rules, principles, and theories as they relate to public health practice and the delivery of health services through individual and institutional providers.

BSHE 579 (3) Applied History of Public Health

This course examines issues of population health affecting behavioral sciences and health education in historical and comparative perspective. By calling on the tools and disciplines of public health, students will reach a more complex understanding of how particular population health issues have been understood in different times and places and what those responses may illuminate about strategies for current and future responses.

BSHE 581 (1) Strategies in Stress Reduction

This course is designed to explore sources of stress and coping methods to prevent a wide range of physical and psychological diseases that have been correlated with stress. Students will examine models of stress, coping mechanisms, physical and psychological symptoms of stress, sources of stress, and stress prevention and reduction. This course should assist individuals in identifying personal sources of stress and coping techniques as well as providing a foundation for work in the field of public health.

BSHE 585 (1) Introduction to Public Mental Health

This course is designed to provide an overview of mental health issues from a public health perspective. It covers the concepts of mental illness versus mental health, describes the burden of mental illness, discusses diagnosis of prominent mental illnesses and their prevention, and addresses racial and ethnic disparities. Students also complete an experiential exercise to give them some perspective on what it is like to have a mental illness.

BSHE 586 (2) Prevention of Mental and Behavioral Disorder

The goals of the course are to increase knowledge about the prevention of mental and behavioral disorders, including substance abuse, and the promotion of mental health. This will be accomplished through classroom presentations and discussions, associated readings, and exposure to actual interventions in the community.

BSHE 587 (2) Substance Abuse

Introduces the study of substance abuse including current research methodologies, epidemiology, and the impact of substance use and abuse on both the individual and the community.

BSHE 588 (3) Addiction and Behavior

This seminar explores the construction, meaning, and impact of addiction and addictive behaviors from a multidisciplinary perspective. Particular attention will be given to the putative neurobiological mechanisms associated with addiction and consciousness altering substances and behaviors. The seminar is designed to enable student collaboration across disciplines and stages of education.

BSHE 589 (3) Mental Illness, Public Health, and American Culture in Interdisciplinary Perspective.

This seminar explores the construction and origin of mental illnesses, including schizophrenia, depression, post traumatic stress disorder, multiple personality disorder, eating disorders, attention deficit, Tourette syndrome, and addiction. All these syndromes will also be viewed in the context of an increasing public health concern with mental health and mental illness. Attention will be paid to the putative neurobiological and psychiatric mechanisms associated with these disorders.

BSHE 590R (4) Capstone Seminar

There are two types of capstone seminars: the Program Planning capstone and the Special Topics capstone. In the Program Planning capstone seminar, students apply basic program planning skills, including problem analysis, needs assessment, intervention design, implementation and evaluation. In the Special Topics Capstone seminars, students critically examine the concepts, theories, and methods applied to study a particular health outcome and evaluate related interventions. Regardless of the capstone format, students will undertake an independent project that will result in a final 30-50 page paper and an oral presentation.

BSHE 591M / EOH 580 (2) Injury Prevention and Control

This course introduces injuries as a public health problem and discusses the epidemiology and surveillance, prevention, acute care, and rehabilitation of unintentional and intentional injuries. Emphasizes injury research methodology and injury prevention programs. Uses case studies to explore the interaction of public policy and epidemiology in injury prevention and control.

BSHE 591W (1) Thesis Mentorship

Provides students with guidance in the creation of their thesis as a unique scholarly contribution to public health. During this course students will work with their thesis chair to complete a literature review, select a theory or organizing framework that applies to their research question, proceed with data collection, develop a project abstract, and complete many of the main components of a master's-level thesis in public health.

BSHE 595 (0) Practicum

Enables students to use skills and knowledge in an applied setting through a supervised field training experience in a public health setting that complements the student's interests and career goals. Students will document their experience in the Practicum Web Client: <http://www.sph.emory.edu/practicum.php>.

BSHE 597R (VC) Directed Study

Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes course work.

BSHE 598R (VC) Special Topics

Provides an opportunity to participate at an advanced level on specific scholarly research and developmental projects.

BSHE 599R (3) Thesis

Enables students to apply the principles and methods learned in an academic setting through the preparation of a monograph embodying original research applicable to public health, incorporating a proposition that has been successfully evaluated with appropriate statistical techniques and is potentially publishable or has potential public health impact.

BSHE 721 (4) Applying Theory to Public Health Research and Practice

This course provides the student with advanced knowledge about the role of behavioral sciences applied to public health. Content includes an examination of behavioral theories and approaches that: 1) presently shape our understanding of health behavior 2) form the basis for most research agendas in health behavior, and 3) comprise “best practice” in health education and health promotion programs.

BSHE 725 (4) Health Promotion Interventions

The purpose of this course is to provide doctoral students with a deep understanding of the conceptual frameworks, values, and assumptions underlying a range of intervention strategies for solving public health problems. The course will also examine intervention design, implementation, and evaluation across various levels of social ecology.

BSHE 728 (4) Advanced Research Design and Analysis

This course is designed to introduce advanced research designs and statistical analysis. More specifically the course will: 1) provide students with an understanding of current research techniques including research design, sampling, data collection and analysis, scale development, reliability and validity; 2) enable them to develop a preliminary research proposal for their dissertations; and 3) provide them with a “working” knowledge of statistics as they are typically applied in prevention sciences research settings. An emphasis will be placed on the application and interpretation of various statistical techniques (e.g., ANOVA, MANOVA, factor analysis, path analysis, and logistic regression).

BSHE 760R (1) Professional Development Seminar

This seminar will address a variety of topics of importance to the professional behavioral scientist in public health.

BSHE 797R (VC) Directed Study

Provides in-depth exposure to an advanced special topic not covered in regular courses.

BSHE 798R (VC) Research Hours

Directed student-driven research and writing.

BSHE 799R (VC) Dissertation Research

Directed doctoral dissertation research and writing (for postcandidacy students only).

Department of Biostatistics and Bioinformatics

www.sph.emory.edu/bios/

Lance A. Waller, Chair

Biostatistics is the science that applies statistical theory and methods to the solution of problems in the biological sciences. The biostatistician differs from the traditional statistician in that he or she is confronted by a wider range of problems dealing with all the phenomena that affect people's physical, social, and mental well-being. Thus the biostatistician works closely not only with biological researchers but also with epidemiologists, survey researchers, local community planners, state and national health policy analysts, and government officials. At present, there is considerable demand for biostatisticians in research institutes, government agencies, and industry.

Public Health Informatics is the science underlying the integration of computer science, information science, and public health science applied to the acquisition, management, processing, analysis, and synthesis of public health data, information, and knowledge supporting public health research, education, and practice. Public health informaticians work closely with computer and information scientists as well as public health scientists to introduce new technology and systems to enhance public health activities. There is similarly considerable demand by federal, state, and local public health agencies as well as businesses in the health care industry for individuals with knowledge and skills in both the public health sciences and computer and information sciences.

Bioinformatics is defined as the field of science in which biology, computer science, biostatistics, and information technology merge to form a single discipline. Bioinformatics more properly refers to the creation and advancement of algorithms, computational and statistical techniques, and theory to solve formal and practical problems arising from the management and analysis of biological data. Bioinformaticians work closely with biologists, mathematicians, clinical researchers, statisticians, and health scientists. Currently there is a tremendous demand in academia, industry, and government for individuals well-trained in the field of bioinformatics.

The Department of Biostatistics and Bioinformatics offers the master of science in public health (MSPH) and the master of public health (MPH) degrees in biostatistics, and the MSPH in public health informatics through the RSPH. In addition, the department offers a PhD degree in biostatistics through the Laney Graduate School. At present, the faculty in biostatistics has twenty-one full-time doctoral level scientists and twenty-six associate and adjunct faculty members. The research activities of the faculty are diverse and include studies of national and international scope. The department recently gained attention for work on the mathematical modeling of infectious diseases, including work on smallpox, AIDS, and estimation of vaccine efficacy.

Other current research areas include the design, management, and analysis of clinical trials, statistics of vector-borne and parasitic diseases, statistical genetics, spatial statistics and geographic informatics systems, sample survey design and analysis, discrete multivariate analysis, linear models, categorical data analysis, statistical computing, and survival analysis, as well as statistical issues related to cardiology, ophthalmology,

neurology, breast cancer epidemiology, reproductive epidemiology, aging, and quality of life. Faculty of the department have collaborated with researchers at the U.S. Centers for Disease Control and Prevention, The Carter Center, the Georgia Department of Human Resources, the Emory School of Medicine, and other health-related organizations.

The Department of Biostatistics and Bioinformatics has two predoctoral training programs. Master's level students may take courses from these training programs if they meet the requirements. The first training program is entitled Biostatistics in Genetics, Immunology, and Neuroimaging. This training program is based on the existing PhD degree program in biostatistics and the relevant degree programs in the Graduate Division of Biological and Biomedical Sciences (GDBBS) at Emory University: Genetics and Molecular Biology (GMB), Immunology and Molecular Pathogenesis (IMP), Neurosciences (NS), and Population Biology, Ecology, and Evolution (PBEE). The students will take the core biostatistics program, electives in biostatistics and their area of scientific concentration, as well as participate in three laboratory rotations to enhance their applied experiences. The goal of the program is to produce research-oriented biostatisticians who are knowledgeable in an applied bioscience field with the ability to interface science and statistics disciplines.

The second training program is in the area of environmental biostatistics. The focus here is on the interaction between the following research themes: (a) statistical methods for environmental policy (e.g., pertaining to setting and enforcing standards for priority pollutants, quantitative risk assessment, and assessments of environmental justice concerned with differential impacts of environmental exposures across sociodemographic groups); and (b) statistical methods in quantitative disease ecology (e.g., quantifying environmental impacts on vector-borne diseases and zoonoses such as rabies and Lyme disease, including investigations of the phylogeography or spatial patterns of particular genetic strains of such diseases). The training program integrates these two main areas through coursework and a "research rotation" for trainees. The program involves faculty from the following academic disciplines: biostatistics, environmental health, epidemiology, biology, and law.

The department coordinates the activities of the Biostatistics Consulting Center, which serves as a resource for advice on the design, conduct, and analysis of studies in the health sciences. Students may get hands-on experience in practical biostatistical problems by working with faculty on real-life consulting problems. Research-oriented students often are employed as graduate research assistants.

Students can enter the department from a variety of academic and professional backgrounds. Some applicants pursue a degree directly after completing undergraduate studies. For others, study is undertaken after completion of medical or public health training or experience. To the extent possible, the curriculum of each student is tailored to his or her background and interests. Students with prior relevant course work may receive academic credit toward their degree program.

Department Admission Criteria

The Department of Biostatistics and Bioinformatics seeks to train students who are likely to become highly motivated, effective public health professionals. Applicants are selected on the basis of their quantitative skills and their potential to make a contribution to the practice of biostatistics in a public health setting. Admission criteria are: (1) previous studies and grades, especially in quantitative areas such as mathematics, statistics, and

computer sciences; (2) Graduate Record Examination (GRE) scores, especially the quantitative and analytic portions; (3) letters of recommendation that allow the evaluation of the applicant's quantitative abilities and background in public health; and (4) course work, experience, or interest in health-related subjects. Successful completion of an equivalent of at least one year of calculus, including calculus of more than one variable, and a course in linear algebra, are required for admission to the biostatistics MSPH and MPH programs. Applicants must submit GRE scores unless they have a relevant doctoral degree. Scores should reflect at least the 50th percentile for the verbal and quantitative sections and a 3.5 for the analytical writing section. Those students for whom English is not their native language must have taken the TOEFL exam within the past two years. A score of 560 or more on the paper TOEFL or a 220 or higher on the computer-based test is recommended.

For information about our program, please contact Melissa Sherrer, MEd, at 404.727.3968 or msherre@emory.edu.

Program Requirements for the MSPH Degree in Biostatistics

The MSPH program in biostatistics can be completed in four semesters. The objective of this program is to train students for careers as biostatisticians in government and private health agencies, industry, and research institutes. The MSPH program also may serve as preparation for a doctoral program in biostatistics.

Required Courses for the MSPH Degree in Biostatistics

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
BIOS 506	Biostatistical Methods I	4
BIOS 507	Applied Linear Models	4
BIOS 508	Introduction to Categorical Data Analysis	2
BIOS 510	Probability Theory I	4
BIOS 511	Statistical Inference I	4
BIOS 522	Survival Analysis Method	2
BIOS 531	SAS/Plus Programming	2
EH 500	Perspectives in Environmental Health	2
EPI 530	Epidemiological Methods I	4
EPI 750	Analysis of Longitudinal Data In Epidemiological Research	3
HPM 500	Introduction to the U.S. Health Care System	2
GH 500	Critical Issues in Global Health	2
	Electives (see below)	5
BIOS 595R	Practicum	0
BIOS 599R	Thesis	6

Electives: A student must take five semester hours of elective courses, of which at least two hours must be in biostatistics. The total number of credit hours required for the MSPH degree is forty-eight. To receive the MSPH degree, the student must pass all the required, core, and elective courses, maintain a cumulative GPA of at least B-, and submit an acceptable MSPH thesis.

Program Requirements for the MPH Degree in Biostatistics

The MPH program in biostatistics can be completed in four semesters, depending on the time needed to complete a thesis. The MPH degree is a broad-based credential in public health. The areas of required course work include not only biostatistics and epidemiology, but also health policy, management, environmental health, and social behavior. The MPH degree in biostatistics is usually a terminal degree, with graduates becoming involved in the design and analysis of studies in a variety of practical settings.

Required Courses for the MPH Degree in Biostatistics

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
EH 500	Perspectives in Environmental Health	2
HPM 500	Introduction to the U.S. Health Care System	2
GH 500	Critical Issues in Global Health	2
EPI 530	Epidemiological Methods I	4
BIOS 506	Biostatistical Methods I	4
BIOS 507	Applied Linear Models	4
BIOS 508	Introduction to Categorical Data Analysis	2
BIOS 510	Probability Theory I	4
BIOS 522	Survival Analysis Methods	2
BIOS 531	SAS/Plus Programming	2
BIOS 511	Statistical Inference I	4
BIOS 595R	Practicum	0
BIOS 599R	Thesis	3-6
	Electives	2-5

The total number of required credit hours is forty-two. To receive the MPH degree, the student must pass all the required, core, and elective courses, maintain a cumulative GPA of at least a B-, complete a practicum, and submit an acceptable MPH thesis.

MSPH in Public Health Informatics

Public health decision making requires sound quantitative data to support development of resources for massive prevention and intervention campaigns and related health surveillance activities. Along with an explosive growth in public health data collection activities in the last two to three decades, the need for trained professionals in public health information sciences (public health informatics) has grown. Public health informaticians bridge the widening gap between the technical expertise of the computer scientist and that of the public health scientist, each working in a highly complex and dynamic environment. The MSPH program in public health informatics builds on the existing faculty expertise in the school, principally in the Department of Biostatistics and Bioinformatics but also in the Department of Epidemiology and the Department of Health Policy and Management. This program is designed to provide knowledge of techniques used to manage information in the public health sciences. Graduates of this program will possess the knowledge and skills necessary to introduce new technology and distribute information systems to support public health decision making.

Public health informatics draws from the disciplines of computer science, information science, and public health science to support the activities involved in the management and processing of public health data, information, and knowledge in effective public health practice. Public health informatics requires expertise in a variety of areas, including information retrieval, expert systems, networking, public health science, and education. The goal of public health informatics is to accomplish the information-processing tasks of public health practice, education, and research by bringing information science and technology tools to support these tasks.

The objective of this degree program is to prepare students in the principles and skills necessary to use technology effectively to access, organize, create, synthesize, and distribute computer-based information related to public health. Students will learn techniques to enable them to integrate a variety of heterogeneous public health information systems and databases. Students also will learn how to break down the barriers that prevent sharing and dissemination of public health information.

Department Admission Criteria for MSPH in Public Health Informatics

Students should have a strong quantitative background as evidenced by excellent scores on the mathematical and analytical sections of the Graduate Record Exam (GRE), as well as by the nature of their undergraduate (and any graduate) course work. In particular, they should have GRE scores in the fiftieth percentile or higher on all three exams. The desirable minimum GPA is 3.0/4.0. Applicants should have a background and/or interest in the health or biomedical sciences. It is preferable that students have had courses in calculus and linear algebra. Moderate computing experience and prior course work in numerical analysis and elementary statistics are desirable. International applicants should have a score of 560 or more on the paper TOEFL and a 220 or higher on the computer-based TOEFL.



Degree Requirements for the MSPH in Public Health Informatics

Students will be able to complete this program in two years, or four semesters. They must be registered for at least forty-four semester hours of course work and four student special project hours.

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
EH 500	Perspectives in Environmental Health	2
EPI 530	Epidemiologic Methods I	4
HPM 500	Introduction to the U.S. Health Care System	2
INFO 500	Principles of Public Health Informatics I	2
INFO 501	Principles of Public Health Informatics II	2
INFO 503	Management Principles for Informatics	2
INFO 510	Database Management Systems	3
INFO 511	Advanced Database Management	3
or INFO 591J	Artificial Intelligence	3
INFO 530	Geographic Information Systems	2
GH 500	Critical Issues in Global Health	2
GH 515	Introduction to PH Surveillance	3
HPM 564	Health Outcomes	3
BIOS 500	Statistical Methods I	4
and BIOS 501	Statistical Methods II	4
or (for the adequately prepared student)		
BIOS 506	Biostatistical Methods I	4
and BIOS 507	Biostatistical Methods II	4
BIOS 595R	Applied Linear Models	0
BIOS 598R	Practicum	4
	Special Project	4
	Electives	4

The total number of required credit hours is forty-eight. To receive the MSPH degree, the student must pass all of the required, core, and elective courses, maintain a cumulative GPA of at least B-, complete a practicum, and submit an acceptable thesis.

Admission Requirements for the PhD Degree

To be admitted into the PhD program in biostatistics, a student must complete all the admission requirements specified by the Laney Graduate School. Requirements for admission include a baccalaureate degree from an accredited four-year college, an overall academic average of B- or better, and satisfactory scores on the Graduate Record Examination (GRE) that includes the verbal, quantitative, and analytical sections. Evidence of command of the English language, as indicated by TOEFL scores, is required for international applicants whose native language is not English.

Students enter from a variety of academic and professional backgrounds. Course work in college-level advanced calculus (multivariate calculus) and linear algebra is required for admission, and additional course work in real analysis is preferred. No previous background in statistics is required. Those with a statistics background, however, may receive

academic credit toward their PhD degree program. Students may elect to receive an MS degree after successfully obtaining PhD candidacy. Please see the Biostatistics website (www.sph.emory.edu/bios/degrees) for complete degree requirements.

Financial Assistance for the Biostatistics PhD Program

Graduate student support for the PhD program is available in the form of tuition scholarships and stipends. These awards are offered at the time of admission to applicants with excellent quantitative skills and genuine interest in biostatistics. Awards may be renewed for up to two additional years of support, depending upon satisfactory academic progress and available funds.

Faculty

F. DuBois Bowman, Associate Professor. BS, Morehouse College, 1992; MS, University of Michigan, 1995; PhD, University of North Carolina-Chapel Hill. Analysis of longitudinal data, clinical trials, missing data.

Donna J. Brogan, Emerita Professor. BA, Gettysburg College, 1960; MS, Purdue University, 1962; PhD, Iowa State University, 1967. Sample survey design and analysis, breast cancer epidemiology, women's health.

Claudine Carnevale, Associate. BA, College of William and Mary, 1992; MS, Medical College of Virginia, Virginia Commonwealth University, 1998. Statistical Consultation and Teaching, Introductory Statistics.

Nelson Chen, Research Assistant Professor. BS, Peking University, 1995; MS, 1998; MS, University of Southern California, 2001; PhD, 2008.

George Cotsomis, Senior Associate. MA, University of West Florida, 1978. Statistical computing, consulting.

Kirk A. Easley, Senior Associate. Associate Director, Biostatistical Consulting Center. MS, Louisiana State University, 1981. Statistical consulting.

Lisa K. Elton, Senior Associate. BS, Virginia Tech, 1978; MS, North Carolina State University, 1983; MPH, Emory University, 1997. Sample survey analysis, longitudinal cohort study.

Ying Guo, Assistant Professor. BS, Renmin University, 1998; MS, 2001; PhD, Emory University, 2004. Multivariate survival data with focus on developing new statistical methods to characterize and model agreement among survival times, statistical imaging.

Michael J. Haber, Professor. BSc, Hebrew University (Jerusalem), 1965; MSc, 1968; PhD, 1976. Categorical data analysis, statistical methods for infectious diseases data, evaluation of vaccine effects.

John J. Hanfelt, Associate Professor. AB, Harvard University, 1984; MS, George Washington University, 1988; PhD, Johns Hopkins University, 1994. Longitudinal data analysis, genetic epidemiology, estimating functions, approximate likelihood.

Vicki Stover Hertzberg, Associate Professor. BS, Miami University, 1976; PhD, University of Washington, 1980. Categorical data analysis, clinical trials, reproductive epidemiology, statistical genetics.

Xijian (Eugene) Huang, Associate Professor. BS, Zhejiang University, 1990; MS, University of Minnesota, 1994; PhD, 1997. Survival analysis, covariate measurement error, semi- and non-parametric inferences.

Brent Johnson, Assistant Professor. BA, St. Olaf College, 1995; MS, University of Minnesota, 1997; PhD, North Carolina State University, 2003. Statistical models of human exposures to chemical pollutants, HIV AIDS modeling, variable selection with censored outcomes.

Mary Kelley, Research Associate Professor. BS, University of Pittsburgh, 1988; MS, 1995; PhD, 2004. Mental illness research, health outcomes research, schizophrenia research.

Patrick D. Kilgo, Senior Associate. BS, University of Georgia, 1996; MS, 1998. Clinical trials design, statistical power calculations, data analysis.

Jeanne Kowalski, Visiting Associate Professor. BA, Chatham College, 1990; MA, University of Pittsburgh, 1996; PhD, 1998. Cancer biostatistics and clinical trials.

Michael H. Kutner, Professor. BS, Central Connecticut State College, 1960; MS, Virginia Polytechnic Institute and State University, 1962; PhD, Texas A&M University, 1971. Linear models, variance components, experimental design, clinical trials.

Yuan Liu, Assistant Research Professor. MS, University of North Carolina, 2004; PhD, 2008.

Qi Long, Rollins Assistant Professor. BS, University of Science and Technology of China, 1998; MS, University of Michigan, 2003; PhD, 2005. Causal inference in hybrid intervention trials, statistical analysis for microarray and other genetic data.

Robert H. Lyles, Associate Professor. BS, Vanderbilt University, 1988; MS, University of North Carolina-Chapel Hill, 1991; PhD, 1996. Longitudinal data analysis, prediction of random effects, measurement error models, missing data.

Michael J. Lynn, Senior Associate. BS, Mississippi State, 1973; MS, 1976. Clinical trials, statistical applications in ophthalmic research, statistical computing.

Amita K. Manatunga, Professor. BSc, University of Colombo, 1978; MSc, Purdue University, 1984; PhD, University of Rochester, 1990. Multivariate survival analysis, frailty models, longitudinal data.

Azhar Nizam, Senior Associate. BA, Grinnell College, 1985; MS, University of South Carolina, 1987. Multiple comparisons, statistical education.

Limin Peng, Rollins Assistant Professor. BS, University of Science and Technology of China, 1997; MS, 2000; PhD, University of Wisconsin, 2005. Survival analysis, empirical processes, causal inference, Bayesian statistics, bioinformatics.

Zhaohui S. Qin, Associate Professor. BS, Peking University, 1994; PhD, University of Michigan, 2000. High-throughput genomics analysis.

Mourad Tighiouart, Research Associate Professor. BS, University of Algiers, 1987; MS, University of Central Florida, 1991; MS, Florida State University, 1997; PhD, 1998. Dose toxicity Bayesian models in cancer phase I clinical trials; Bayesian generalized nonlinear mixed effects models to analyze prostate cancer patients; nonparametric Bayesian modeling of toxicity index in retrospective phase I clinical trials; and modeling time-varying covariate effects for multivariate survival data.

Lance A. Waller, Rollins Professor and Chair. BS, New Mexico State University, 1986; MS, Cornell University, 1990; PhD, 1992. Spatial statistics, environmental epidemiology, geographic information systems, Bayesian methods.

Paul S. Weiss, Senior Associate. BS, University of Michigan, 1993; MS, 1996. Survey sampling design, research methodologies, statistical computing.

Hao Wu, Assistant Professor. BS, Tsinghua University, 1996; MS, Iowa State University, 2000; MPH/PhD, Johns Hopkins University, 2010. Quantitative genetics and genomics analysis.

Tianwei Yu, Assistant Professor. BS, Tsinghua University, 1997; MS, 2000; MS, University of California, 2004; PhD, 2005. Expression array/SNP array analysis.

Hong Rebecca Zhang, Senior Associate. BS, Fudan University, 1985; MS, Florida State University, 1990. Data management, statistical analysis.

Jointly Appointed Faculty

Karen Conneely, Assistant Professor. BS University of Illinois, 1994; MA, Princeton University, 1997; PhD, University of Michigan, 2008.

Michael P. Epstein, Assistant Professor. BS, Duke University, 1996; MS, University of Michigan, 1998; PhD, 2002. Emory University Department of Human Genetics.

W. Dana Flanders, Professor. MS, University of Vermont, 1972; MA, Columbia University, 1974; MD, University of Vermont, 1977; MPH, Harvard University, 1979; DSc, 1982. Department of Epidemiology.

Frank J. Gordon, Associate Professor. BS, New Mexico State University, 1972; MA, New Mexico State University, 1974; PhD, University of Iowa, 1980. Department of Pharmacology.

Bрани Vidakovic, Professor. BS, University of Belgrade, 1978; MS, 1981; PhD, Purdue University, 1992. Department of Biomedical Engineering.

Adjunct Faculty

Huiman X. Barnhart, Adjunct Associate Professor. BS, South China Normal University, 1983; MS, Jinan University, 1986; MA, University of Pittsburgh, 1988; PhD, 1992. Duke University.

Joseph Bauer, Adjunct Associate Professor. BA, State University of New York 1981; MA, 1984; PhD, 1992. American Cancer Society.

Jason Bonander, Adjunct Assistant Professor. MA, Brown University, 1996. National Center for Public Health Informatics, Division of Knowledge Management Services, U.S. Centers for Disease Control and Prevention.

Carol A. Gotway Crawford, Adjunct Associate Professor. BS, Bradley University, 1984; MS Iowa State University, 1986; PhD, 1989. U.S. Centers for Disease Control and Prevention.

Owen J. Devine, Adjunct Assistant Professor. BA, Pennsylvania State University, 1979; MS, University of Georgia, 1982; PhD, Emory University, 1992. U.S. Centers for Disease Control and Prevention.

Andrew N. Hill, Adjunct Lecturer. BS, University of Auckland (New Zealand), 1986; MS, 1987; PhD, University of Canterbury (New Zealand). U.S. Centers for Disease Control and Prevention.

Taha A. Kass-Hout, Adjunct Assistant Professor. MD, University of Texas Health Science Center, 1996; MS, 2001. Google.

James L. Kepner, Adjunct Professor. BS, Illinois State University, 1973; MS, University of Iowa, 1976; PhD, 1979. American Cancer Society.

Andrzej S. Kosinski, Adjunct Associate Professor. MS, AGH (Krakow), 1983; MSc, Oxford University, 1984; PhD, University of Washington, 1984. Duke University.

Lillian S. Lin, Adjunct Assistant Professor. AB, Massachusetts Institute of Technology, 1978; SM, Harvard University, 1980; PhD, University of Washington, 1990. U.S. Centers for Disease Control and Prevention.

Barbara Massoudi, Adjunct Assistant Professor. MPH, University of Pittsburgh, 1990; PhD, 1994. RTI International.

William E. Morse, Adjunct Assistant Professor. JD, Emory University, 1994; Oglethorpe University.

Marc Overcash, Adjunct Assistant Professor. BA, Davidson College, 1992. Emory University Research and Health Sciences. Public health and biomedical informatics.

Rajan Patel, Adjunct Assistant Professor. M.C.S. Rice University, 2002; PhD, Emory University, 2006. Amgen, Inc.

Kenneth Portier, Adjunct Professor. BS, Nicholls State University, 1973; MS, University of North Carolina at Chapel Hill, 1976; PhD, 1979. American Cancer Society.

Philip H. Rhodes, Adjunct Assistant Professor. BA, Northwestern University, 1975; MS, University of Washington, 1983; PhD, Emory University, 1992. U.S. Centers for Disease Control and Prevention.

Glen A. Satten, Adjunct Professor. BA, Oberlin College, 1979; MA, Harvard University, 1981; PhD, 1983. U.S. Centers for Disease Control and Prevention.

Maya Sternberg, Adjunct Assistant Professor. BS, Carnegie Mellon University, 1989; MS, Emory University, 1996. U.S. Centers for Disease Control and Prevention.

Donna F. Stroup, Adjunct Professor, BA, Vanderbilt University, 1973; MA, Princeton University, 1976; PhD, 1980; MSc, Cambridge University, 1992. Centers for Disease Control and Prevention.

G. David Williamson, Adjunct Associate Professor, BS, Georgia Institute of Technology, 1973; MS, Georgia Southern College, 1978; MS, Virginia Polytechnic Institute and State University, 1980; PhD, Emory University, 1987. Agency for Toxic Substances and Disease Registry.

John M. Williamson, Adjunct Assistant Professor, BA, Rensselaer Polytechnic Institute, 1986; MS, University of North Carolina, 1989; ScD, Harvard University, 1993. U.S. Centers for Disease Control and Prevention.

Ming Yuan, Adjunct Assistant Professor, BS, University of Science and Technology of China, 1997; MS, 2000; MS, University of Wisconsin, 2003; PhD, 2004. Georgia Institute of Technology.

Biostatistics Course Descriptions

BIOS 500 (3) Statistical Methods I

Fall. Prerequisite: Algebra. Introduces parametric and nonparametric statistical methodology, including descriptive measures, elementary probability, estimation, hypothesis testing, confidence intervals, common nonparametric methods, and base contingency table analysis. Empirically demonstrates underlying theory. (This course is for informatics and non-bios major students. If does not fulfill any requirements for a biostatistics major student.)

BIOS 500 Lab (1)

Fall. Prerequisites: Concurrent enrollment in BIOS 500. This lab complements the Bios 500 courses by using hands-on demonstrations of statistical concepts and methods taught in lecture. The statistical software, SAS, will be introduced as a programming tools to accomplish many of these tasks.

BIOS 501 (3) Statistical Methods II

Spring. Prerequisite: BIOS 500 or equivalent. Addresses estimation and hypothesis testing within the context of the general linear model. Examines in depth the analysis of variance, multiple regression, and logistic regression. Previews select advanced techniques. (The course does not fulfill core or elective requirements for biostatistics students.)

BIOS 501 Lab (1)

Spring. Prerequisites: BIOS 500 and BIOS 500 Lab, and concurrent enrollment in BIOS 501. A continuation of the BIOS 500 Lab. Students learn SAS programming for the statistical methods covered in BIOS 501.

BIOS 502 (2) Statistical Methods III

Prerequisites: BIOS 500 and BIOS 501. This course introduces students to data analytic methods not covered in BIOS 500 and BIOS 501. It is focused on multilevel models, particularly modeling longitudinal data. Other hierarchical models will also be introduced to analyze other types of clustered data. Students will learn how to specify an appropriate statistical model so that specific research questions of interest can be addressed in a methodologically sound way.

BIOS 505 (4) Statistics for Experimental Biology

Spring. Intended for PhD candidates in the biological and biomedical sciences. Introduces the most frequently used statistical methods in those fields, including linear regression, ANOVA,

logistic regression, and nonparametric methods. Students learn the statistical skills necessary to read scientific articles in their fields, do simple analyses on their own, and be good consumers of expert statistical advice.

BIOS 506 (4) Biostatistical Methods I

Fall. Prerequisite: matrix algebra. For biostatistics majors. Focuses on mathematically sophisticated presentations of principles and methods of data description; exploratory data analysis; graphics; point and confidence interval estimation; hypothesis testing; relative risk; odds ratio; Mamel-Haenszel test, chi-square tests, simple linear regression; correlation; and one- and two-sample parametric and nonparametric tests. Draws examples from biomedical literature. Real data set analysis is done, using statistical computer packages.

BIOS 507 (4) Applied Linear Models

Spring. Prerequisites: Biostatistics major, BIOS 506 or equivalent; one year of calculus, linear algebra, and matrix algebra. Provides sound statistical methods for the analyses of continuous data from observational studies and designed experiments. The analyses methods include multiple linear regression with model building (selection of predictor variables, diagnostics, residual analysis, collinearity, and simultaneous inferences); one-way, two-way, and multifactor analysis of variance (both balanced and unbalanced studies); analysis of covariance; fixed effect, random effect, and mixed effect models; mathematically sophisticated introduction to linear models in matrix form. Study designs include sample size planning, randomized block designs, nested designs, repeated measures designs, split-plot designs, and Latin squares designs. Discusses design-related analysis issues. Demonstrates appropriate programs such as SAS and S-Plus.

BIOS 508 (2) Introduction to Categorical Data Analysis

Fall. This course will introduce the students to categorical data analysis. It will cover topics such as distributions, goodness of fit, contingency tables (traditional approach), logistic models for contingency tables, logistic regression, logistic models for multi-category data, poison regression, and matched paired data. Prerequisites: BIOS 506 and one year of calculus.

BIOS 510 (4) Probability Theory I

Fall. Prerequisite: calculus and multivariate analysis. Focuses on axiomatic probability, random variables, distribution theory, special parametric families of univariate distributions, joint and conditional distributions, distributions of functions of random variables, and probability modeling.

BIOS 511 (4) Statistical Inference I

Spring. Prerequisite: BIOS 510. Focuses on sampling distributions, parametric point and interval estimation, tests of hypotheses, decisions theory, and Bayesian inference.

BIOS 520 (2) Clinical Trials Methodology

Spring. Prerequisite: BIOS 500 or BIOS 506. Covers the organization, methodology, and reporting results of clinical trials. Topics covered include conceptualization, data collection, ethical considerations, and protocol adherence and compliance, as well as statistical techniques such as randomization, double-blind techniques, sample size determination, and analysis considerations.

BIOS 522 (2) Survival Analysis Methods

Fall. Prerequisites: BIOS 500 and BIOS 501, or BIOS 506 and BIOS 706 and one year of calculus. Deals with the modern methods used to analyze time-to-event data. Provides background theory, but emphasis is on using methods and interpreting results. Provides coverage of survivorship functions, Kaplan-Meier curves, logrank test, Cox regression, model-fitting strategies, model interpretation, stratification, time-dependent covariates, and introduction to parametric survival models. Computer programs are used. A data analysis project is required.

BIOS 524 (2) Introduction to Analytic Methods for Infectious Diseases

Spring.* Prerequisites: BIOS 506 and BIOS 510 or equivalent. Introduces dynamic and epidemiological concepts particular to infectious diseases, including elements of the infection process; transmission patterns; epidemic, endemic, micro- and macroparasitic diseases; zoonoses; basic reproduction number; dependent happenings; and effects of intervention.

BIOS 531 (2) SAS Programming

Fall. Prerequisites: BIOS 501 or equivalent, OR BIOS 506 (concurrent), OR permission of the instructor. This course offers instruction in basic SAS programming. It assumes no prior knowledge of SAS, and begins with an introduction to the data step and procedure call. Topics covered include: dataset manipulation, report writing, arrays, looping, simulation, SAS macro, SAS Interactive Matrix Language (IML), SAS Graphics, and SAS Output Delivery System (ODS). The final exam for the course is the Base SAS Certification exam. Students who pass this exam successfully receive a certificate of completion from the SAS Institute.

BIOS 532 (2) Statistical Computing

Spring. Prerequisite: BIOS 531, BIOS 506, and BIOS 510, or permission of instructor. Programming style and efficiency, data management and data structures, hardware and software, maximum likelihood estimation, matrix methods and least squares, Monte Carlo simulation, pseudo-random number generation, bootstrap, and UNIX-based computing and graphical methods.

BIOS 536 (2) Modern Nonparametrics and Regression Methods

Fall or spring.* Prerequisites: BIOS 501 or BIOS 706 and BIOS 511. Focuses on robust estimates, jackknife, bootstrap, cross-validation, smoothing methods, generalized additive models, classification, and regression trees. Study of many different applications is included. Strong computing background is required.

BIOS 550 (2) Sampling Applications

Fall. Prerequisite: BIOS 501 or BIOS 506. Focuses on how to select probability samples and analyze the data, using simple random sampling, stratified random sampling, cluster sampling, and multistage sampling. The software package PC-SUDAAN is used for data analysis.

BIOS 551 (2) Sampling Theory

Spring. Prerequisite: BIOS 550. Examines the theoretical justification for the applications covered in BIOS 550.

BIOS 560R (VC) Current Topics in Biostatistics

Fall and spring. A faculty member offers a new course on a current topic of interest for both PhD and master's students.

BIOS 590R (1) Seminar in Biostatistics

Fall and spring. Features invited speakers, departmental faculty, students, and others who discuss special topics and new research findings. (Satisfactory/unsatisfactory grading only.)

BIOS 595R (0) Practicum

Fall. Enables students to apply skills and knowledge through a supervised field training experience in a public health setting that complements the student's interests and career goals.

BIOS 597R (VC) Directed Study

Fall and spring. Provides in-depth exposure to specific topics not covered in regular courses, for example, statistical genetics and specialized experimental designs.

BIOS 598R (VC) Special Projects

Fall and spring. Involves internlike participation on specific scholarly, research, or developmental projects that expose students to the role of the statistical consultant or collaborator in a variety of research settings.

BIOS 599R (VC) Thesis

Fall and spring. Master's thesis research.

BIOS 707 (4) Advanced Linear Models

Spring. Prerequisites: BIOS 507, BIOS 511, and a course in matrix algebra. Focuses on generalized inverse of a matrix; vectors of random variables; multivariate normal distribution; distribution theory for quadratic forms of normal random variable; fitting the general linear models by least squares; design matrix of less than full rank; estimation with linear restrictions; estimable functions; hypothesis testing in linear regression; and simultaneous interval estimation.

BIOS 708 (2) Advanced Methods for Categorical Data

Fall. Prerequisites: BIOS 507 and BIOS 511. This course will review the materials learned in BIOS 508 as well as introduce the additional topics of generalized linear models, models for repeated observations (GEE, random effect), and long-linear models. Appropriate computer programs are used for analysis of real data sets

BIOS 709 (2) Generalized Linear Models

Spring. Prerequisites: BIOS 511 and BIOS 707. Studies analysis of data, using generalized linear models as well as models with generalized variance structure. Parametric models include exponential families such as normal, binomial, Poisson, and gamma. Iterative reweighted least squares and quasi-likelihood methods are used for estimation of parameters. Studies methods for examining model assumptions. Introduces generalized estimating equations (GEE) and quadratic estimating equations for problems where no distributional assumptions are made about the errors except for the structure of the first two moments. Illustrations with data from various basic science, medicine, and public health settings.

BIOS 710 (4) Probability Theory II

Fall. Prerequisites: BIOS 510 and BIOS 511. Focuses on axioms of probability, univariate and multivariate distributions, convergence of sequences of random variables, Markov chains, random processes, and martingales.

BIOS 711 (4) Statistical Inference II

Spring. Prerequisite: BIOS 710. Examines the fundamental role of the likelihood function in statistical inference, ancillary and sufficient statistics, estimating functions, and asymptotic theory. Presents conditional, profile, and other approximate likelihoods; various ancillary concepts; generalizations of Fisher information in the presence of nuisance parameters; optimality results for estimating functions; and consistency/asymptotic normality of maximum likelihood and estimation function-based estimators. Briefly discusses alternative approaches to inference including Bayesian, Likelihood Principle, and decision theory.

BIOS 722 (2) Advanced Survival Analysis

Fall or spring. Prerequisites: BIOS 510, BIOS 511, and BIOS 706. Provides in-depth coverage of theory and methods of survival analysis, including censoring patterns and theory of competing risks, nonparametric inference, estimating cumulative hazard functions, Nelson estimator, parametric models and likelihood methods, special distributions, two-sample nonparametric tests for censored data, power considerations and optimal weights, sample size calculations for design purposes, proportional hazards model, partial likelihood, parameter estimation with censored data, time-dependent covariates, stratified Cox model, accelerated failure time regression models, grouped survival analysis, multivariate survival analysis, and frailty models.

BIOS 723 (4) Stochastic Processes

Fall or spring.* Prerequisites: matrix algebra and BIOS 710. Provides dual coverage of the theory and methods for dealing with the diversity of problems involving branching processes, random walks, Poisson processes, birth and death processes, Gibbs sampling, martingale counting processes, hidden Markov chains, inference on semi-Markov chains, and chain of events modeling. Draws applications from the biological sciences, including the theory of epidemics, genetics, survival analysis, models of birth-migration-death, and the design and analysis of HIV vaccine trials.

BIOS 724 (2) Analytic Methods for Infectious Disease Interventions

Spring.* Prerequisite: BIOS 511. Focuses on advanced analytic, statistical, and epidemiological methods particular to infectious diseases, including analysis of infectious disease data and evaluation of intervention.

BIOS 726 (2) Applied Multivariate Analysis

Fall.* Prerequisites: BIOS 511. Investigates multivariate techniques. Main subjects are inferences about multivariate means, multivariate regression, multivariate analysis of variance (MANOVA) and covariance (MACOVA), principal components, factor analysis, discriminant analysis and classification, and cluster analysis. Demonstrates programs such as SAS and S-Plus.

BIOS 732 (2) Advanced Numerical Methods

Fall.* Prerequisites include BIOS 532, BIOS 710 and BIOS 711, or permission of the instructor. BIOS 711 may be taken concurrently. The course covers topics in traditional numerical analysis specifically relevant to statistical estimation and inference. The topics covered include numerical linear algebra, the root finding problem (maximum likelihood) methods such as IRLS, Newton-Raphson, and EM algorithm, and Bayesian techniques for marginalization and sampling for use in statistical inference (MCMC methods). Additional topics may include numerical integration and curve fitting.

**BIOS 736 (2) Statistical Analysis with Missing and Mismeasured Data**

Spring.* Prerequisites: BIOS 511 and knowledge of S-plus. For PhD biostatistics students; others must obtain permission of instructor. Introduces concepts and methods of analysis for missing data. Topics include methods for distinguishing ignorable and nonignorable missing data mechanisms, single and multiple imputation, and hot-deck imputation. Computer-intensive methods are used.

BIOS 737 (2) Spatial Analysis of Public Health Data

Spring.* Prerequisites: BIOS 506, 507, 510, 511. Familiarizes students with statistical methods and underlying theory for the spatial analysis of georeferenced public health data. Topics covered include kriging and spatial point processes. Includes a review of recent computational advances for applying these methods.

BIOS 738 (2) Bayesian and Empirical Bayes Methods

Fall.* Prerequisites: BIOS 510 and BIOS 511. Includes Bayesian approaches to statistical inference, point and interval estimation using Bayesian and empirical Bayesian methods, representation of beliefs, estimation of the prior distribution, robustness to choice of priors, conjugate analysis, reference analysis, comparison with alternative methods of inference, computational approaches, including Laplace approximation, iterative quadrature, importance sampling, and Markov Chain Monte Carlo (Gibbs sampling). Various applications, such as small area estimation, clinical trials, and other biomedical applications, will be used.

BIOS 739 (2) Longitudinal Data Analysis

Fall.* Prerequisite: BIOS 510 and BIOS 511. Focuses on design considerations, exploratory data analysis, general linear models, parametric models for covariance structure, generalized linear models, analysis of variance, transition models, and missing values.

BIOS 745R (1) Biostatistical Consulting

Fall. Prerequisite: BIOS 507. Focuses on the roles, responsibilities, and other issues related to the biostatistician as consultant or collaborator in the biomedical field. Initially focuses on preparing students to act as consultants through discussions of consulting models, interpersonal communication, ethics, common client types, time and financial management, and other issues. Students then collaborate with researchers to develop the design and/or the analysis of quantitative investigations, initially under supervision of a faculty member and later independently. This collaboration is reviewed and critiqued by faculty and students. May be taken more than once for credit, but not as fulfillment of biostatistics elective.

BIOS 760R (VC) Advanced Topics in Biostatistics

Fall and spring. A faculty member offers a new course on an advanced topic of interest, such as spatial analysis, time series, missing data methods, causal inference, and discrete multivariate analysis.

BIOS 777 (1) How to Teach Biostatistics

Fall. Prerequisites: BIOS 507, BIOS 511, and summer TAITO workshop. Prepares students for teaching introductory level courses in biostatistics. The topics discussed are: syllabus development, lecturing, encouraging and managing class discussion, evaluating student performance, test and examinations, cheating, the role of the teaching assistant, teacher-student relationships, teaching students with weak quantitative skills, teaching students with diverse backgrounds, teaching health sciences students, teaching medical students, use of audio-visual techniques, and use of computers. Each student is required to teach a certain subject to the other students and the instructor, followed by a discussion of presentation strengths and weaknesses.

BIOS 780R (1) Advanced PhD Seminar

Spring. Prerequisite: BIOS 511. Acquaints students with a variety of areas of biostatistical research and provides the chance to do preliminary reading in an area of interest. Each student reads a few papers in an area of interest, and presents the material to the group. Topics and readings can be suggested by the faculty member in charge or by the students. This course may be repeated for credit. (Satisfactory/unsatisfactory grading only.)

BIOS 790R (1) Advanced Seminar in Biostatistics

Fall and spring. Invited speakers, faculty, and advanced students discuss special topics and new research findings. (Satisfactory/unsatisfactory grading only.)

BIOS 795R (VC) Pre-Candidacy Research

Fall and spring. Provides in-depth exposure to advanced special topics not covered in regular courses.

BIOS 797R (VC) Directed Study

Fall and spring. Provides in-depth exposure to advanced special topics not covered in regular courses.

BIOS 798R (VC) Special Projects

Fall and spring. Involves intern-like participation at advanced levels on specific scholarly research, or developmental projects. Students assume independent roles as statistical consultants and collaborators in a variety of research settings.

BIOS 799R (VC) Thesis

Fall and spring. Dissertation research.

INFO 500 (2) Principles of Public Health Informatics I

Fall. In the emerging field of public health informatics, this course defines PHI as the application of information systems and technology to public health practice and research.

INFO 501 (2) Principals of Public Health Informatics II

Spring. Provides an overview of some of the major areas in which information systems are used in public health. Discusses the opportunities presented and challenges faced in the design, development, deployment, and maintenance of these systems.

INFO 503 (2) Management Principles for Informatics

Spring. The purpose of this course is to allow students to gain understanding of multiple dimensions to management related to provision of information services. At the end of this course, students should be able to evaluate and justify information technology investments, evaluate the utility of alternative information system delivery modes, and plan strategically for future information system development.

INFO 510 (3) Database Management Systems

Fall. Provides an overview of the concepts relevant to the effective use of data, information, and knowledge tools to build, manage, merge, retrieve, and analyze public health data.

INFO 511 (3) Advanced Database Management Systems

Spring. Prerequisite: INFO 510. The purpose of this course is to teach the decision-making process of translating the logical database structure (entities, attributes, relationships, and constraints) into a physical database design that can be implemented using the target DBMS. Translating the system requirements into actual hardware requirements such as disk format, disk space, changing requirements, RAM needed, processors needed, etc. Fine-tuning the system including performance issues concerning reporting needs, system testing and deployment, and drawing up a disaster plan.

INFO 530 (2) Geographic Information Systems

Fall. Introduces the use of geographic information systems (GISs) in the analysis of public health data. Addresses basic GIS operations such as buffering, layering, and spatial queries, and develops GIS skills through homework and case studies. Addresses introductory cartography and basic statistical aspects of spatial analysis.

INFO 560R (VC) Current Topics in Public Health Informatics

Fall and spring. A faculty member offers a new course on a current topic of interest to both master's and doctoral students.

INFO 591J (3) Artificial Intelligence

Spring. Prerequisites: INFO 510. Provides a continuation of the concepts relevant to the effective use of data, information, and knowledge tools to build, manage, merge, retrieve, and analyze public health data.

INFO 595R (0) Practicum

Fall. Enables students to apply skills and knowledge through a supervised field training experience in a public health setting that complements the student's interests and career goals. Must meet RSPH guidelines and have departmental approval.

INFO 597R (VC) Directed Study

Fall and spring. Provides an in-depth exposure to specific topics not covered in regular courses, such as statistical genetics and specialized experimental designs.

INFO 598R (4) Special Projects

Fall and spring. Involves intern-like participation on specific scholarly, research, or developmental projects that expose students to the role of the statistical consultant or collaborator in a variety of research settings.

*Course will not be taught each year.



Department of Environmental Health

www.sph.emory.edu/EOH/

Paige Tolbert, Chair

The Department of Environmental Health is concerned with the health effects of exposures such as air and water pollution, pesticides, organic solvents, dusts, and physical hazards that occur in the workplace, home, and general environment. Many disciplines contribute to recognizing, assessing, and controlling these risks, ranging from epidemiology to toxicology, from microbiology to safety engineering, from industrial hygiene to medicine and nursing, and from law to labor economics.

The department includes a multidisciplinary core faculty and a large adjunct faculty. Major interests of the core faculty include occupational cancer, biomarker development and application, neurologic outcomes, children's environmental health, agricultural safety and health, air pollution, injury prevention and control, disease ecology, and climate change. The adjunct faculty includes scientists at the CDC, National Center for Environmental Health, the National Institute for Occupational Safety and Health, the Agency for Toxic Substances and Disease Registry, the American Cancer Society, the Environmental Protection Agency, the Georgia Division of Public Health, nearby universities, and the private sector. Expertise in every aspect of environmental health is represented.

The MPH training program reflects a commitment to education, research, and service in public health. The core of the program is a set of required and elective courses. In addition, Atlanta offers an unparalleled selection of activities in environmental health. Students are encouraged to become involved to conduct research, provide service, and gain valuable field experience.

MPH/MSPH Admission Criteria

Applicants range from recent college graduates to experienced physicians. Criteria for selection include background and experience relevant to environmental health, potential to make a contribution to the field, academic excellence, and recommendations. All applicants should have completed both college-level biology and chemistry; calculus, college-level statistics, and organic chemistry are recommended. GRE or MCAT scores are required.

Environmental Health MPH Requirements

Six competency requirements are identified as central to the environmental health curriculum: general environmental sciences, toxicology, epidemiology, environmental health practice, environmental health policy, and recognition, evaluation, and control of hazardous exposures. Required course work corresponds to these six competency areas; a minimum of 42 credits are required to graduate. Additionally, a final thesis or culminating experience project and practicum are required.

Students are encouraged to contact and network with professionals in environmental health in the Atlanta area, including agency officials, private consultants, researchers from the U.S. Centers for Disease Control and Prevention, and others for project advising, career counseling, networking, and other assistance.

Interdepartmental Programs

The Department of Environmental Health offers several interdepartmental programs. A joint MPH degree, **Global Environmental Health (GEH)**, is offered in Environmental Health and Global Health. A joint MSPH degree is offered in **Environmental Health and Epidemiology (EH-EPI)**. The department also participates in dual-degree programs with the Nell Hodgson Woodruff School of Nursing (MSN/MPH), the Emory University School of Law (JD/MPH), the Emory University School of Medicine (MD/MPH), and the Physician Assistant Program (MMSc/MPH).

A five-year bachelor's/master's degree (BS/MPH) is offered through the Emory College Environmental Studies Department and the Rollins School of Public Health Environmental Health program. Students can earn a Bachelor of Science and Master of Public Health in five years.

Please see the interdepartmental program section in this catalog for more information on EH joint and interdepartmental programs (page 180).

Environmental Health Required Courses

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral Sciences in Public Health	2
BIOS 500	Statistical Methods I with lab	4
EPI 530	Epidemiologic Methods I with lab	4
GH 500	Critical Issues in Global Health	2
HPM 500	Introduction to the U.S. Health Care System	2
EH 520	Human Toxicology	3
EH 524	Risk Assessment I	2
EH 530	Environmental Epidemiology	2
or	Methods in Occupational and Environmental Epidemiology (permission required)	2
EH 540	Environmental Hazards I	2
EH 550	Environmental and Occupational Health Practice	2
EH 570	Environmental and Occupational Health Policy	3
EH 595	Practicum	0
EH 596	Research Design in Environmental Health	1
or GH 555	Proposal Development	2
EH 599R or	Thesis	4
EH 594	Capstone Seminar: Skills for Environmental Health Professionals	2
	Electives	3 courses (or more)
	Total Credit Hours for EH MPH program	42

Suggested Electives

Course Number	Course Title	Credit Hours
BIOS 501*	Statistical Methods II with lab	4
EH 515	Air Quality in the Urban Environment	2
EH 523	Neurotoxicology	2
EH 527	Biomarkers & Environmental Public Health	2
EH 541	Environmental Hazards II	2
EH 542	Radiation Health & Safety	2
EH 546/GH 580	Environmental Microbiology:	
	Control of Food and Waterborne Disease	2
EH 580	Injury Prevention and Control	2
EH 581	National Security and Public Health	2
	Consequences of Disasters and Terrorism	2
EH 582/GH 582	Global Climate Change:	
	Health Impacts and Response	2
EH 583/ENVS 485	Spatial Analysis in Disease Ecology	4
EH 584	Built Environment and Public Health	2
EH 586	Advanced Seminar in Climate Change and Health	2
EH 587	Introduction to Satellite Remote Sensing of the Environment and its Applications to Public Health	2
EHS 740	Molecular Toxicology	3
EHS 750	The Environmental Determinants of Infectious Disease	2
EHS 760	Advanced Risk Assessment	2
INFO 530	Geographic Information Systems	2
EPI 530	Public Health Preparedness and Bioterrorism	2
* Strongly recommended		
Total credits required for MPH Program		42

Environmental Health Sciences PhD Program

The Doctor of Philosophy (PhD) in Environmental Health Sciences (EHS) program is offered through the Laney Graduate School of Arts and Sciences at Emory University and housed in the Department of Environmental Health in the Rollins School of Public Health. The program is part of a vision to improve human health by better understanding the impact of environmental factors in the development of disease. It will provide comprehensive training for students to become fluent in population-based and laboratory-based research in environmental health science by bridging the interdisciplinary areas of human populations and laboratory-based toxicological and analytical chemistry research. Competitive candidates will have a strong background in the environmental, biological, or behavioral sciences and a strong motivation for a career in environmental health sciences. Visit <http://www.gs.emory.edu/> for additional information.

Faculty

Dana B. Barr, Research Professor. BA, Brenau College, 1987; PhD, Georgia State University, 1994. Biomarkers, biomonitoring, exposure assessment, analytic chemistry, pesticides, and other hazards.

- W. Michael Caudle, Assistant Professor. BS, Colorado State University, 1998; PhD, Emory University, 2007. Neurotoxicology.
- Roby Greenwald, Research Assistant Professor. BS, Clemson University, 1994; MS, Georgia Institute of Technology, 2001; PhD, 2005. Air pollution, pediatric asthma, and environmental engineering.
- Thomas Guillot, Research Assistant Professor. BS, Louisiana State University, 2002; PhD, Emory University, 2008. Neurotoxicology.
- Mirchel Klein, Research Assistant Professor. BA, State University of New York, 1979; MAI, Indiana University, 1986; PhD, Emory University, 1998. Epidemiologic methods.
- Flemming Konradsen, Visiting Fellow. BSc, University of Copenhagen, 1990; PhD, University of Copenhagen, 1998. Global environmental health, esp. water and sanitation in developing countries, malaria vector control, pesticide self-harm. University of Copenhagen.
- Karen Levy, Assistant Professor. BA, Stanford University, 1995; MSc, University of California, Berkeley, 2002; MPH, 2006; PhD, 2007. Environmental change and the transmission and incidence of infectious diseases. Epidemiology of waterborne disease with emphasis on household water quality, transmission of enteric waterborne pathogens, impacts of climate change on incidence of waterborne disease, and evolution and spread of antibiotic resistance.
- Yang Liu, Assistant Professor. BS, Tsinghua University, 1997; MS, 1999; PhD, Harvard University, 2004. Modeling of the spatial and temporal distribution of atmospheric aerosols; satellite remote sensing in public health research.
- Gary W. Miller, Professor. BS, Old Dominion University, 1989; MS, 1992; PhD, University of Georgia, 1995. Neurotoxicology.
- Parinya Panuwet, Research Assistant Professor. BS, Chiang Mai University, 2001; MS, 2003; PhD, 2009. Environmental Analytical Chemistry/Exposure Science.
- Justin V. Remais, Assistant Professor. BA, University of California at Berkeley, 1998; MS, 2002; PhD, 2006. Disease ecology of environmentally mediated tropical diseases, impact of land use and climate change.
- P. Barry Ryan, Professor. BS, University of Massachusetts, 1973; MS, University of Chicago, 1975; PhD, Wesleyan University, 1979. Environmental exposure assessment, community-based environmental epidemiology, environmental chemistry with emphasis on environmental fate and transport.
- Jeremy A. Sarnat, Associate Professor. BA, University of Michigan, 1990; MS, Indiana University, 1992; MS, Harvard University School of Public Health, 1998; ScD, 2001. Air pollution, exposure assessment, and epidemiology.
- Stefanie Ebel Sarnat, Assistant Professor. BSc, University of British Columbia, 1997; MSc, University of British Columbia, 2000, ScD, Harvard University, 2004. Air pollution epidemiology.
- N. Kyle Steenland, Professor and Georgia Cancer Coalition Distinguished Scholar. BA, Stanford University, 1968; MA, PhD, State University of New York-Buffalo, 1974; MS, PhD, University of Pennsylvania, 1985. Environmental and occupational epidemiology.
- Matthew J. Strickland, Assistant Professor. BA/MA, Case Western Reserve University, 2000; MPH, Ohio State University, 2002; PhD, Emory University, 2007. Children's environmental health, air pollution epidemiology, birth defects epidemiology, and epidemiological methods.
- Paige E. Tolbert, Professor and Chair. AB, Harvard University, 1979; MSPH, University of North Carolina-Chapel Hill, 1986; PhD, 1989. Environmental epidemiology.
- Andrea Winquist, Research Assistant Professor. BA, Bethel College, 1988; MD, Northwestern University, 1993; PhD, Emory University, 2009. Environmental epidemiology, health effects of air pollution and PFOA.
- Ying Zhou, Research Assistant Professor. BS, Tsinghua University, 1997; ScD, Harvard University, 2002. Exposure and health risk assessment.

Jointly Appointed Faculty

- Lyndsey Darrow, Research Assistant Professor. BA, Stanford University, 2000; PhD, Emory University, 2008. Environmental epidemiology, children's environmental health, reproductive and respiratory health effects of ambient air pollution.
- Thomas Gillespie, Assistant Professor. BSc, University of Illinois at Urbana, 1996; MS, University of Florida, 2000; PhD, 2004. Department of Environmental Studies, Emory College.
- Murray J. Gilman, Associate Professor. BSc, McGill University, 1971; MDCM, 1975. Emory School of Medicine, Department of Medicine.
- Betty B. Goetz, Senior Associate. BA, Emory University, 1963; BS, University of Georgia, 1965; MMSc, Emory University, 1972. Emory Environmental Health and Safety Office.
- Jason M. Hansen, Assistant Professor. BS, Brigham Young University, 1994; MS, 1996; PhD, University of Michigan, 2001. Emory School of Medicine, Department of Pediatrics.
- Jeremy J. Hess, Assistant Professor. BA, Brown University, 1995; MPH (IH), Emory University, 2002; MD, Emory University, 2003. Emory School of Medicine, Department of Emergency Medicine.
- Debra Houry, Assistant Professor. BS, Emory University, 1994; MPH, MD, Tulane University Schools of Public Health and Medicine, 1998. Emory School of Medicine, Department of Emergency Medicine.
- Uriel Kitron, Professor. BSc, Hebrew University, 1975; PhD, University of California, 1981; MPH, University of Michigan, 1982. Department of Environmental Studies, Emory College.
- Juan Leon, Assistant Professor. BA, Dartmouth College, 1996; MPH/PhD, Northwestern University, 2003. Rollins School of Public Health, Hubert Department of Global Health.
- Michele Marcus, Professor and Interim Chair. BS, City University of New York-Brooklyn College, 1974; MPH, Columbia University, 1981; MPhil, 1984; PhD, 1986. Emory University, Rollins School of Public Health, Department of Epidemiology.
- Linda A. McCauley, Professor and Dean. BSN, University of North Carolina, 1971; MN, Emory University, 1979; PhD, University of Cincinnati, 1988. Nell Hodgson Woodruff School of Nursing.
- Christine L. Moe, Associate Professor. BA, Swarthmore College, 1979; MS, University of North Carolina, 1984; PhD, 1989. Rollins School of Public Health, Hubert Department of Global Health.
- Clair Null, Assistant Professor. BA, Smith College, 2001; PhD, University of California at Berkeley, 2009. Rollins School of Public Health, Hubert Department of Global Health.
- Michael S. Schechter, Associate Professor. BA, University of Rochester, 1971; MD, State University of New York at Buffalo, 1975; MPH, University of North Carolina School of Public Health, 1996. Emory School of Medicine, Department of Pediatrics.

Adjunct Faculty

- Scott M. Bartell, Adjunct Assistant Professor. BA, University of California-Berkeley, 1994; MS, University of Washington, 1996; MS, University of California-Davis, 2001; PhD, 2003. University of California-Davis.
- Suzanne Binder, Adjunct Professor. BS, McGill University, 1976; MD, Tufts University School of Medicine, 1981. Consultant.
- William H. Bullock, Adjunct Assistant Professor. BS, University of South Alabama, 1986; MSPH, Tulane University, 1991, DHSc, Nova Southeastern University, 2007. CSX Transportation.
- Paula A. Burgess, Adjunct Assistant Professor. MD, Emory University School of Medicine, 1979; MPH, Emory University Rollins School of Public Health, 2001. Agency for Toxic Substances and Disease Registry.
- Andrew L. Dannenberg, Adjunct Professor. AB, Swarthmore College, 1974; MD, Stanford University, 1979; MPH, Johns Hopkins University, 1983. U.S. Centers for Disease Control and Prevention.

Owen J. Devine, Adjunct Associate Professor. BS, Pennsylvania State University, 1979; MS, University of Georgia, 1982; PhD, Emory University, 1992. U.S. Centers for Disease Control and Prevention.

Uma V. A. Dhanabalan, Adjunct Assistant Professor. BA, Rutgers University, 1984; MD, UMDNJ New Jersey Medical School, 1995; MPH, Harvard University, 1999. Consultant.

V. Ramana Dhara, Adjunct Associate Professor. MBBS, Armed Forces Medical College, 1976; MPH, Rutgers University, 1987; SED, University of Lowell, 2002. Consultant.

Richard L. Ehrenberg, Adjunct Associate Professor. AB, Harvard University, 1967; MD, University of Pennsylvania, 1971. National Institute for Occupational Safety and Health, U.S. Centers for Disease Control and Prevention (retired). Consultant.

Henry Falk, Adjunct Professor. BA, Yeshiva College, 1964; MD, Albert Einstein College of Medicine, 1968; MPH, Harvard University, 1976. Centers for Disease Control and Prevention.

Thomas L. Farris, Adjunct Professor. BS, College of William and Mary, 1983; MD, University of Virginia, 1987; MPH, George Washington University, 1994. Kimberly Clark Corporation.

Bruce Fowler, Adjunct Professor. BS, University of Washington, 1968; PhD, University of Oregon Medical School, 1972. Agency for Toxic Substances and Disease Registry, Centers for Disease Control and Prevention.

Ben Gerhardtstein, Adjunct Instructor. BA, Brown University, 2003; MPH, Emory University, 2008. National Center of Environmental Health/Agency for Toxic Substances and Disease Registry, Centers for Disease Control and Prevention.

Philip L. Graitcer, Adjunct Professor. BA, Duke University, 1966; DMD, Temple University, 1970; MPH, Harvard University, 1972. Consultant.

Richard D. Henkel, Adjunct Associate Professor. BS, University of Texas, 1977; MS, University of Texas, 1983; PhD, 1985. Centers for Disease Control and Prevention.

Richard C. Hertzberg, Adjunct Professor. BS, Harvey Mudd College, 1968; PhD, University of Washington, 1977. USEPA (retired). Biomathematics Consulting and Toxicology Excellence for Risk Assessment.



Bilqis Amin Hoque, Adjunct Associate Professor. BS, Bangladesh Agricultural University, 1977; MSc, University of Reading, 1980; PhD, Oklahoma State University, 1984. Environment and Population Research Center, Bangladesh.

Ciannat Howett, Adjunct Associate Professor. BA, Emory University, 1987; JD, University of Virginia, 1992. Emory University Sustainability Initiatives.

Barry L. Johnson, Adjunct Professor. BS, University of Kentucky, 1960; MS, Iowa State University, 1962; PhD, 1967. Assistant Surgeon General (retired). Consultant.

Muini J. Khoury, Adjunct Professor. BS, American University of Beirut, 1975; MD, 1979; PhD, Johns Hopkins University, 1985. U.S. Centers for Disease Control and Prevention.

Judy Kruger, Adjunct Assistant Professor. BSc, University of Waterloo, 1993; MS, University of Illinois at Chicago, 1997; PhD, 2001. Centers for Disease Control and Prevention.

Richard A. Lemen, Adjunct Professor. BA, Central Methodist College, 1967; MSPH, University of Missouri, 1971; PhD, University of Cincinnati, 1992. National Institute for Occupational Safety and Health (retired). Consultant.

Benjamin A. Lopman, Adjunct Assistant Professor. BS, University of Florida, 1999; MSc, London School of Hygiene and Tropical Medicine, 2000; PhD, Open University/Health Protection Agency, 2004. Centers for Disease Control and Prevention.

Randall O. Manning, Adjunct Assistant Professor. BSA, University of Georgia, 1979; MS, 1982; PhD, 1986. Environmental Protection Division.

Morris L. Maslia, Adjunct Instructor. BCE, Georgia Institute of Technology, 1976; MSCE, 1980. Agency for Toxic Substances and Disease Registry.

Henry M. Mathews, Adjunct Associate Professor. BS, University of Georgia, 1962; MS, Emory University, 1963; PhD, Emory University, 1967. Biosafety Consultant.

Michael A. McGeehin, Adjunct Associate Professor. BS, University of Scranton, 1977; MSPH, University of Colorado, 1989; PhD, Colorado State University, 1992. U.S. Centers for Disease Control and Prevention, National Center for Environmental Health.

M. Deborah Millett, Adjunct Instructor. BA, University of Dayton, 1972; MPH, Emory University, 1990. U.S. Centers for Disease Control and Prevention.

Frank L. Mitchell, Adjunct Associate Professor. AB, New Mexico Highlands University, 1960; DO, College of Osteopathic Medicine and Surgery, 1964; LLB, LaSalle Extension University, 1966; MPH, University of Michigan, 1970. U.S. Public Health Service (retired). Consultant.

Joel F. Moorhead, Adjunct Assistant Professor. AB, Brown University, 1968; MD, University of Cincinnati, 1978; MPH, University of Arizona, 1995. Consultant.

Karen G. Mumford, Adjunct Assistant Professor. BA, St. Olaf College, 1983; MS, Iowa State University, 1986; MA, University of Iowa, 1991; PhD, University of Minnesota, 2002. University of Minnesota at Morris.

M. Moiz Mumtaz, Adjunct Associate Professor. BS, Osmania University, 1970; MS, 1972; MS, Oregon State University, 1976; PhD, University of Texas, 1984. Agency for Toxic Substances and Disease Registry.

H. Edward Murray, Adjunct Professor. BS, Texas A&M University, 1969; MT, U.S. Navy, 1972; MS, University of Arizona, 1976; PhD, University of Texas, 1979. Agency for Toxic Substances and Disease Registry.

Melvin Myers, Adjunct Associate Professor. BS, University of Idaho, 1967; MPA, Indiana University, 1977. National Institute for Occupational Safety and Health (retired).

Eric K. Noji, Adjunct Associate Professor. BS, Stanford University, 1977; MD, University of Rochester, 1981; MPH, Johns Hopkins University, 1987. U.S. Centers for Disease Control and Prevention.

Christopher J. Portier, Adjunct Professor. BS, Nicholls State University, 1977; MS, University of North Carolina, 1979; PhD, 1981. U.S. Centers for Disease Control and Prevention, National Center for Environmental Health.

Anne Riederer, Adjunct Assistant Professor. BSc, Brown University, 1989; MSc, Georgetown University School of Foreign Service, 1991; ScD, Harvard University School of Public Health, 2004. Biomarker validation, exposure assessment, global environmental health.

Mark G. Singer, Adjunct Assistant Professor. MD, University of Ottawa, 1975. General Motors Corporation.

Thomas H. Sinks Jr., Adjunct Professor. BS, Tulane University, 1973; MS, 1982; PhD, Ohio State University, 1985. U.S. Centers for Disease Control and Prevention, National Center for Environmental Health.

James M. Smith, Adjunct Professor. BS, West Virginia University, 1964; MS, 1966; PhD, 1969. U.S. Centers for Disease Control and Prevention, National Center for Environmental Health (retired).

Kevin E. Smith, Adjunct Assistant Professor. BA, Knox College, 1979; MD, Universidad Central del Este, 1984; MPH, Yale University, 1993. Consultant.

Pamella D. Thomas, Adjunct Associate Professor. MD, University of the West Indies, 1974; MPH, Medical College of Wisconsin, 1990. Lockheed Martin Aeronautics.

Michael J. Thun, Adjunct Professor. BA, Harvard University, 1964; MD, University of Pennsylvania, 1975; MS, Harvard University, 1983. American Cancer Society.

Gonzalo M. Vazquez Prokopec, Adjunct Senior Associate. Master's equivalent, University of Buenos Aires, 2003; PhD, 2007. Department of Environmental Studies, Emory College.

Mary C. White, Adjunct Professor. BA, University of Rochester, 1977; MPH, University of Michigan, 1979; ScD, Harvard University, 1986. U.S. Centers for Disease Control and Prevention.

Environmental Health Course Descriptions

EH 500 (2) Perspectives in Environmental Health

Fall, spring. Presents the ecological paradigm as applied to public health. Introduces various aspects of environmental health, including air, surface water, and ground water contamination, food safety, occupational health, radiation, chemical and physical hazards, vector control, and injuries. Students may choose a course section emphasizing environmental and occupational health problems in an international context, including issues such as the health effects of global climate change and rapid industrialization, developing nations' perspectives on potable water supply, water pollution, indoor and ambient air pollution, sanitation, food safety, and waste management.

EH 515 (2) Air Quality in the Urban Environment: A Survey of Research Methods and Recent Findings

Spring. The link between the air we breathe and human health affects millions globally, placing urban air quality as a major public health concern. This course examines ways to characterize urban air pollution as well as its public health implications based on recent clinical, epidemiological, and toxicological research. The course will be highly interactive and will provide instruction on conducting basic, applied air quality research in academic, governmental, and grassroots settings.

EH 520 (3) Human Toxicology

Fall. Prerequisites: college-level biology and chemistry or instructor's permission. Examines the basic concepts of toxicology in environmental and occupational surroundings. Discusses distribution, absorption, metabolic conversion, and elimination of toxic agents. Mechanisms of injury to body systems following exposure to toxic chemicals are explored at systemic, organ, and cellular levels. Topics include classes of toxicants, methods for detecting and evaluating their effects, and the scientific basis for risk estimation in humans.

EH 522 (1) Issues in Toxicology

Prerequisite: EH 520 or equivalent. Explores key issues in toxicology at a molecular and mechanistic level through a discussion of journal articles and other current literature. Each class session addresses a specific topic, and students are assigned articles to read; the instructor provides an overview of the topic, followed by student presentations of journal articles and general discussion.

EH 523 (2) Neurotoxicology

Spring. Prerequisite: EH 520 or instructor's permission. This course is designed to permit in-depth analysis of the impact of neurotoxic agents on human health. Each course meeting will consist of a lecture on a particular class of neurotoxic agents, with emphasis on human health impact mechanisms of action, followed by critical analysis of relevant neurotoxicology literature. Topics covered include chemical warfare agents, pharmaceutical agents, drugs of abuse, lead, solvents, alcohol, PCBs, venoms, and pesticides.

EH 524 (2) Risk Assessment I

Fall. Surveys the general principles and practices of environmental health risk assessment for toxic exposures in the environment and interactions with other factors contributing to human health risks. A variety of case studies will be used to demonstrate the basic methods and results of risk assessment, including estimation/evaluation of potential risk based on empirical evidence (e.g., laboratory animal studies, human disease clusters), hazard and dose-response assessment for regulatory decisions, and uncertainty analysis and risk communication.

EH 527 (2) Biomarkers and Environmental Public Health

Spring. The study of human susceptibility to environmental toxic chemicals is about to undergo a major transformation as the new knowledge of how toxic chemicals behave in the human body becomes more readily available. Coupled with the advanced Human Genome Project and the ecogenetic research programs, the use of biomarkers will allow us not only to accurately assess the exposures to those toxic chemicals, but to predict the resulting adverse health outcomes as well. This course is designed to introduce the use of biomarkers in environmental public health from qualitative and quantitative perspectives.

EH 530 (2) Environmental and Occupational Epidemiology

Spring. Prerequisite: EPI 530 or equivalent. Reviews basic epidemiological principles and presents issues unique to environmental and occupational health, such as health outcomes, exposure measurement and classification, sources of bias and health worker effect. Develops skilled consumers rather than producers of epidemiologic studies. Considers the relation of epidemiological evidence to risk assessment. Students review and critique a number of published articles.

EH 540 (2) Environmental Hazards I

Fall. Prerequisite: General Chemistry. Integrates aspects of industrial hygiene, environmental management and environmental science by exploring the underlying environmental science common to both environmental and occupational hazard evaluation. Includes units on environmental and industrial contamination, health and safety, and the interaction between industrial and community environments. Class structure includes lecture materials, field trips, and student presentation of case studies. focuses on industrial and occupational hygiene and elements of environmental science.

EH 541 (2) Environmental Hazards II

Spring. Prerequisite: EH 540 or instructor's permission. Integrates aspects of industrial hygiene, environmental management and environmental science by exploring the underlying environmental science common to both environmental and occupational hazard evaluation. Includes units on environmental and industrial contamination, health and safety, and the interaction between industrial and community environments. Class structure includes lecture materials, field trips, and student presentation of case studies. focuses on environmental management and modeling.

EH 542 (2) Radiation Health and Safety

Fall. A survey course that introduces participants to ionizing and non-ionizing radiation. The course provides health professionals with information needed to understand the origin and characteristics of radiation, to protect themselves and others, and to comply with governmental and institutional regulations regarding the use of radioactive materials and radiation-generating equipment. The practical applications of the use of radiation in the diagnosis and treatment of diseases, scientific research, energy production and industrial applications are explored.

EH 546/GH 580 (2) Environmental Microbiology: Control of Food and Waterborne Diseases

Spring. Introduces the major disease-causing microorganisms in the environment and their transmission through water, food, and air. Describes the organisms, pathogenesis, clinical diseases, reservoirs, modes of transmission, and epidemiology. Discusses the transport, survival, and fate of pathogens in the environment and the concept of indicator organisms as surrogates for pathogens and the removal and inactivation of pathogens and indicators by water and wastewater treatment processes. Presents examples of the public health impact of food and waterborne diseases.

EH 547/GH 506 (1) Introduction to Microbial Risk Assessment

Spring. Introductory course risk-assessment methods for infectious diseases, with emphasis on description of microbial infectivity, quantification of microbial concentrations in the environment, description of risk, and exposure in outbreaks. Upon completion of this short introductory course, students will be expected to understand the general approach of microbial risk assessment and acquire skills to work with specialists (microbiologists, epidemiologists, biostatisticians) in a multidisciplinary team to tackle microbial risk assessment problems.

EH 550 (2) Environmental and Occupational Health Practice

Fall. Presents an overview of organizational, legal, and administrative issues in environmental and occupational health practice such as program design in industry, worker's compensation, drug screening, employee assistance programs, and ethical issues.

EH 570 (3) Environmental and Occupational Health Policy

Spring. Introduces administrative and regulatory law principles, specific laws (OSHA, SARA, etc.) pertinent agencies (OSHA, EPA, ATSDR, etc.), and related topics such as risk communication and worker's compensation.

EH 580/BSHE 591M (2) Injury Prevention and Control

Fall. Introduces public health students to basic epidemiologic concepts of injury prevention and control, methods used to study and measure exposure to and risk for injury in the population

and environment, epidemiology of various types of injury, and the public health approach to controlling or eliminating injuries using concepts of engineering, enforcement, and education (environmental and behavior modification).

EH 581 (2) National Security and Public Health

Spring. This course considers public health aspects of preparedness and management of natural and man-made disasters, including tornados, floods, and nuclear accidents, with an emphasis on understanding their complexity and impact. The course is taught using texts, peer-reviewed journal articles, and presentations by top field experts. This course is designed to stimulate understanding and to encourage exchange of ideas regarding lessons learned from the past and the implications for current and future policies and disaster planning.

EH 582/GH 582 (2) Global Climate Change: Health Impacts and Response

Fall. Explores the role of the environment in the transmission of infectious diseases and the emergence of new pathogens. Topics include the basic principles of infectious disease transmission, the influence of climate variation and change on infectious diseases, the impact of deforestation and urbanization on emergence or re-emergence of pathogens, infectious disease outbreaks associated with natural disasters, ecological sanitation, and infectious disease transmission in indoor environments.

EH 583/ENVS 483 (4) Spatial Analysis in Disease Ecology

Spring. This course covers patterns of health and disease in place and time; application of geospatial technologies and methods for epidemiology; analysis of time-space relations; clusters and diffusion of disease; and geographical epidemiology of selected infectious and noninfectious diseases.

EH 584 (2) Built Environment and Public Health

Fall. An interdisciplinary course on the built environment and public health. The United States and other developed, as well as developing countries, are facing increasingly lethal and costly epidemics of acute and chronic diseases related to land use and built environment decisions. While the hazards presented by air and water pollution are well recognized for acute, infectious, and toxicological illnesses, there is only now increasing recognition of the hazards presented by building and community designs that fail to recognize human health. Land use and built environment decisions impact every age group, social and racial minority. These impacts range from the very acute (motor vehicle trauma) to the long term (obesity, cancer, heart disease). Increased attention to the health implications of the built environment has led to the development of innovative solutions, such as mixed use developments and investments in bicycling and pedestrian infrastructure.

EH 586 (2) Advanced Seminar in Climate Change and Health

Spring. Recommended prerequisite: EH 582. This course builds on EH/GH 582, Global Climate Change: Health Impacts and Response, exploring the interaction of methodological and policy issues surrounding the public health effects of climate change. Methodological topics will include advanced modeling issues, epidemiologic methods, bias, remote sensing, issues of measurement error and uncertainty analysis. Meanwhile, policy discussions will emphasize how scientific evidence based on these methods is injected into policy debates. Topics will include issues of scientific consensus, objectivity, uncertainty and the ethics of scientist advocacy. The

course will cover the impact of environmental change on the practice of environmental epidemiology; problems and opportunities in using models to project impacts; the necessity of, and strategies for, interdisciplinary work; strategic concerns in emerging areas of public health practice; challenges deriving policy on issues of great importance and cost; the role of health scientists in determining adaptation funding priorities, technology transfers and global treaties; and applied public health tools, including vulnerability assessments and health impact assessments.

EH 587 (2) Introduction to Satellite Remote Sensing of the Environment and its Applications to Public Health

Spring. This course covers instruction on basic principles behind satellite remote sensing; the terminology and instrumentation of satellite remote sensing and structure of satellite data; solid-surface and atmospheric remote sensing techniques; case studies of applying satellite remote sensing in public health and environmental science; and analysis of the spatial patterns of air pollution using satellite data.

EH 590R (1) Environmental Health Seminar: Initiation and Management of Research Projects under Constrained Conditions

Spring. Students will learn critical aspects of managing research projects in resource-limited environments. Key topics covered include: local permits and ethical clearances, international transport of biological and environmental material, formalizing partnerships, introducing a project to relevant stakeholders, administrative management, recruitment of staff and terms and conditions for staff, staff security, quality assurance systems, and data sharing/authorships among partners. Learning will take place through role plays, student presentations, instructor case presentations, and group problem-solving exercises. One hypothetical project will be used as a case throughout the module. Taught in a short-course format, usually over four days.

EH 591A/EPI 591A (2) Biosafety Principles and Practice for Lab

Fall. An introduction to biosafety, this course emphasizes how general biosafety strategies and practices used in high-containment laboratories minimize risk to the health and safety of laboratory staff. This course provides a general overview of biocontainment, biosecurity concerns, laboratory risk assessments, responding and recovering from laboratory emergencies, and provides students with the opportunity to experience working in a high-containment "mock" laboratory. This course also examines the difference in biosafety practices, biosafety levels, BSCs, and laboratory design.

EH 594 (2) Capstone Seminar: Skills for Environmental Health Professionals

Spring. This course provides a productive, supportive and critical environment for Environmental Health (EH) and Global Environmental Health (GEH) students who are completing a capstone project for their culminating experience. The course prepares them, using their capstone project as a platform, with skills and competencies needed for successful careers in environmental health. Students identify topics of interest, engage with scholars and literature on their topic, and through a series of written, poster and oral presentations, make an original, substantive contribution to the field. Environmental health skills gained during the EH and GEH programs are applied and integrated, including critical thinking on methodological and policy issues surrounding the topical issues presented; effective communication strategies for complex environmental health topics; and applying environmental health theory and principles to practical public health situations and professional practice. Students will critically review each other's written and oral work with an emphasis on methodological understanding, appropriate assessment of applied and research needs posed by the

topic, intended audience, communication skills, and policy concerns. Career development goals will be addressed through a series of sessions focused on developing a compelling portfolio of environmental health activities as a junior environmental health professional.

EH 595 (0) Practicum

A practicum is a unique opportunity for graduate students to integrate and apply practical skills and training learned through course work and prior experiences in a professional public health environment. In some cases students can use a work study, graduate assistantship, or teaching assistant position structured to meet the practicum requirement. A practicum is a significant educational experience that generally requires 200 to 400 clock hours in a public health agency, institution, or community under the supervision of site administrators and the guidance of the student's department, the Office of Applied Public Health, and/or Career Services.

EH 596 (1) Research Design in Environmental Health

Spring. Introduces basic concepts for conducting research in environmental health. The course occurs during the second half of the spring (first year, for most students) and first half of the fall (second year, for most students) semesters. During the spring section of the course, students will have opportunities to identify and/or refine potential thesis or culminating experience project topics. Students will also review: criteria for selection of a project topic, objectivity in science, research design issues, human subjects requirements, and use of the literature. By the end of the spring semester, students will complete a brief plan for next steps in the development of their potential projects. During the fall section of the course, students will have opportunities to develop, refine and apply their analytical and writing skills in the development of their thesis proposal or culminating experience project summary. Students pursuing a thesis will refine research questions, formulate plans for data analysis, and prepare and present their thesis research proposal to departmental faculty for review, comment and approval. Students moving on to the Culminating Experience Seminar will continue planning for next steps in the development of their projects.

EH 597R (VC) Directed Study

Students pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes course work.

EH 599R (VC) Thesis

Students prepare a monograph that embodies original research in environmental or occupational health. This incorporates a proposition that has been successfully evaluated with appropriate statistical techniques and is potentially publishable or has potential public health impact. All students in the EH department will be graded as satisfactory/unsatisfactory on the thesis project.

The following courses are for the Environmental Health Sciences (EHS) Doctoral curriculum. Master's students may enroll based on EH department permission and space availability.

EHS 600R (2) Research Rotation (fall, spring)

EHS 610 (1) Environmental Health Sciences Seminar (fall, spring)

EHS 710 (2) Advanced Laboratory and Field Methods Exposure Science (fall)

EHS 740/IBS 740 (3) Molecular Toxicology

Spring, every other year, even years. Prerequisites: introductory biochemistry, EH 520, EHS student, or instructor's permission. Studies the role of metabolism in the activation or inactivation of toxic chemicals. Topics include bioactivation of chemicals known to produce selective system toxicity, molecular mechanisms of chemical carcinogenesis, DNA damage and repair, mechanisms of cell injury, biomarkers, and evaluation of the role of chemical structure in predicting toxicological hazard.

EHS 747 / EPI 747 (2) Methods in Environmental Epidemiology

Fall. Prerequisites: EPI 530, BIOS 500, BIOS 501; EPI 534 is also preferred, or EHS student or instructor's permission. Explores design and analysis issues specific to occupational and environmental epidemiology. Case studies representative of a variety of exposures, outcomes, and study designs are used to illustrate the application of epidemiological principles to the study of exposures occurring in the workplace and in the general environment.

EHS 750 (2) The Environmental Determinants of Infectious Diseases

Spring. Recommended prerequisite: EH 582 or EHS student. This course takes a global perspective, exploring the diverse environmental phenomena that influence the transmission of infectious diseases. The epidemiological significance of environmental processes are explored, including weather, climate extremes, hydrology, development projects, and land use change. Anthropogenic and zoonotic diseases of global significance are examined with respect to how environmental factors shape their distributions, intensity, environmental fate, transport, and persistence. The specific ecological consequences of climate change, dams, irrigation, agricultural intensification and deforestation are emphasized, and analytical tools for their study presented and critiqued. An optional, one-credit lab component focuses on quantitative methods for modeling coupled with environmental-epidemiological systems.

EHS 760 (2) Advanced Risk Assessment

Spring. Prerequisite: EH 524 or EHS student. Educates and trains students in the processes of risk assessment, risk model selection, and use of toxicology and environmental informational databases to create risk assessment calculations and determinations.

EHS 777R (2) Problem Based Learning in Environmental Health Sciences (fall, spring)**EHS 790R (1) Research Design and Management (fall, spring)****EHS 796R (VC) Research Credits (fall, spring)****EHS 797R (VC) Directed Study (fall, spring)****Courses of Interest Outside Emory**

Students may be interested in taking courses that are not available at Emory through the Atlanta Regional Council for Higher Education (ARCHE) program. Ask your department for more information about the ARCHE program. Examples students in the EH department may be interested in include:

Courses at the Georgia Institute of Technology School of Civil Engineering

CEE6311 (3) Microbial Principles

Microbiological principles with emphasis on microbial nutrition and growth, inhibition and control of growth, biochemical thermodynamics, metabolic pathways, enzyme and microbial kinetics.

CEE6312 (3) Chemical Principles-EnvE

Fundamental principles of chemical equilibria and environmental organic chemistry in dilute aqueous systems with emphasis on chemical speciation and environmental engineering applications.

CEE6313 (3) Fate of Contaminants

Effects of physical, chemical, and biological processes on the fate and transport of contaminants in unsaturated and saturated porous media.

CEE6330 (3) Physicochemical Process

Theory and application of the physical and chemical processes of coagulation, flocculation, sedimentation, softening, filtration, and disinfection in water and wastewater treatment.

CEE6761 (3) Contaminated Sed Geochem

Acquaints students with fate of major pollutants, nutrients, organic compounds, such as pesticides, PAHs, and trace metals in sedimentary systems.

CEE6792 (3) Air Pollution Meteorology

Vertical temperature and wind structure, topographic effects, natural removal processes, atmospheric dispersion of stack effluents, air pollution climatology, meteorological management of air pollution.

CEE6794 (3) Atmos Chem Modeling

Application of modern numerical methods to the prediction of atmospheric chemical and physical compositions; specific applications using computer models developed by the students are included.

The following courses are taught at the undergraduate level:

CE 4100 (3) Environmental Engineering Systems

An introduction to the field of environmental engineering and issues associated with water, air, and land pollution. Includes current topics such as hazardous waste, risk assessment, groundwater contamination, global climate change, ozone depletion, acid deposition, and sustainable technologies.

CE 4110 (2) Water Quality Engineering

Introduction to reclamation of water and wastewater for potable and industrial uses and groundwater remediation. Includes principles of physical, chemical, and biological treatment processes such as coagulation, sedimentation, softening, filtration, secondary biological treatment, and reactor design.

CE 4120 (2) Hazardous Substance Engineering

A senior-level course providing an introduction to the technical aspects of hazardous waste and toxic substance management. Topics include legislation, exposure and risk assessment, procedures for conducting remedial investigation/feasibility studies, waste treatment methods, basics of solute transport, on-site treatment methods, landfill design, waste minimization, and recycle and reuse.

CE 4130 (2) Environmental Engineering Facilities Design

Focuses on design of facilities for water, wastewater, air quality, hazardous waste, and solid waste. Includes supervised design problems and inspection trips.

Courses at the Georgia Institute of Technology College of Architecture, City Planning Program

CP 8823 Environmental Planning and Management

This course exposes students to the role ecological principals may play in urban planning. Students learn about ecological structure and function and the principal technological and design-based tools currently employed in environmental management. The lab component of the course introduces students to a range of spatial analysis and remote sensing techniques.

Department of Epidemiology

www.sph.emory.edu/epi/index.php
Viola Vaccarino, MD, PhD, Chair

The Department of Epidemiology offers courses of study leading to the Master of Public Health (MPH) and the Master of Science in Public Health (MSPH) degrees in epidemiology through the Rollins School of Public Health, and the Doctor of Philosophy (PhD) degree in epidemiology through the Laney Graduate School of Arts and Sciences of Emory University. The programs are designed for individuals with a strong background and interest in mathematics and the sciences. Graduates pursue careers in public health agencies, academic institutions, and in the private sector, including health organizations and industry.

Areas of Research

The department provides outstanding opportunities for education and research. In addition to faculty interest in infectious diseases, environmental health, reproductive health, cancer, chronic and cardiovascular diseases, women's and children's health, nutritional epidemiology, and epidemiologic methods, students can take advantage of the department's close working relationship with the adjacent U.S. Centers for Disease Control and Prevention by participating in collaborative research projects. Those interested in developing skills in cancer epidemiology will find opportunities with the Surveillance, Epidemiology, and End Results (SEER) Program, supported by the National Cancer Institute; the American Cancer Society, whose national headquarters are located in Atlanta; and the Winship Cancer Institute at Emory University. Research opportunities are available in other departments at RSPH, The Carter Center, the Georgia Division of Public Health, the Morehouse School of Medicine, the five large teaching hospitals affiliated with Emory University, and state and local health departments. These resources, as well as others in the clinical and basic science divisions of the Emory University School of Medicine, provide students with a wide range of study and research opportunities.

Areas of Concentration

The department offers required courses that focus on epidemiologic methods and analysis. This specialized knowledge allows students to apply their skills to any research or service area they choose. Students are free to choose, with advisement, electives that will allow informal concentrations in several areas of study, including: cancer, cardiovascular disease, other chronic disease, environmental health, infectious diseases, methods, reproductive health, and women's and children's health.

MPH/MSPH Admission Requirements

Requirements for admission to the MPH and MSPH degree programs in epidemiology include a baccalaureate degree, completion of college-level science and math course work, and the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT). At least one semester of calculus, statistics, and biology are preferred.

Applications are evaluated on the basis of several criteria. The applicant's overall academic performance in his/her undergraduate/graduate programs is considered, with particular attention focused on the applicant's science and math coursework. Previous work experience, letters of recommendation, scores on GRE or equivalent tests (especially quantitative parts), and the applicant's statement of purpose are also taken into account. If your academic transcripts do not document your course work in mathematics, please provide a written summary of the course work and a brief description of the contents of the course. Reference letters should be sent from professors, supervisors, and mentors who have related knowledge and experience with the rigors of graduate study and who can speak to your ability to succeed in the program. Students are only admitted at the start of the fall semester.

PhD Admission and Requirements

Prerequisites for the PhD degree include calculus, a comprehensive science background, including biology and chemistry, and a competitive GRE score. A student entering the PhD program with an MPH/MSPH in epidemiology is required to complete forty-eight credit hours, twenty-four of which must be research. Entering students who do not have a graduate degree in epidemiology are required to take seventy-two credit hours, twenty-four of which must be research. Application information is available online at <http://www.graduateschool.emory.edu/>. Applications and all supporting credentials must be received by December 1 for consideration for admission the following fall. Students are only admitted at the start of the fall semester. Please visit http://www.sph.emory.edu/cms/departments_centers/epi/degree_programs/ for additional information.

Epidemiology MPH/MSPH Program Degree Requirements

Students seeking an MPH are required to complete forty-two semester hours, including a research thesis of publishable quality. The curriculum consists of core courses in public health and graduate courses in epidemiology and biostatistics. The MPH program requires a minimum of three or four semesters of study. The MSPH is a professional degree designed for those students who desire to specialize in epidemiologic methodology. The curriculum consists of core courses in public health and advanced course work in epidemiology and biostatistics. This degree requires forty-eight semester hours and takes a minimum of four semesters of study. Please visit http://www.sph.emory.edu/cms/departments_centers/epi/degree_programs/index.html for more information about degree requirements and course plans.

Thesis

All MPH and MSPH students in the Department of Epidemiology complete a thesis as part of their requirements for graduation. It is a creative effort demonstrating the student's mastery of epidemiologic concepts and should be of a quality that is worthy of publication. The purpose of the thesis is to enable the student to develop skill in performing research in epidemiology and in presenting the results of such a study. Projects may be made available by the epidemiology faculty for student consideration, or students may develop their own project. In both cases, the project must be completed in consultation with the student's faculty thesis adviser. The faculty thesis adviser must approve the project before the project begins and must evaluate and grade the final thesis for graduation.

Required Courses for the MPH Degree in Epidemiology

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
EH 500	Perspectives in Environmental Health	2
HPM 500	Introduction to the U.S. Health Care System	2
GH 500	Critical Issues in Global Health	2
Total Required Core Hours		8
EPI 530	Epidemiologic Methods I with lab	4
EPI 533	Programming in SAS	1
EPI 534	Epidemiologic Methods II with lab	3
BIOS 500	Statistical Methods I with lab	4
BIOS 591P	Statistical Methods II with lab	3
EPI 591U	Application of Epidemiologic Concepts with lab	3
EPI 595R	Practicum	0
EPI 599R	Thesis	4
EPI 740	Epidemiologic Modeling	3
Electives		9
Total for MPH degree in epidemiology		42

Required Courses for the MSPH Degree in Epidemiology

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
GH 500	Critical Issues in Global Health	2
EHS 747	Advanced Environmental Epidemiology	2
HPM 500	Introduction to the U.S. Health Care System	2
Total Required Core Hours		8
EPI 530	Epidemiologic Methods I with lab	4
EPI 533	Programming in SAS	1
EPI 534	Epidemiologic Methods II with lab	3
EPI 591U	Applications of Epidemiologic Concepts	3
EPI 538	Advanced Epidemiologic Methods I	2
EPI 595R	Practicum	0
EPI 599R	Thesis	4
EPI 740	Epidemiologic Modeling	3
EPI 750	Analysis of Longitudinal Data	3
BIOS 500	Statistical Methods I with lab	4
BIOS 591P	Statistical Methods II with lab	3
Electives		10
Total for MSPH degree in epidemiology:		48

Interdepartmental Programs

The Department of Epidemiology offers two interdepartmental programs. A joint MSPH degree is offered in **Environmental and Occupational Health and Epidemiology (EH-EPI)**. It also offers a joint MPH or MSPH degree in **Global Epidemiology** with the Hubert Department of Global Health.

For more information and specific course work, please refer to the Interdepartmental Programs section.

Faculty

Harland D. Austin, Professor. BA, State University of New York-Stony Brook, 1973; MS, 1976; DSc, Harvard University, 1983. Quantitative methods, cancer epidemiology.

Ruth L. Berkelman, Rollins Professor. AB, Princeton University, 1973; MD, Harvard Medical School, 1977. Infectious diseases, emerging infections, surveillance.

John R. Boring III, Professor. BS, University of Florida, 1953; MS, 1955; PhD, 1961. Infectious disease epidemiology, molecular microbiology.

Robert M. Bostick, Professor and Georgia Cancer Coalition Distinguished Scientist. BS, Wolford College, 1973; MD, Medical University of South Carolina, 1976; Family Medicine, 1976-79; MPH, University of Minnesota, 1990. Cancer epidemiology, etiology and primary prevention of colon and prostate cancer, use of biomarkers of risk and molecular epidemiologic methods in observational studies and chemo-prevention trials.

John Carter, Research Assistant Professor. BA, University of Virginia, 1963; PhD, Rice University, 1968; MPH, Emory University, 1991. Perinatal epidemiology, nutrition, cancer.

James W. Curran, Professor and Dean. BS, University of Notre Dame, 1966; MD, University of Michigan, 1970; MPH, Harvard University, 1974. AIDS, emerging infectious diseases.

Lyndey Darrow, Research Assistant Professor. BA, Stanford University, 2000; PhD, Emory University, 2008.

Carolyn D. Drews-Botsch, Associate Professor. BA, University of California-San Diego, 1981; MPH, University of California-Los Angeles, 1983; PhD, 1988. Reproductive and ophthalmic epidemiology, methods.

W. Dana Flanders, Professor. BS, University of Vermont, 1972; MA, Columbia University, 1974; MD, University of Vermont, 1977; MPH, Harvard University, 1979; DSc, 1982. Quantitative epidemiology, methods.

Julie A. Gazmararian, Associate Professor. MPH, University of South Carolina, 1985; PhD, University of Michigan, 1992. Health outcomes, childhood obesity, underserved populations, health literacy, maternal and child health, domestic violence.

Michael Goodman, Associate Professor. MD, Kaumas Medical Academy (Lithuania), 1984; MPH, Johns Hopkins University, 1995. Cancer epidemiology; prostate cancer, breast cancer, lung cancer, respiratory and neurobehavioral outcomes in children.

Abhinav Goyal, Rollins Assistant Professor. BS, Northwestern University, 1996; MHS, Duke University, 2006; MD, Northwestern University, 1999. Coronary heart disease, stroke, and diabetes mellitus in developing countries, preventive and metabolic cardiology, hyperglycemia in patients with acute coronary syndromes.

Carol J.R. Hogue, Professor and Jules and Uldeem Terry Professor of Maternal and Child Health. AB, William Jewell College, 1966; MPH, University of North Carolina, 1971; PhD, 1973. Women's and children's health epidemiology.

Penelope P. Howards, Assistant Professor. BA, Dartmouth College, 1990; MS, Penn State University, 1994; PhD, University of North Carolina at Chapel Hill, 2004. Reproductive Health.

Sean Kaufman, Senior Associate. BS, San Diego State University, 1996; MPH, 1999. Public health preparedness.

David G. Kleinbaum, Professor. AB, Hamilton College, 1962; AM, University of Rochester, 1964; PhD, University of North Carolina, 1970. Quantitative epidemiology, methods.

Michael Kramer, Assistant Professor. BA, Earlham College, 1991; MMSc, Emory, 1997; MS, Alderson-Broaddus College, 2004; PhD, Emory, 2009. Maternal and child health, social and spatial epidemiology.

Jonathan M. Liff, Associate Professor. BA, University of Chicago, 1973; MS, University of Illinois, 1979; PhD, University of Washington, 1985. Cancer epidemiology and surveillance.

Michele Marcus, Professor. BS, Brooklyn College, 1974; MPH, 1981; PhD, Columbia University, 1986. Reproductive, environmental, neuroepidemiology.

William M. McClellan, Professor. MD, University of Alabama, 1972; MPH, Emory University, 1992. Chronic disease, cardiovascular disease.

John E. McGowan Jr., Professor. BMS, Dartmouth Medical School, 1965; MD, Harvard University, 1967. Infectious disease epidemiology.

Pamela J. Mink, Assistant Professor. BA, Williams College, 1985; MPH, University of Minnesota, 1995; PhD, 1999. Cancer epidemiology, role of menopausal hormone therapy, exercise, diet, and obesity in morbidity and mortality among women.

Godfrey P. Oakley Jr., Research Professor. MD, Bowman Gray School of Medicine, 1965; MSPM, University of Washington, 1972. Pediatric and perinatal epidemiology, with emphasis on birth defects, developmental disabilities, genetics.

Bradley Pearce, Research Associate Professor. BS, Florida State University, 1985; PhD, University of Miami, 1990.

Anne C. Spaulding, Assistant Professor. ScB, Brown University, 1984; MD, Medical College of Virginia, 1989; MPH, Johns Hopkins University, 2005. Infectious and chronic disease epidemiology in correctional and drug-using populations.

Kevin Sullivan, Research Associate Professor. BS, Franklin University, 1981; MHA, Ohio State University, 1983; MPH, University of Michigan, 1984; PhD, 1990. Nutritional epidemiology, survey methods, epidemiologic computing.

Patrick Sullivan, Associate Professor. BS, Emory University, 1988; DVM, University of Tennessee, 1992; PhD, University of Tennessee, 1994. Infectious disease, surveillance, animal models for infectious diseases, zoonotic diseases, HIV vaccine development.

Yan V. Sun, Assistant Research Scientist. BS, Peking University, 1996; PhD, Wayne State University, 2001; MS, 2003. Human genetics.

Laura Viola Vaccarino, Professor and Chair. MD, Milan University Medical School, Italy, 1984; PhD, Yale University School of Medicine, 1994. Cardiovascular disease epidemiology.

Kevin Ward, Assistant Research Professor. BIE, Georgia Institute of Technology, 1993; MPH, Emory University, 1998; PhD, 2008.

John L. Young Jr., Research Professor and Director, Georgia Center for Cancer Statistics. BA, Baylor University, 1963; MPH, University of North Carolina, 1963; DrPH, 1974. Cancer surveillance and control.

Jointly Appointed Faculty

Susan A. Allen, Professor. MD, Duke, 1984. MPH, UC Berkeley, 1995; BS, Duke 1980. HIV/AIDS, infectious disease, sexual behavior. Emory University School of Medicine.

Isaac Ashkerazi, Professor. MD, Hebrew University, 1982; MSc, Tel Aviv University, 1992. International expert in crisis management and leadership.

Henry M. Blumberg, Associate Professor. BA, Washington University, 1979; MD, Vanderbilt University, 1983. Infectious disease epidemiology. Emory University School of Medicine.

Phillip Brachman, Professor. BS, University of Wisconsin, 1950; MD, 1953. Epidemiology, public health surveillance, preventive medicine, infectious diseases, hospital infections. Department of Global Health.

- Otis W. Brawley**, Professor. BS, University of Chicago, 1981; MD, 1985. Screening, prevention and treatment of hormonal cancer, inclusion of minorities in clinical trials, state-of-art health care to the socioeconomically disadvantaged. American Cancer Society.
- Amy Y. Chen**, Associate Professor. BA, University of Texas-Austin, 1988; MPH, University of Texas-Houston, 1999; MD, Johns Hopkins University, 1992. Cancer epidemiology, outcomes, health literacy, and compliance. Atlanta Veterans Affairs Medical Center and Emory University School of Medicine.
- Matthew Corriere**, Assistant Professor. MD, Mercer University, 1999; MS, Wake Forest University, 2008. Evaluating the epidemiology and treatment outcomes in patients with cardiovascular disease and venous thromboembolism.
- Carlos Del Rio**, Hubert Professor and Chair. MD, Universidad La Salle, Mexico, 1983. AIDS research and human retroviruses. Department of Global Health.
- Cristina Drenkard**, Assistant Professor. MD, Universidad Nacional de Rosario, Argentina, 1981; PhD, Universidad Nacional de Córdoba, Argentina, 2002. Emory University School of Medicine.
- John William Eley**, Associate Professor. BA, Emory University, 1979; MD, 1983; MPH, 1990. Cancer epidemiology and control. Emory University School of Medicine.
- Robert P. Gaynes**, Associate Professor. BS, University of Illinois, 1975; MD, University of Chicago, 1979. U.S. Centers for Disease Control and Prevention.
- Ellen L. Idler**, Professor. BA, College of Wooster, 1974; MA, Rutgers University, 1976; PhD, Yale University, 1985. Department of Sociology, Emory College.
- Theodore Johnson**, Associate Professor. AB, 1985, Brown University; MD, 1990, Northwestern University; MPH, 1997, University of North Carolina. Director of the Division of Geriatric Medicine and Gerontology; Department of Medicine, Emory University School of Medicine.
- Joseph M. Kinakade Jr.**, Professor. AB, Princeton University, 1959; PhD, University of California-Berkeley, 1966. Chronic disease, biomarkers, molecular epidemiology. Emory University School of Medicine.
- Uriel Kitron**, Professor. BSc, Hebrew University, 1975; PhD, University of California, 1981; MPH, University of Michigan, 1982. Department of Environmental Studies, Emory College.
- Mitchel Klein**, Research Assistant Professor. BA, State University of New York, 1979; MA, Indiana University, 1986; PhD, Emory University, 1998. Department of Environmental Health.
- Keith P. Klugman**, William H. Foeger Chair and Professor. MBBCh, PhD, University of the Witwatersrand (Johannesburg), 1981; DTMH, 1985; FRCPath, London, 1991; FRSSAfr (South Africa), 1996. Department of Global Health.
- Jeffrey P. Koplan**, Professor. BA, Yale University, 1966; MD, New York University, 1970; MPH, Harvard University, 1978. Public health, disease prevention, health promotion, decision analysis, health services research. Emory University School of Medicine.
- Juan S. Leon**, Assistant Professor. BA, Dartmouth College, 1996; MPH/PhD, Northwestern University, 2003. Department of Global Health.
- Karen Levy**, Assistant Professor. BA, Stanford University, 1995; MSc, University of California-Berkeley 2002; MPH, 2006; PhD, 2007. Department of Environmental Health.
- S. Sam Lim**, Assistant Professor. BA, Duke University; MD, State University of New York at Brooklyn. Outcomes and epidemiology of systemic lupus erythematosus. Emory University School of Medicine.
- Michael Lindsay**, Assistant Professor. BS, Morehouse College, 1975; MD, Yale University, 1979; MPH, Emory University, 1991. Obstetrics and gynecology. Emory University School of Medicine.
- Scott J. N. McNabb**, Visiting Professor. BS, University of Oklahoma, 1972; MS, 1979; PhD, 1986. U.S. Centers for Disease Control and Prevention.
- Ann C. Mertens**, Professor. BS, St. Louis University; MS, University of Minnesota; PhD, University of Minnesota. Pediatric hematology and oncology. Emory University School of Medicine.
- Christine L. Moe**, Professor. BA, Swarthmore College, 1979; MS, University of North Carolina, 1984; PhD, 1989. Infectious disease, environmental transmission of infectious agents; food-borne and waterborne disease. Department of Global Health.
- K. M. Venkat Narayan**, Professor. MBBS, St. Johns Medical College, 1980; MSc, University of Edinburgh, 1987; MPPHM, Royal College of Physicians, 1988; MBA, Herriot Watt University, 1995. Department of Global Health.
- Saad Omer**, Assistant Professor. MBBS (MD), Aga Khan University, 1998; MPH, Johns Hopkins University, 2003; PhD, 2007. HIV, infectious disease, vaccines. Department of Global Health.
- Matthew Oster**, Senior Associate Professor. BS, Vanderbilt University, 1999; MD, University of Pennsylvania, 2004; Cardiovascular disease.
- Ruth Parker**, Professor. BS, Davidson College, 1977; MD, University of North Carolina, 1981. Emory University School of Medicine.
- Stephen R. Pitts**, Associate Professor. BA, University of Texas at Austin, 1975; MD, Southwestern Medical School, 1979; MPH, Emory University, 1992. Emory University School of Medicine.
- Roger Rochat**, Research Professor. BA, University of Rochester, 1962; MD, University of Washington, 1966. Women's and children's health. Department of Global Health.
- David Sheps**, Professor. MD, University of North Carolina, 1969. Cardiology, epidemiology, and nuclear cardiology.
- Stephanie L. Sherman**, Professor. BS, North Carolina State University, 1971; PhD, Indiana University, 1981. Genetics, birth defects. Emory University School of Medicine.
- N. Kyle Steenland**, Professor. BA, Stanford University, 1968; MA, State University of New York-Buffalo, 1971; PhD, 1974; MS, University of Pennsylvania, 1981; PhD, 1985; MS, University of Cincinnati, 1989. Occupational epidemiology, cancer epidemiology. Department of Environmental and Occupational Health.
- Aryeh Stein**, Associate Professor. BSc, Queen Elizabeth College, 1984; MPH, Columbia University, 1989; PhD, 1992. Nutrition, cardiovascular disease epidemiology, chronic disease. Department of Global Health.
- David S. Stephens**, Professor. BS, The Citadel, 1970; MD, Bowman Gray University, 1974. Microbiology, immunology. Emory University School of Medicine.
- Barbara Stoll**, Professor. BA, Barnard College; MD, Yale University. Emory University School of Medicine.
- Matthew Strickland**, Assistant Professor. BA, Case Western Reserve University, 2000; MA, 2000; MPH, Ohio State University, 2002; PhD, Emory University, 2007. Birth defects, environmental exposures. Department of Environmental Health.
- Nancy Thompson**, Associate Professor. BA, Emory University, 1971; MPH, 1977; PhD, Georgia State University, 1988. Behavioral epidemiology. Department of Behavioral Sciences and Health Education.
- Paige Tolbert**, Associate Professor. BA, Harvard University, 1979; MSPH, University of North Carolina, 1986; PhD, 1989. Department of Environmental Health.
- Emir Veladar**, Assistant Professor. MS, Institute for Economics, Belgrade, Serbia, 1985; PhD, 1990, University of Mostar. Division of Cardiology of the Emory University School of Medicine.
- Monnie Wasse**, Assistant Professor. MPH, University of Washington, 1993; MD, 1997. Hemodialysis vascular access.
- Peter W. Wilson**, Professor. BS, Yale University, 1970; MD, University of Texas Medical School at San Antonio, 1974. Emory University School of Medicine.

Adjunct Faculty

Fred Angulo, Adjunct Assistant Professor. BS, University of San Francisco, 1978; MS, 1979; DVM, University of California-Davis, 1984; MPVM, 1984; PhD, University of California-Los Angeles, 1994. Centers for Disease Control and Prevention.

Kathryn E. Arnold, Adjunct Assistant Professor. BS, Duke University, 1981; MD, Case Western Reserve University, 1985. Georgia Department of Human Resources, Division of Public Health.

Robert J. Berry, Adjunct Professor. BS, University of Utah, 1968; MPHTM, Tulane, 1977; MD, Cornell, 1973. Centers for Disease Control and Prevention.

Dan Blumenthal, Adjunct Professor. BS, Oberlin College, 1964; MD, University of Chicago, 1968; MPH, Emory University, 1986. Morehouse School of Medicine.

Carolyn B. Bridges, Adjunct Assistant Professor. BA, College of Idaho, 1987; MD, University of Washington, 1991. U.S. Centers for Disease Control and Prevention.



James W. Buehler, Research Professor. BA, University of California-Berkeley, 1973; MD, University of California-San Francisco, 1977. Improving public health surveillance, infectious diseases, application of epidemiology to public health practice.

Peter Campbell, Adjunct Assistant Professor. BPE, University of New Brunswick, 1997; MSc, York University, 2000; PhD, University of Toronto, 2006. Cancer research.

Michael Cannon, Adjunct Assistant Professor. BS, Brigham Young University, 1993; MS, University of Washington, 1996; PhD, Emory University, 2000. Centers for Disease Control and Prevention.

Peter Cegielski, Adjunct Assistant Professor. BA, Harvard University, 1979; MD, University of California at San Diego, 1984; MPH, University of North Carolina at Chapel Hill, 1995. Infectious Diseases and International Health.

Martin S. Cetron, Adjunct Assistant Professor. AB, Dartmouth College, 1981; MD, Tufts University, 1985. Centers for Disease Control and Prevention.

Robert Chen, Adjunct Professor. BS, University of Illinois, 1977; MA, University of Chicago, 1980; MD, 1982. Centers for Disease Control and Prevention.

Rohit Chitale, Adjunct Assistant Professor. BA, University of Maryland, 1993; MPH, University of California, 1996; PhD, Johns Hopkins University, 2006. Infectious diseases with emphasis on clinical and international trials.

Kira Christian, Adjunct Assistant Professor. BA, Michigan State University, 1996; MPH, University of Illinois at Chicago, 2001; DVM, Michigan State University, 2005. Global health, epidemiology.

Ralph Coates, Adjunct Professor. BA, Harvard University, 1971; MS, University of Wisconsin, Madison, 1973; PhD, University of Washington, 1986. U.S. Centers for Disease Control and Prevention.

Susan Cookson, Adjunct Associate Professor. BS, Duke University, 1975; MD, University of North Carolina at Chapel Hill, 1985; MPH, Emory University, 2003. Centers for Disease Control and Prevention.

Adolfo Correa, Adjunct Professor. BS, San Diego State University, 1969; MS, University of California-San Diego, 1970; MD, 1974; MPH, Johns Hopkins University, 1981; PhD, 1987. Centers for Disease Control and Prevention.

Steve Coughlin, Adjunct Associate Professor. BS, University of Nevada, 1978; MPH, University of Nevada, 1984; PhD, Johns Hopkins University, 1987. Centers for Disease Control and Prevention.

Cham Dallas, Adjunct Professor. BA, University of Texas at Austin, 1975; MS, University of Texas School of Public Health, 1982; PhD, 1984. University of Georgia.

Andrew Dannenberg, Adjunct Professor. AB, Swarthmore College, 1974; MD, Stanford University, 1979; MPH, Johns Hopkins University, 1983. U.S. Centers for Disease Control and Prevention.

Robert L. Davis, Adjunct Professor. BA, Bennington College, 1979; MD, University of California at San Diego; MPH, University of Washington, 1993. Kaiser Permanente of Georgia.

Nicole Dowling, Adjunct Assistant Professor. AB, Harvard, 1988; PhD, Emory University, 2001. Centers for Disease Control and Prevention.

Jonathan Edwards, Adjunct Instructor. BS, University of Kentucky, 1986; MS, 1988. U.S. Centers for Disease Control and Prevention.

Stephen J. Fortunato, Adjunct Professor. BS, University of Notre Dame, 1973; MD, University of Cincinnati, 1980. Perinatal Research Center, The Women's Health Research and Education Foundation.

Susan Gapstur, Adjunct Professor. BS, University of Wisconsin, La Crosse, 1983; MPH, University of Minnesota School of Public Health, 1989; PhD, 1993. American Cancer Society.

Mia Gaudent, Adjunct Assistant Professor. MSPH, University of North Carolina, 2001; PhD, University of North Carolina, 2005. American Cancer Society.

- Karen Glanz**, Professor and Georgia Cancer Coalition Distinguished Research Scholar. BA, University of Michigan, 1974; MPH, 1977; PhD, 1979. University of Pennsylvania.
- Richard A. Goodman**, Adjunct Associate Professor. BA, University of Wisconsin, 1971; MD, University of Michigan, 1975; MPH, University of California at Los Angeles, 1983. U.S. Centers for Disease Control and Prevention.
- L. Hannah Gould**, Adjunct Professor. BS, University of Texas, 1996; MS, University of California, 2000; PhD, Yale University, 2005. Centers for Disease Control and Prevention.
- Jodie L. Guest**, Adjunct Associate Professor. BA, Baylor University, 1990; MPH, Emory University, 1992; PhD, 1999. Atlanta Veterans Affairs Medical Center.
- Marta Gwinn**, Adjunct Associate Professor. BA, University of Louisville, 1977; MD, Vanderbilt University, 1981; MPH, University of North Carolina at Chapel Hill, 1988. Public health genomics.
- Susan Hillis**, Adjunct Assistant Professor. BSN, University of North Carolina, 1976; MSN, 1980; PhD, 1991.
- Alan R. Hinman**, Adjunct Professor. BA, Cornell University, 1957; MD, Case Western Reserve University, 1961; MPH, Harvard University, 1969. Public Health Informatics Institute; Task Force for Child Survival and Development.
- Yuling Hong**, Adjunct Professor. BM, Shanghai Medical University, China, 1987; MS, Erasmus University, Rotterdam, Holland, 1993; PhD, Karolinska Institute, Stockholm, Sweden, 1997. U.S. Centers for Disease Control and Prevention.
- John M. Horan**, Adjunct Professor. BA, College of the Holy Cross, 1970; MD, State University of New York, Upstate Medical Center, 1974; MPH, Johns Hopkins University, 1984. Georgia Department of Human Resources.
- Teresa Horan**, Adjunct Instructor. BS, California Polytechnic State University, 1979; MPH, Johns Hopkins University, 1984. U.S. Centers for Disease Control and Prevention.
- Dale J. Hu Jr.**, Adjunct Associate Professor. BA, Stanford University, 1983; MD, University of California at San Diego, 1987; MPH, Johns Hopkins University, 1989. U.S. Centers for Disease Control and Prevention.
- Kashef Ijaz**, Adjunct Associate Professor. MIBBS, King Edward Medical College, University of Punjab (India), 1989; MPH, University of Oklahoma, 1993. U.S. Centers for Disease Control and Prevention.
- Eric Jacobs**, Adjunct Associate Professor. BA, University of Chicago, 1989; MS/PhD, University of Washington, 1993. Colorectal cancer and the potential effects of nutritional supplements and common medications such as aspirin and cholesterol-lowering drugs, on the risk of developing cancers.
- Asim Jani**, Adjunct Assistant Professor. BA, University of South Florida, 1983; MD, 1987; MPH, 2001. U.S. Centers for Disease Control and Prevention.
- Almehdin Jamal**, Adjunct Assistant Professor. DVM, Addis Ababa University, 1986; MS, Louisiana State University, 1993; PhD, 1997. American Cancer Society.
- Gamara Jones**, Adjunct Associate Professor. BA, Wellesley College, 1976; MD, Stanford University, 1981; MPH, Johns Hopkins University, 1982; PhD, 1995. Health disparities.
- Charlotte K. Kent**, Adjunct Assistant Professor. BA, Amherst College, 1980; MPH, University of California at Berkeley, 1988; PhD, 2006. U.S. Centers for Disease Control and Prevention.
- Ali Shan Khan**, Adjunct Professor. BS, City University of New York, 1983; MD, State University of New York, 1987. U.S. Centers for Disease Control and Prevention.
- Muin J. Khoury**, Adjunct Professor. BS, American University of Beirut, 1975; MD, 1979; PhD, Johns Hopkins University, 1985. U.S. Centers for Disease Control and Prevention.

- Denise Koo**, Adjunct Professor. BA, Harvard University, 1984; MPH, University of California at Berkeley, 1988; MD, University of California at San Francisco, 1989. Centers for Disease Control and Prevention.
- Darwin Labarthe**, Adjunct Professor. AB, Princeton University, 1961; MD, Columbia University, 1965; MPH, University of California at Berkeley, 1967; PhD, 1974. Centers for Disease Control and Prevention.
- Benjamin Lopman**, Adjunct Assistant Professor. BA, University of Florida, 1999; MS, London School of Hygiene and Tropical Medicine, 2000; PhD, Open University/Health Protection Agency, 2004. Epidemiology, including mathematical modeling of diarrheal diseases in developed and developing countries.
- Michael Lynch**, Adjunct Assistant Professor. BS, Georgetown, 1985; MD, Tufts, 1989; MPH, Harvard, 2000.
- Mildred Maisonet**, Adjunct Assistant Professor. BS, University of Puerto Rico, 1987; MS, University of Puerto Rico, 1991; PhD, Johns Hopkins University, 2001. Centers for Disease Control and Prevention.
- Marjorie L. McCullough**, Adjunct Associate Professor. BS, Michigan State University, 1983; MS, MGH Institute of Health Professions, 1986; ScD, Harvard University, 1999. American Cancer Society.
- S. Muazzam Nasrullah**, Adjunct Assistant Professor. BS, University of the Punjab (Pakistan), 1998; MS, Karolinska Institute (Sweden), 2004. Epidemiology, women and child health, health inequities, gender-based violence, HIV/AIDS, surveillance systems.
- Alpa V. Patel**, Adjunct Assistant Professor. BS, University of Florida, 1996; MPH, Emory University, 1997; PhD, University of Southern California, 2003. American Cancer Society.
- Richard Rothenberg**, Adjunct Professor. BA, Columbia University, 1962; MD, Harvard University, 1966; MPH, 1973. Georgia State University Public Health Institute.
- Alexander K. Rowe**, Adjunct Assistant Professor; BS, Cornell University, 1987; MD, 1992; MPH, Emory University, 1997. Centers for Disease Control and Prevention.
- Elaine Scallan**, Adjunct Assistant Professor. BA, National University of Ireland, 1995; MA, National University of Ireland, 1997; PhD, University College of Dublin, 2004. Centers for Disease Control and Prevention.
- Myron G. Schultz**, Adjunct Professor. DVM, New York State College, 1958; MD, Albany Medical College, 1962; DCMT, London University, 1967. U.S. Centers for Disease Control and Prevention.
- Salaam Semaan**, Adjunct Associate Professor. BS, American University of Beirut, Lebanon, 1980; MPH, 1982; MD, Johns Hopkins University, 1990. U.S. Centers for Disease Control and Prevention.
- David Shay**, Adjunct Associate Professor. BA, Duke University, 1984; MD, University of Cincinnati, 1989; MPH, University of Washington, 1997. Centers for Disease Control and Prevention.
- Hylan ShooB**, Adjunct Assistant Professor. BA, Emory University, 1991; BS, Augusta State University, 1993; MSPH, University of South Carolina, 1996; PhD, 1999. Centers for Disease Control and Prevention.
- Jacek Skarbinski**, Adjunct Assistant Professor. BA, Cornell University, 1997; MD, Stanford University, 2001. Clinical infectious diseases.
- Robert A. Smith**, Adjunct Professor. BA, University of Georgia, 1973; MA, 1975; PhD, State University of New York-Stony Brook, 1984. American Cancer Society.

- Jeremy Sobel, Adjunct Assistant Professor. BA, Cornell University, 1987; MD, 1995; MPH, Emory University, 1998. U.S. Centers for Disease Control and Prevention.
- J. Michael Soucie, Adjunct Assistant Professor. BS, Ohio State University, 1971; BMedS, Emory University, 1980; MPH, 1988; PhD, 1994. U.S. Centers for Disease Control and Prevention.
- Shaoyong Su, Research Assistant Professor. BS, Beijing Normal University, 2000; PhD, Peking Union Medical College and Chinese Academy of Medical Sciences, 2005. Genetic epidemiology of cardiovascular disease.
- David Swerdlow, Clinical Assistant Professor. BA, University of California, 1981; MD, Harvard University, 1986. U.S. disease surveillance, infectious diseases. U.S. Centers for Disease Control and Prevention.
- Fred C. Tenover, Adjunct Professor. BS, University of Dayton, 1976; MS, PhD, University of Rochester, 1980. Cepheid Inc.
- Stephen B. Thacker, Adjunct Associate Professor. BA, Princeton University, 1969; MD, Mt. Sinai, 1977; MSc, London School of Hygiene and Tropical Medicine, 1984. U.S. Centers for Disease Control and Prevention.
- Michael J. Thun, Adjunct Professor. BA, Harvard University, 1964; MD, University of Pennsylvania, 1975; MS, Harvard University, 1983. American Cancer Society.
- Kathleen E. Toomey, Adjunct Associate Professor. AB, Smith College, 1973; MPH, Harvard University, 1979; MD, 1979. U.S. Centers for Disease Control and Prevention.
- Andrew A. Vernon, Adjunct Professor. AB, Harvard University, 1971; MD, 1975; MHS, Johns Hopkins University, 1987. U.S. Centers for Disease Control and Prevention.
- Andrew Voetsch, Adjunct Assistant Professor. BA, Emory University, 1993; MPH, 1995; PhD, University of North Carolina, 2005. Centers for Disease Control and Prevention.
- Suma Vupputuri, Adjunct Assistant Professor. BSc, McGill University, 1994; MPH, Tulane University, 1996; PhD, 2001. Kaiser Permanente, Georgia.
- Elizabeth Ward, Adjunct Professor. BA, State University of New York at Buffalo, 1973; MS, University of Pennsylvania, 1982; PhD, University of Pennsylvania, 1983. American Cancer Society.
- Verna Welch, Adjunct Associate Professor. BS, Clark Atlanta University, 1992; MPH, Emory University, 1995; PhD, University of North Carolina at Chapel Hill, 1998. Pfizer Inc.
- Bryan Williams, Adjunct Associate Professor. BS, Virginia Polytechnic Institute, 1988; MS, 1990; PhD, Pennsylvania State University, 1992. Infant mortality.
- Ian T. Williams, Adjunct Professor, BA, College of William and Mary, 1986; MS, Ohio State University, 1988; PhD, Johns Hopkins University, 1994. Centers for Disease Control and Prevention.
- Sharce Williams, Adjunct Assistant Professor. BA, Emory University, 1985; MSc, Georgia State University, 1988; MS, Pennsylvania University, 1989; PhD, 1993.
- Carla A. Winston, Adjunct Assistant Professor. BA and MA, Stanford University, 1994; PhD, Emory University, 2003. Centers for Disease Control and Prevention.

Epidemiology Course Descriptions

EPI 504 (2) Fundamentals of Epidemiology

Spring. Prerequisite: college algebra. Non-EPI students only. Emphasizes the underlying concepts of the epidemiological approach, stressing study design. Discusses the calculation and interpretation of measures of frequency, association, and public health impact. Discusses sources of study error including the influence of chance, bias, confounding, and effect modification. Introduces basic concepts of standardizing rates, surveillance, and screening.

EPI 515 (3) Introduction to Public Health Surveillance

Spring. Prerequisite: EPI 504 or EPI 530. Teaches the basic principles of public health surveillance, including the establishment of a public health surveillance program, the collation and analysis of data, and the preparation and distribution of a report. Helps students to recognize the importance of a direct association between a public health surveillance program and public health action. Helps students become familiar with the use of computers in public health surveillance, with public health surveillance systems conducted in developed, as well as developing countries, and with public health surveillance programs as applied to all public health problems involving either infectious or noninfectious diseases. Cross-listed with GH 515.

EPI 516 (2) Translating Epidemiology for Decision Making: Issues in Women's Health

Fall. Prerequisite: EPI 504 or EPI 530; BIOS 500. Presents issues in women's health that are a biological function of being female, but not pathologies of reproduction. These include cardiovascular disease, osteoporosis, and breast and cervical cancer. Addresses health problems related to the physiological and psychological aspects of being female. These include depression, premenstrual syndrome, addictive behavior, and violence perpetrated by and against women.

EPI 530 (4) Epidemiologic Methods I with Lab

Fall. Prerequisite/concurrent: BIOS 500. Required for epidemiology majors. Emphasizes the concepts and premises of the science of epidemiology. Stresses methods of hypothesis formulation and evaluation. Introduces techniques for quantifying the amount of disease (or other health indicator) in populations, followed by discussion of epidemiologic study designs useful for identifying etiologic factors and other relevant correlates of disease. Students gain facility with the calculation of basic epidemiologic measures of frequency, association, and impact. The concepts of random variability, bias, and effect modification are examined in detail. The use of stratified analysis, including Mantel-Haenszel techniques, is explored. Inferences from study results are discussed. Students are required to analyze and critique studies from the current medical and scientific literature.

EPI 533 (1) Programming in SAS

Fall. Permission only. Required for epidemiology majors. This is an applied computer analytic course utilizing a database to cover univariate analysis—frequencies, cross-tabs, stratification, and multivariate analysis, logistic regression.

EPI 534 (3) Epidemiologic Methods II with Lab

Spring. Prerequisites: EPI 530, BIOS 500, and BIOS 501 (BIOS 501 may be taken concurrently). Required for epidemiology majors. Emphasizes the statistical foundations of epidemiological

methods. The concepts of matching, confounding, effect modification, and interaction are further developed. Presents modeling techniques for epidemiological data analysis, including logistic regression for matched and unmatched studies. Examines some survival analysis methods. Statistical packages such as SAS are used.

EPI 535 (2) Epidemiology in Public Health Practice

Spring. Prerequisite: EPI 530. Uses a series of case studies to teach the principles and practice of epidemiology, ranging from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. Focuses on the use of sound epidemiological judgment. Cross-listed with GH 535.

EPI 536 (2) Applied Data Analysis

Fall. Prerequisites: EPI 504 or EPI 530, BIOS 500. This is an applied computer analytic course covering frequencies, cross-tabs, stratified analysis, and logistic regression. Global health students only.

EPI 537 (2) Epidemiology of Chronic Disease

Fall. Prerequisite: EPI 530. Emphasizes the distribution and determinants of chronic disease within the population. Research design and analysis are not the primary focus of the course, but methodological issues are considered when pertinent to the interpretation of findings.

EPI 538/738 (2) Advanced Epidemiologic Methods I

Spring. Prerequisites: EPI 530, EPI 534, BIOS 500, BIOS 501 (EPI 534 and BIOS 501 may be taken concurrently). Covers a wide variety of topics in epidemiological methodology. Topics include basic epidemiological measures, confounding, misclassification, selection bias, types of case-control studies, Berkson's bias, matching, and estimation of epidemiological parameters.

EPI 540 (2) Case Studies in Infectious Disease

Fall. Prerequisites/concurrent: EPI 504 or EPI 530 and BIOS 500 or permission of instructor. Provides training in the investigation, control, and prevention of infectious diseases by both descriptive and analytic epidemiological techniques. Students work with infectious diseases of national and international interest. Cross-listed with GH 517.

EPI 541 (2) Hospital/Healthcare Epidemiology

Spring. Prerequisites/concurrent: EPI 505 or EPI 530 and BIOS 500. This course provides training in the investigation, control, and prevention of hospital-acquired infectious diseases and other hospital events by the use of appropriate epidemiologic techniques, both descriptive and analytic.

EPI 542 (1) Tuberculosis: A Re-emerging Health Problem

Spring. Prerequisite: EPI 504 or EPI 530. Provides training in the domestic and international public health aspects of tuberculosis, its epidemiology and diagnosis, the theory and practice of treatment and the means of prevention in developed and developing countries, and the interaction between HIV and tuberculosis. Cross-listed with GH 502.



EPI 544 (1) Epidemiology of Foodborne and Diarrheal Diseases

Fall. Prerequisite/concurrent: EPI 504 or EPI 530. Covers the basic epidemiology of infectious foodborne and diarrheal diseases of the United States and the world. Uses the study of these diseases and outbreak investigations to develop broadly applicable epidemiologic skills. Explores dynamic relationship between changing global environment and human health—evolving and emerging pathogens, changes in food production and distribution, and changes in the human population.

EPI 546 (2) Methods in HIV Epidemiology

Spring. Prerequisites: EPI 530, BIOS 500, or instructor permission. Explores the epidemiology of the HIV epidemic in the United States through a detailed examination of the major types of epidemiologic studies that have led to our current understanding of the epidemic. Students gain an understanding of important issues in the epidemiology of HIV in the United States, and, as importantly, increase their understanding of the strengths and weaknesses of various epidemiologic study designs and the interpretation of data from such studies.

EPI 550 (2) Epidemiology and Dynamics of STD and HIV Transmission

Fall. Not offered every year. Prerequisite/concurrent: EPI 504 or EPI 530. Explores the social, biologic, and public health issues of sexually transmitted diseases and their overall importance in public health. Topics include the basic biology and epidemiology of the major STDs, the implication of transmission models for prevention, and the psychosocial, behavioral, and economic aspects of STD/HIV. Cross-listed with GH 550.

EPI 552 (2) Human Genome Epidemiology

Spring. This introductory course will expose students to a range of topics that illustrate the use of epidemiologic methods to analyze and interpret genomic information at the population level

through a combination of lectures, weekly reading assignments, and student-led case studies. At the end of the course participants should be able to identify the types of data needed to translate genetic discoveries for medicine and public health and be able to review and evaluate such data in the scientific literature.

EPI 554 (3) Religion and Public Health

Fall. This course will provide graduate students and advanced undergraduate students with a sociologically oriented interdisciplinary survey of research on the intersection of public health and religious practices and beliefs, in individuals and populations. Religion is one factor among many others in the social environment that to some extent determines the health of populations. Religion also has a role in the organization and practice of medicine and public health, in the lives of individuals, their families and social networks, health professionals, and the institutions in which they interact. The course will emphasize evidence from quantitative social science and epidemiology, the role of religion in the historical development of public health institutions, and the theoretical social science origins of religion and health research. Under the large umbrella of religion and health research, we will be attempting to map the part of the field that is distinctively oriented to public health, rather than to medicine.

EPI 558 (2) Global Issues in Antimicrobial Resistance

Spring. Develops tools to understand the microbiological, behavioral, and economic factors that contribute to the expanding epidemic of infectious diseases that may become untreatable due to the emergence of resistance. Provides a framework for intervention studies. Cross-listed with GH 558.

EPI 560 (2) Cardiovascular Disease Epidemiology

Spring. Prerequisite: EPI 504, or EPI 530. Emphasizes the distribution and determinants of cardiovascular disease within the population. Research design and analysis are not the primary focus of the course, but methodological issues are considered when pertinent to findings interpretation.

EPI 562 (2) Emerging Infectious Diseases

Spring, alternating years. Prerequisite/concurrent: EPI 504 or EPI 530 or permission of instructor. Previous course work in microbiology strongly preferred. Examines factors that contribute to the emergence and re-emergence of infectious diseases, and provides a framework for assessing the public health threat from infectious diseases and for recommending an appropriate response. Fundamental principles of infectious disease surveillance and epidemiology, as well as pathogenesis, are addressed. Cross-listed with GH 518.

EPI 564 (2) Public Health Preparedness and Bioterrorism

Fall. Acquaints students with major topics associated with past and potential future acts of bioterrorism. Includes familiarity with disease agents and their pathology, epidemiology, and means of dispersion. Students become knowledgeable in the key elements of planning the response to bioterrorism at all functioning levels of public health. Cross-listed with GH 564.



EPI 565 (2) Data Sources and Methods in MCH Epidemiology: An Introductory Course in Applied MCH Epidemiology

Spring. Not offered every year. Prerequisites: graduate level courses in epidemiology and biostatistics and SAS or Epi Info skills. Introduces students to data sources and methods commonly used by epidemiologists in state or provincial health departments. Data sources include websites, census, vital statistics, and surveys (PRAMS). Methods include record linkage, questionnaire design, mapping, trend analysis, perinatal periods of risk, cluster investigation, small number analysis, and secondary data analysis.

EPI 566 (2) Immunization Programs and Policies

Spring. Provides an introduction to the entire spectrum of vaccines and immunization: from basic bench research through testing, licensure, and use; program design, implementation, and evaluation; and social, economic, and political factors affecting the use of vaccines. Emphasizes the international setting, though examples are also taken from developed countries. Cross-listed with GH 566.

EPI 590R (1–2) Epidemiology Seminar

Fall or Spring, not offered every year. Various topics by Epi faculty.

EPI 591A (2) Biosafety Principles and Practices for Laboratories

Spring. Not offered every year. An introduction to biosafety, this course emphasizes how general biosafety strategy and practices used in high-containment laboratories minimize risk to the health and safety of laboratory staff. This course provides a general overview of biocontainment, biosecurity concerns, laboratory risk assessments, responding and recovering from laboratory emergencies, and provides students with the opportunity to experience working in a high-containment "mock" laboratory. This course also examines the difference in biosafety practices, biosafety levels, BSCs, and laboratory design. Cross-listed with EOH 591A.

EPI 591S (2) Social Epidemiology

Spring. Prerequisites: EPI 504 or EPI 530. This course will focus on the contribution of social factors to health and disease in human populations. With an emphasis on both theory and methods, seven topics of contemporary interest to public health research will be covered in depth: (1) social status; (2) race, ethnicity and racism; (3) geography/place; (4) immigration; (5) health literacy; (6) stress; and (7) social support.

EPI 591U (2) Application of Epidemiologic Concepts with Lab

Spring. Prerequisites: EPI 530, BIOS 500, EPI 533. Provides a conceptual overview to the development and implementation of epidemiologic studies. Covers assessment of causation and its influence on study design, assessing and minimizing bias, and development of data collection instruments. Required for epidemiology and global epidemiology students.

EPI 595R (0) Practicum

Fall, Spring, Summer. Enables students to apply skills and knowledge through a supervised field training experience in a public health setting that complements the student's interest and career goals.

EPI 597R (1-3) Directed Study

Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for course work.

EPI 599R (4) Thesis

Fall, Spring, Summer. Permission of faculty adviser required. Students prepare a monograph that embodies original research applicable to public health. This incorporates a hypothesis that has been successfully evaluated with appropriate statistical and epidemiological techniques, and is potentially publishable and has public health impact.

EPI 730 (2) Grant Writing

Spring. PhD students only. This course provides an opportunity to apply information learned in methods and substantive courses to the very practical task of gaining funding for research projects.

EPI 731 (3) Analytical Foundations of Epidemiology

Spring. PhD students only. Designed specifically for Epidemiology PhD students to learn statistical theory in the context of epidemiologic concepts and examples. The aim of the course is for students to understand the theories that underlie the statistical techniques used in epidemiologic research, and to enhance critical thinking and integration of this material with broader epidemiologic principles.

EPI 739 (2) Advanced Epidemiological Methods II

Fall. Prerequisite: EPI 530, EPI 534, BIOS 500, BIOS 510 (may be taken concurrently). Permission required. Deals with a variety of topics in quantitative epidemiological methodology. Topics include concepts of study design and the relationship to hazard rates and ratios, conditional logistic regression, polytomous logistic regression, continuation odds ratio models, and Poisson regression.

EPI 740 (3) Epidemiological Modeling

Fall. Prerequisites: EPI 530, EPI 534, BIOS 500, BIOS 501, or BIOS 591P. Previous course work/experience in epidemiologic methods and regression required. Offers methods for analyzing multivariable data sets in order to evaluate epidemiological research questions involving relationships between exposure and disease variables.

EPI 743 (2) Epidemiology of Cancer

Fall. Prerequisites: EPI 504 or EPI 530 or permission of the instructor. Presents basic issues and methodologies relevant to the investigation of cancer epidemiology. Assigned readings of current and past journal and review articles provide the basis for classroom discussion. Cancer etiology and control issues are covered.

EPI 744 (2) Pediatric and Perinatal Epidemiology

Fall. Prerequisites: EPI 530 and EPI 534 or permission of instructor. A survey course to review the current knowledge about various topics related to factors that affect pregnancy outcome. Introduces methodologic issues that are specific to these studies. Methodologic issues are addressed in the context of choosing study design options and evaluating current research, including choice of study populations, prevalence issues, selection issues, confounding, misclassification, and etiologic heterogeneity.

EPI 746 (2) Reproductive Epidemiology

Spring. Prerequisite: EPI 504 or EPI 530. Reviews the epidemiology of human reproductive function and the methodologic issues involved in studying reproduction. Topics include male and female infertility, pregnancy loss, the impact of infectious diseases on reproduction, contraceptive efficacy, unintended pregnancy, and environmental and occupational impacts on reproduction.

EPI 747/EH 537 (2) Methods in Occupational and Environmental Epidemiology

Fall. Prerequisites: EPI 530, EPI 534, BIOS 500, BIOS 501, or permission of instructor. Explores design and analysis issues specific to occupational and environmental epidemiology. Case studies representative of a variety of exposures, outcomes, and study designs are used to illustrate the application of epidemiological principles to the study of exposures occurring in the workplace and in the general environment.

EPI 750 (3) Analysis of Longitudinal Data in Epidemiological Research

Spring. Prerequisite: EPI 530, EPI 534, EPI 740, BIOS 500, BIOS 501. Permission required. Offers methods for analyzing longitudinal data sets to evaluate epidemiological research involving relationships between exposure and disease variables.

EPI 790R (1) PhD Journal Club

PhD students only. Presents discussions by invited guests, faculty, and students of special topics and research findings.

EPI 791 (1) Teaching Epidemiology

Fall. PhD students only. This course provides an opportunity for students to learn and apply principles and skills involved in organizing and teaching an introductory level course in epidemiologic methods. The course is designed to be taken concordantly with the student's teaching assistantship experience. Topics include using Blackboard, leading and facilitating discussion of epidemiologic topics and assignments, developing and evaluating laboratory exercises and exams, and diversity in the classroom (both culturally and with respect to learning styles). Discussions of specific labs will cover objectives and key concepts for each. There will also be an opportunity for students to discuss teaching issues and challenges with their peers and the instructor, and to offer advice and solutions based on their experience.

EPI 797R (1–3) Directed Study

PhD students only. Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for course work.

EPI 798R. Pre-candidacy Research

PhD students only. Dissertation research.

EPI 799R (VC) Research

PhD students only. Dissertation research.

RES 999/PUBH MPH Graduate in Residence

Full-time status. Must have completed all course hours.

Department of Health Policy and Management

www.sph.emory.edu/
www.sph.emory.edu/CMPH/
 Kenneth E. Thorpe, Chair

The Department of Health Policy and Management (HPM) offers courses of study leading to the Master of Public Health (MPH) and the Master of Science in Public Health (MSPH) degrees through the Rollins School of Public Health (RSPH) and the a Doctor of Philosophy (PhD) degree through the Emory University Graduate School of Arts and Sciences in collaboration with the departments of economics and political science. The residential MPH programs of the HPM department are oriented to professional public health practice with concentrations in either health management or health policy. The MSPH in health policy and health services research focuses on building analytic skills for the assessment and development of health-related public policy. Through participation in the career master of public health (CMPH) program, the department offers a health outcomes option in a distance learning format. Additional information on admission processes, course sequencing, and course scheduling can be found on the HPM and CMPH websites.

The HPM department cooperates with other Emory schools in offering several residential dual degree programs. The collaboration with Goizueta Business School leads to the MBA and the MPH with a concentration in health policy. The joint offerings with the Emory School of Medicine lead to MD and MPH degrees for medical students; the MMSc and MPH for physician assistants students; and, the DPT and MPH degrees for physical therapy students with a concentration in health services management. The collaborations with Emory University School of Law, the Nell Hodgson Woodruff School of Nursing, and the Candler School of Theology lead, respectively, to the JD and MPH, the MSN and MPH, or the MDiv and MPH or MTS and MPH, with concentrations in either health services management or health policy.

Interdisciplinary in philosophy and content, the courses of the Department of Health Policy and Management are designed to provide students with a comprehensive background in the conceptual and analytical knowledge necessary to understand and improve health status and health services delivery. The orientation of the HPM courses aligns academic knowledge with best professional practice. The teaching programs of the department are reinforced by its adjunct faculty members, all of whom are working in the health sector. They provide students with a professional practice perspective in the ever-changing and evolving health care system.

The HPM faculty is interdisciplinary. Academic backgrounds and active research commitments include economics, political science, management, epidemiology, and sociology, as well as the clinical health sciences. Major research areas include comparative health systems analysis and health reform initiatives in the United States, Europe, as well as both emerging and developing economies. Individual members are conducting research in clinical economics of cardiovascular disease and cancer, outcomes and effectiveness research, quality of life measures, payment systems, physician reimbursement and physician profiling, mental health policy, women's health policy, and health care labor markets. HPM is

home to the Emory Center on Health Outcomes and Quality. It focuses on the cutting edge issues relating to health outcomes studies and methodology. PhD dissertations and MSPH theses build on the research activities of the faculty. MPH students are encouraged to identify research opportunities with individual members of the faculty. The department conducts collaborative research with other components of Emory University and with The Carter Center, the United States Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), the World Bank, voluntary organizations, U. S. corporations, and Atlanta-based hospitals and health care institutions.

Department Admission Criteria

Students in the master's programs come from a variety of academic and professional backgrounds. Some are mid-career professionals who have considerable experience as managers, policy makers, or clinicians. Others are more recent graduates from a variety of academic backgrounds who are beginning their professional careers in public health. Combined with students in the dual-degree programs, the result is a diverse student body that is encouraged to contribute its knowledge and experience to classroom experience. Applicants are expected to demonstrate both strong academic skills, including analytical, quantitative, and verbal skills, as well as leadership potential in their chosen field. Barring exceptional circumstances, students are admitted only at the fall semester. The residential option may be completed on either a full-time or part-time basis. The department does not offer an evening program. Individuals interested in a program that has evening and weekend options should consider the CMPH options.

PhD Department Admission and Program Requirements

The Department of Health Policy and Management offers a PhD program in health services research and health policy through the Laney Graduate School. An online application is available at www.graduateschool.emory.edu/. Students specialize in economics and political science and take most of their coursework in the departments of economics and political science. The Department of Health Policy and Management offers doctoral seminars in health policy, health economics, and empirical methods.

The admissions process focuses on qualifications indicating that the candidate is likely to excel as a scholar in an academic or applied research organization. Demonstration of quantitative aptitude, as indicated by previous coursework or GRE scores, is particularly important. International students whose native language is not English must attain a minimum score of 560 or more on the paper Test of English as a Foreign Language (TOEFL) or 200 or higher score on the computer-based TOEFL. To be considered for admission in fall 2012, applications and supporting credentials must be received by January 2012. Please see the Department of Health Policy and Management website at www.sph.emory.edu/hpm/doctoral.php for a full description of the doctoral degree course and dissertation requirements.

MPH-MSPH Departmental Program Requirements

The MPH in both HPM residential options and the MSPH in health policy research build on the public health core of epidemiology, biostatistics, environmental health, and the behavioral sciences. HPM required course work includes Health Policy and Resource Allocation, Financial and Managerial Accounting, Health Economics, and Theory of Health Care Organizations. During the first semester as a graduate student, MPH



students choose either the policy or management option. Courses are sequenced and scheduled with prerequisites. Students not following the recommended course-sequencing pattern will find it necessary to extend their programs beyond their original expectations. Each MPH option concludes with a set of two capstone courses. After at least ten hours of MPH or MSPH course work, each student is responsible for completing a field-work experience or practicum. The HPM residential MPH programs require forty-two semester hours for graduation. The forty-eight hour MSPH requires a master's thesis. For those considering doctoral work or a career in health services research, the MSPH is recommended. In addition to the required courses students have the opportunity to expand their education through a variety of HPM electives. Students wishing to take elective courses outside the departmental list of selective courses may request permission to do so by petitioning the HPM chair. Exemptions must be justified in the context of enhancing the degree program in which the student is enrolled.

MPH PROGRAMS

MPH Required Core Courses

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
BIOS 500L	Statistical Methods I	3
BIOS 500	Statistical Methods I Lab	1
EH 500	Perspectives in Environmental Health	2
EPI 504	Fundamentals of Epidemiology	2
or EPI 530	Epidemiologic Methods I (prerequisite or concurrent with BIOS 500)	3
GH 500	Critical Issues in Global Health	2

MPH Required HPM Core Courses

HPM 500	Introduction to the U.S. Healthcare System	2
HPM 502	Introduction to Management	2
HPM 510	Financial and Managerial Accounting	3
HPM 521	Introduction to Health Economics	3
HPM 595	Practicum	0

Health Policy Option Requirements

HPM 522	Economic Evaluation of Health Care Programs	3
HPM 523	Public Financing in the Health Care System	3
HPM 561	Public Health Law	2
or HPM 557	Healthcare Administration Law	2
HPM 575	Capstone I: U.S. Health Policy	3
HPM 576	Capstone II: Policy Analysis: Analytic Applications	3
	Selectives	6

Health Services Management Option Requirements

HPM 511	Financial Management for Health Care Organizations	3
HPM 540	Human Resource Management in Health Care	2
HPM 545	Health Care Marketing	2
HPM 557	Health Care Administration Law	2
or HPM 561	Public Health Law	2
HPM 550	Capstone I: Operations Management	3
HPM 560	Capstone II: Strategic Management	3
	Selectives	5

MSPH PROGRAM**MSPH Required Core Courses**

Course Number	Course Title	Credit Hours
BSHE 500	Behavioral and Social Sciences in Public Health	2
BIOS 500	Statistical Methods I	3
BIOS 500L	Statistical Methods I Lab	1
or by petition a more advanced statistical analysis course		
EH 500	Perspectives in Environmental Health	2
EPI 504	Fundamentals of Epidemiology	2
or EPI 530	Epidemiologic Methods I	
	(prerequisite or concurrent with BIOS 500)	3
GH 500	Critical Issues in Global Health	2

MSPH in Health Policy and Health Services Research Required HPM Courses

HPM 500	Introduction to the U.S. Healthcare System	2
HPM 581	Research Seminar I (Process)	1

HPM 582	Research Seminar II (Design)	2
HPM 583	Research Seminar III (Analysis)	2
HPM 584	Research Seminar IV (Presentation)	2
HPM 585	Quantitative Methods I (Database Management—SAS)	2
HPM 586	Quantitative Methods II (Statistical Analysis—Stata)	3
HPM 587	Advanced Research Methods	3
HPM 510	Financial and Managerial Accounting	3
HPM 521	Introduction to Health Economics	3
HPM 522	Economic Evaluation of Health Care Programs	3
HPM 523	Public Financing in the Health Care System	3
HPM 595	Practicum	0
	Selectives	6

Faculty

E. Kathleen Adams, Professor. BS, Florida State University, 1970; MS, 1972; PhD, University of Colorado, Boulder, 1979. Costs of illness, public financing of health care, Medicaid and low-income populations, provider supply.

Adam J. Atherly, Associate Professor. BA, University of Arizona, 1989; MA, University of Washington, 1992; PhD, University of Minnesota, 1998. Quality outcomes measurement, health economics.

Edmund R. Becker, Professor. BS Westminster College, 1971; MA, Ohio University, 1973; PhD, Vanderbilt University, 1981. Health care organization and financing, health politics and policy, organizational theory and behavior, physician payment and productivity, unions and labor relations.

Sarah C. Blake, Senior Associate. BA, University of South Carolina, 1992; MA, The George Washington University, 1996. Health policy, health care financing and delivery for underserved populations, welfare reform, women's health, maternal and child health.

Walter M. Burnett, Visiting Professor. BA, Wesleyan University, 1959. MA University of Iowa, 1964; PhD University of Iowa, 1965. Strategic Management, medical care organization, health policy analysis.

Steven D. Culler, Associate Professor. BA, College of Wooster, 1977; MA, 1979; PhD, University of Illinois, 1981. Health care financial management, cost effectiveness analysis, outcomes research, and health economics.

Janet R. Cummings, Assistant Professor. BA, University of North Carolina, Chapel Hill, 1999; PhD, University of California at Los Angeles, 2009. Mental health services, health disparities, geographic variations in health care access and utilization, and children's health.

Benjamin G. Druss, Rosalynn Carter Chair in Mental Health, Professor. BS, Swarthmore College, 1985; MD, New York University, 1989; MPH, Yale University, 1995. Mental health services, mental health policy research.

Joyce D. K. Essien, Visiting Associate Professor and Director, Office of Public Health Practice; BS, Wayne State University, 1969; MD, 1971; MBA, Georgia State University, 1988. Health reform and public health policy, preventive health systems, continuous quality improvement, clinical laboratory systems design and management.

Laura Gaydos, Assistant Research Professor. BA, Brown University, 1998; PhD, University of North Carolina, Chapel Hill, 2004. Adolescent/child health, faith-based health, health policy, maternal and child health.

Ron Goetzel, Research Professor. BS, City College of New York, 1972; MA, New York University, 1975; PhD, New York University, 1981. Worksite health and productivity, management evaluation, return-on-investment analysis.

Jason Hockenberry, Assistant Professor. BS, Kutztown University, 2002; PhD, Lehigh University, 2008. Health economics.

David H. Howard, Associate Professor. BA, Vassar College, 1994; PhD, Harvard University, 2000. Health economics, medical decision making.

Kara Jacobson, Visiting Senior Research Associate. BA, Emory University, 1991; MPH, Emory University, 1993. Associated with the Emory Center on Health Outcomes and Quality. Health outcomes, health promotion and prevention programming, health literacy, arthritis.

Joseph Lipscomb, Professor and Georgia Cancer Coalition Distinguished Cancer Scholar; BA, Vanderbilt University, 1970, PhD, University of North Carolina at Chapel Hill, 1975. Outcomes research with a focus on cancer; quality of care assessment, cost-effectiveness analysis, health workforce planning, decision modeling.

Victoria L. Phillips, Associate Professor. BA, Tulane University, 1986; DPhil, Oxford University, 1991. Health economics, labor markets for health professionals, long-term and community-based care, economic evaluation.

Kimberly Rask, Research Associate Professor. Director, Emory Center on Health Outcomes and Quality; BA, Bryn Mawr College, 1980; MD, University of Pennsylvania, 1984; PhD, University of Pennsylvania, 1991. Access to medical care, public hospital needs of underserved populations. Jointly appointed with the Emory University School of Medicine.

Richard B. Sallman, Professor. BA, Dartmouth College, 1969; MA, 1971; PhD, Stanford University, 1980. Comparative health policy, organization theory, United States health policy, health systems reform, accountability and governance.

Kenneth E. Thorpe, Robert W. Woodruff Professor and Chair, Department of Health Policy and Management; BA, University of Michigan, 1978; MA, Duke University, 1980; PhD, Rand Graduate Institute, 1985. Director, Emory Center on Health Outcomes and Quality, United States health policy and finance.

Zhou Yang, Assistant Professor. MB (internal medicine), Beijing University of Chinese Medicine, 1996; MPH, University of California at Los Angeles, 1999; PhD, University of North Carolina, Chapel Hill, 2003. Cost and efficacy of prescription drugs, economic burden of chronic diseases.

Emeritus Faculty

Fredric D. Kennedy, Emeritus Professor. BE, Yale University, 1956; BS, 1958; MBA, University of California, Los Angeles, 1961; PhD, University of North Carolina at Chapel Hill, 1974.

Roland J. Knobel, Emeritus Professor; BS Miami University, 1946; MA, George Washington University, 1966; PhD, University of Michigan, 1970.

Stephen Margolis, Emeritus Professor. BA, Yeshiva University 1963; PhD, Cornell University, 1970.

Jane C. Nelson, Emeritus Professor; BA, Barry College, 1965; MEd, University of Washington, 1969; PhD, University of Florida, 1977; MPH, Emory University, 1992.

Jointly Appointed Faculty

Amy Y. Chen, Assistant Professor and Director; BA, University of Texas at Austin, 1988; MD, Johns Hopkins University, 1992; MPH, University of Texas School of Public Health, 1999. Health services research. Emory University School of Medicine; Atlanta Veterans Affairs Hospital.

John L. Ford, Professor. Senior Vice President and Dean for campus life; BA, Boston University, 1966; MSW, University of Michigan, 1968; MPH, University of Michigan, 1969; PhD, University of Michigan, 1976. Health Services Research. Senior Vice President for Campus Life. **Michael M.E. Johns**, Chancellor. BS, Wayne State University, 1964; MD, University of Michigan Medical School, 1968. Executive Vice President for Health Affairs.

Jeffrey P. Koplan, Professor and Director, Global Health Initiative. BA, Yale University, 1966; MD, New York University, 1970; MPH, Harvard University, 1978. Director, Global Health Initiative.

Deborah A. McFarland, Associate Professor. BA, Ohio Wesleyan University, 1968; MPH, University of North Carolina, Chapel Hill, 1973; MSc, London School of Economics, 1984; PhD, University of Tennessee, 1987. Health policy, health financing in UNITED STATES and developing countries, comparative health policy, health systems reform, equity and the poor. Jointly appointed with the Department of Global Health.

Ani B. Satz, Associate Professor of Law. BA, University of Tulsa, 1994; PhD, Monash University (completed at Princeton University), 2001; JD, University of Michigan, 2001. Health law, law and philosophy, torts, and disability law. School of Law.

Adjunct Faculty

Jeff Booth, Adjunct Instructor. BBA, Emory University, 1984; MBA, 1994. Partner, PriceWaterhouseCoopers.

Avanna V. Buckner, Adjunct Assistant Professor. BS, Xavier University of Louisiana, 1997; MD, MPH, Yale 2005; MD, Meharry Medical College, 2001. Morehouse School of Medicine.

Stuart Capper, Adjunct Professor. BA, Tulane University, 1969; MHA, Tulane University; 1971; Tulane, PhD, 1976. Samford University.

Darren Collins, Adjunct Instructor. BS, Indiana University, 1992; MPH Candidate, Emory University. Bearing Point.

Fred H. Downs, Adjunct Assistant Professor; BSN, Jacksonville State University, 1975; MSN, University of Alabama at Birmingham. Practice Management Services.

Myra J. Downs, Adjunct Assistant Professor. BSN, Jacksonville State University, 1973; MSN, University of Alabama at Birmingham, 1977. The Mann Group.

Curtis S. Florence, Adjunct Assistant Professor. BA, University of Alabama, 1989; PhD, University of North Carolina, 1997; Health and labor economics, econometrics.

Allan B. Goldman, Adjunct Assistant Professor. BS, City College of New York, 1966; MPH, Emory University, 1976. Georgia Division of Aging Services.

Robert E. Gross, Adjunct Assistant Instructor. BA, University of Maryland, 1971; MBA, Loyola College, 1977. Databases in health care, health care revenue cycle. PriceWaterhouseCoopers.

Michael T. Halpern, Adjunct Professor. BA, Cornell University, 1984; MD, University of Michigan, 1992; PhD, 1992. American Cancer Society.

Leigh S. Hamby, Adjunct Associate Professor. BS, Emory University, 1984; MD, Emory University, 1988; MSHA, University of Alabama, 2000. Vice President, Piedmont Hospital.

David Harrell, Adjunct Assistant Professor. BS, Nova University, 1989; MSFS, American College, 1981; MHA, Mercer University 1993; PhD, Walden University, 2001. 3M Consulting Services.

Carol Koplan, Adjunct Assistant Professor. BA, Brandeis University, 1964; MD, Tufts University, 1968. The Carter Center.

Robert K. Merritt II, Adjunct Assistant Professor; BA, Washington and Lee University, 1987. MA, Emory University, 1991. U.S. Centers for Disease Control and Prevention.

Jean O'Connor, Adjunct Assistant Professor. BS, Emory University, 1998; JD/MPH Emory University 2001. Consultant.

Robert Carl Osborne, Adjunct Assistant Professor. BS, Emory University, 1970. MD & MS University of Alabama, 1974. MBA, University of Alabama, 1996. American Diabetes Associates.

Christopher E. Press, Adjunct Assistant Professor. BBA, Ohio University, 1976; MBA, University of Cincinnati, 1980. Morgan Health Care Consulting.

Douglas Roblin, Adjunct Assistant Professor. BA, Indiana University of Pennsylvania, 1975; MA, University of Chicago, 1978; PhD, 1984. The Center for Health Research/Southeast, Kaiser Permanente, Georgia.

Enid Chung Roemer, Adjunct Assistant Professor. BA, Wellesley College, 1995; PhD, George Washington University, 2005.

Hana Ross, Adjunct Assistant Professor. MPH, Prague School of Economics (Czech Republic), 1992; MA, University of Illinois, 1999; PhD, 2000. American Cancer Society.

Lawrence Sanders Jr. Adjunct Assistant Professor. BA, Clemson University, 1977; MD, Vanderbilt University, 1981; MBA, University of Pennsylvania, 1988. Southwest Hospital and Medical Center.

Richard Sanders, Adjunct Assistant Professor. BA, Duke University, 1992, JD, Emory University, 1996. Private law practice.

Fred Shaw, Adjunct Professor. BA, University of New Hampshire, 1973; MD, University of Vermont College of Medicine, 1977; JD, Columbia Law School, 1992. Public Health Law Centers for Disease Control and Prevention.

Russell B. Toal, Adjunct Assistant Professor. AB, University of Illinois, 1974; MPH, University of North Carolina, 1976. Institute of Public Health, Georgia State University.

Scott Wetterhall, Adjunct Associate Professor. BA, Columbia University, 1975; MD, Tufts University, 1979; MPH, University of Washington, 1989. RTI International.

Jon W. Wollenzien Jr., Adjunct Assistant Professor. BBA, Marshall University, 1985; MS-HCA, University of Osteopathic Medicine and Health Sciences, 1990; DBA, Nova Southeastern University, 1999. Palmetto Health Council Inc.

Health Policy and Management Course Descriptions

HPM 500 (2) Introduction to the U.S. Health Care System

Fall, spring. Required for all MPH students. Introduces students to the U.S. health care system, both the public and private sector. Examines the structure of the health system, current topics in health care reform, the policy process, and advocacy for public health.

HPM 502 (2) Introduction to Health Care Management

Fall. Required for HPM students. Introduces the theory and principles of management. Topic areas include motivation, leadership, organizational change, human resources administration, organizational theory, strategic planning, and management control systems. Teaches practical applications of management theory through case studies and group discussions.

HPM 510 (3) Financial and Managerial Accounting

Fall. Introduces the basic accounting concepts, analytical techniques, decision-making tools, and vocabulary needed for effective management of health care organizations. The first part of the course is devoted to the fundamentals of accounting, including preparation and analysis of financial statements. The second part covers the generation, use, and interpretation of accounting information for making managerial decisions.

HPM 511 (3) Financial Management for Health Care Organizations

Spring. Prerequisite: HPM 510. Introduces the fundamental theories and relationships guiding financial decision making as they apply to the management of health care organizations. Focuses on the key managerial issues related to maintaining and expanding a health care organization's assets. Selected topics in this course include short-term assets management, discounting cash flow analysis, capital acquisition decisions, and capital budgeting decisions.

HPM 513 (4) Health Care and Society Seminar Broad

Summer. Focuses on issues and problems in health care delivery in Britain and the United States. Emphasizes the comparative social organization of the two countries, contrasting the evolution and current status of the two health care systems. Explores the linkage of medical practice to

the larger socio-cultural context in terms of public policy and social change. Offered jointly by the Rollins School of Public Health and the University Department of Sociology in a six-week seminar and field study program in London.

HPM 521 (3) Introduction to Health Economics

Fall. Introduces basic supply and demand concepts applied to health care markets, using micro-economic theory. Topics of discussion include what does or does not make health care distinctive as an economic good, the market for health care in theory and practice, and economic proposals to overcome existing market failure.

HPM 522 (3) Economic Evaluation of Health Care Programs

Spring. Prerequisite: HPM 521 or permission of instructor. Prerequisites: HPM 500 or HPM 501, and HPM 521. Examines the theory, methods, and applications of economic evaluations (cost-effectiveness, cost-benefit, cost-utility) of health care programs, using examples from both developing and developed countries. Applications range from economic evaluations of medical procedures to economic evaluations of intervention programs in developing countries.

HPM 523 (3) Public Financing in the Health Care System

Spring. Prerequisites: HPM 500 and HPM 521. Focuses on the principles of public finance to enable students to evaluate tax subsidies and revenue structure used to finance health care with comparisons to alternative structures. Students apply the concepts of equity and efficiency in financing health care at the national and state levels.

HPM 540 (2) Human Resource Management in Health Care

Spring. Prerequisites: HPM 500 and HPM 502 or permission of the instructor. Provides an overview of interpersonal dynamics, conflict resolution, and human resource management in health care organizations.

HPM 545 (2) Health Care Marketing

Spring. Prerequisites: HPM 500 and HPM 510 or permission of the instructor. Presents the basic concepts of marketing in the context of the delivery of health care services in the United States. Students undertake an applied marketing project on a group basis.

HPM 550 (3) Capstone Seminar: Management

Fall, summer. Prerequisites: HPM 500, HPM 502, HPM 510, HPM 511, HPM 521, HPM 540, HPM 545, HPM 561 or 557, or permission from department chair. Integrates various analytical approaches developed in prerequisite courses into practical decision making by analyzing the problems of day-to-day operations within the health care organization. Includes problems in personnel staffing, personnel training and directing, financial control, performance measurement, and planning. Uses a case method approach.

HPM 554 (2) Quality Improvement Methodologies for Health Care

Summer. Prerequisite: HPM 500 or permission of the instructor. Presents a theoretical framework to facilitate the continuous improvement of quality in health care organizations. Introduces multiple approaches, including outcome measurement and case management. Emphasizes team development, analytical statistics, and process knowledge.

HPM 556 (2) Physician Performance

Fall. Prerequisite: HPM 500 or permission of the instructor. Provides a systematic review of the major determinants of the performance of physicians, who by one estimate directly or indirectly influence 70 to 90 percent of all medical activities. Covers practice variation; medical appropriateness; patient and physician characteristics; uncertainty and medical decision-making; organizational characteristics and financial incentives; error and negligence; measuring MD performance via physician profiling, report cards, managed care; changing practice; utilization management; standards and professional society guidelines.

HPM 557 (2) Healthcare Administration Law

Spring. Introduces students to legal aspects of contemporary issues associated with the administration of health services organizations. Through readings, lectures and group interactions, the course will analyze the legal relationships between individual providers, payors, and regulatory entities and their impact on administration of these organizations.

HPM 559 (3) Negotiation and Conflict Management in the Health Care Setting

Spring. The purpose of this course is to understand the basic theory and processes of negotiation so that the student can negotiate successfully in a variety of organizational settings. Students will develop these skills by preparing for and simulating a variety of case study negotiations.

HPM 560 (3) Capstone Seminar: Management

Fall, summer. Prerequisites: HPM 500, HPM 502, HPM 510, HPM 511, HPM 521, HPM 540, and HPM 545 and HPM 557 or 561 or permission from department chair. This course is intended as the integrative Capstone course for management students completing their degree in Health Policy and Management. Examines the formulation and implementation of business strategies in health care organizations, models of strategic management, and the role of stakeholders in the strategic management process. Reviews specific analytical tools used in strategy formulation, choice, and implementation, with an emphasis on real-world health care applications.

HPM 561 (2) Fundamentals of Public Health Law

Spring. Introduces students to U.S. and international legal environments of public health, including constraints imposed by constitutional, statutory, and conventional requirements. Addresses the sources of law and their interrelationships, legal protections of fundamental rights, government police powers, social welfare and entitlements programs, health care regulation, access to health care, ethics, legal liability, health care financing, and legal influences on public health programs in developing countries. Students are also exposed to the political and advocacy aspects of the law-making process as it relates to public health.

HPM 562 (2) Health Insurance Concepts

Spring. Introduces the basic structure, pricings, and management of financial risks by private health insurance plans, and the estimation of future expenditures for public health insurance programs. Examines the operation of health insurance plans from both the buyer and the insurer perspectives; how health plans employ actuarial estimates to project the cost of their benefit packages and determine the premiums they charge; and methodology as it pertains to the projection of costs in public health insurance programs.

HPM 563 (2) Aging and Health Care Issues

Fall. Acquaints the students with physical, social, psychological, and economic changes related to aging and the impacts of an aging population on the delivery of health care services. Demographic trends, public policies, recent legislation, long-term care, Alzheimer's disease, family care giving, and the socioeconomic characteristics of the elderly are discussed.

HPM 564 (3) Health Outcomes

Fall. Prerequisite: HPM 500 or permission of instructor. Assists students in understanding outcomes research and provides a background in the basic tools used in outcomes studies.

HPM 565 (2) Health Care for the Indigent

Fall. Prerequisite: HPM 500 or permission of instructor. Explores the problems of uninsured Americans in obtaining health care. Reviews the scope of the current problem and the role of existing programs, as well as future directions for health policy. Addresses practical issues in program administration, with an emphasis on Medicaid and other indigent care programs.

HPM 566 (3) Mental Health Policy

Spring. Prerequisite: HPM 500 or permission of instructor. Provides an overview of mental health policy in the United States and the epidemiology of psychiatric disorders, with an emphasis on recent challenges of financing and providing care to special populations. Reviews the stigma and discrimination toward individuals with mental illnesses. Examines mental health care in the context of total health care. Looks at the impact of health care reform and advocacy and how mental health care in the United States compares to other countries. Identifies strategies for the prevention and amelioration of mental disorders and the rehabilitation of individuals with serious mental disorders.

HPM 569 Women's Health Policy: A Lifecycle Approach

Spring. Instructs students in understanding the historical, social, political, legal, and economic factors and values that have influenced the development and implementation of health policy pertaining to women in the United States. Addresses current key policy and advocacy issues and examines varying views of women's rights, roles, and responsibilities in the health care system.

HPM 570 (3) Comparative Health Care Systems

Spring. Prerequisite: HPM 500 or permission of instructor. Explores and analyzes the current reform process in European and North American health systems. Emphasizes normative policy as well as financial objectives, and the conflicting interests of key actors. Concludes with a consideration of implications for health system reform in the United States.

HPM 571 (2) Introduction to Public Health Practice

Fall. The course is an introduction to the public health sector of the healthcare economy, including its history, organization, and financing. The unique relationships between the public and private sectors are discussed. Changing patterns and roles of public health agencies in public health practice are emphasized.

HPM 572 (2) Contemporary Health Policy Issues

Fall. The seminar focuses on building a sophisticated understanding of current and proposed public policy for a set of selected current clinical and public health issues. The topics will vary from semester to semester depending on which issues are seen to be imminent for legislative renewal or reform.

HPM 573 (3) Access to Health Care: Measures, Determinants and Current Issues

Fall. Topics in the course include the measurement of access and examination indicators of access over time and across states and constituent groups. The determinants of access including age, race, ethnicity, income, insurance and health risk are presented. Current topics in access are integrated into the course. These include racial disparities, immigrant status, geographic variation, the uninsured and access under Medicaid.

HPM 574 (2) Health Literacy—Importance as a Public Health Problem

Spring. The purpose of this course is to provide students with the academic background to describe health literacy as an important public health problem. Course content will focus on the prevalence of literacy problems in America, the relationship between health literacy and health outcomes, organizational approaches to improving health literacy, assessment and development of appropriate educational materials from a clear and simple perspective, and patient education in the health care setting.

HPM 575 (3) Capstone Seminar: Policy

Fall. Prerequisites: HPM 500, HPM 502, HPM 510, HPM 521, HPM 522, HPM 523, HPM 561 or 557, or permission from the department chair. This course is intended as the integrative Capstone course for policy students completing their degree in Health Policy and Management. Concentrates on the reform process in the U.S. health care system. Reviews major proposals for system reform currently under consideration in national and state capitals. Considers likely mechanisms for implementing reforms in the United States. Investigates advanced topics in health policy, including governance and accountability models.

HPM 576 (3) Capstone Seminar: Policy

Students will learn how to use the tools of economics, statistics, and decision analysis to predict the impact of state and federal policy changes. Topics covered include market failures, cost-benefit analysis, discounting, inflation adjustment, and contingent valuation. During the course of the semester, studies will write four to five brief policy analyses to model the impact of policy changes. Examples include caps on noneconomic damages in malpractice suits, mandated coverage of contraceptives by insurance plans, increases in tobacco excise taxes, and bans on drivers' use of cell phones. The course emphasizes presentation of results for nontechnical audiences.

HPM 577 (2) The Mental Health/Medical Interface in the United States

Spring. The seminar explores the complex and dynamic relationship between general health and mental health in the United States. Gaps in parity and proposal for achieving parity are discussed in the context health reform.

HPM 578 (2) Political Institutions and Health Policy Implementation

Spring. To effectively participate in the policy process as an analyst, policymaker, advocate, or citizen, it is necessary to understand the institutional and political context within which policy is made. This course provides an introduction to the U.S. political institutions, mechanisms, and entities that influence the federal and state health policy-making process, including the legislative, executive branch, courts, interest groups, political parties, and the media. Case studies will be used throughout the course to illustrate key learning objectives.

HPM 579 (1) Mental Health and Public Health Interface

This course will provide a perspective on mental health and public health by offering a description of how the fields interface. The instructor will integrate presentations by experts from the

field who address issues related to mental health and public health. The class will provide a cross-cutting, cross-departmental experience including topics in mental health surveillance and epidemiology, mental health services and policy, mental health and behavioral science, and global mental health. The class will span two semesters, offering one semester hour of credit for each year. (Satisfactory/unsatisfactory grading only)

HPM 581 (1) Research Seminar I

Fall. The seminar introduces the health services research process, ethical problems faced by researchers and the development of the MSPH thesis. Enrollment is limited to students admitted to the MSPH in health policy research.

HPM 582 (2) Research Seminar II

Spring. Prerequisite: HPM 581. The seminar introduces the student to the various study design options that currently used by health services researchers in dealing with health policy issues. Enrollment is limited to students admitted to the MSPH in health policy research or the HPM doctoral program.

HPM 583 (2) Research Seminar III

Fall. Prerequisite: HPM 581, 582. The seminar provides HPM MSPH students with the guidance necessary for developing a quantitatively-based thesis using large secondary data sets. It begins with development of a researchable health policy question and the selection of appropriate databases and operational definitions. Enrollment is limited to students admitted to the MSPH in health policy research.

HPM 584 (2) Research Seminar IV

Spring. Prerequisite: HPM 581, 582, 583. The seminar provides HPM MSPH students with the guidance necessary for successfully completing a quantitatively-based master's thesis. The seminar concludes with the defense of the thesis and the production of a finished study.

HPM 585 (2) Quantitative Methods I

Fall. The course is an introduction to SAS software with a focus on organizing and merging large databases for purposes applying statistical analysis. The course complements the introduction to SAS in the BIOS 500 lab. Enrollment is limited to students in the HPM MSPH program.

HPM 586 (3) Quantitative Methods II

Spring. Prerequisite: HPM 585 and BIOS 500. This course introduces student the STATA software with a focus on using the software for statistical analysis for data which has been organized using the SAS software. The course builds on the concepts intro in BIOS 500 and concludes with regression analysis. Enrollment is limited to students admitted to the HPM MSPH program or permission of the instructor is required.

HPM 587 (3) Advanced Research Methods

Fall. Prerequisite: HPM 582, 586. The course provides the opportunity for students to explore in depth the major research methods used in health policy research. The emphasis is on employing methods which are consistent with the limitations of study data and study assumptions. Enrollment is limited to students admitted to the MSPH in health policy research or the HPM doctoral program.

HPM 590 (VC) Seminar: Selected Topics in Health Services Management

Prerequisite: permission of instructor.

HPM 591 (VC) Seminar: Selected Topics in Health Policy

Prerequisite: permission of instructor.

HPM 591F (2) Informatics for Public Health Management and Policy

Designed for individuals with careers focused on decision- and/or policy-making responsibilities in health care organizations. Highlights the policy and management issues associated with the mixture of information technology health care and public health decision making. To build a basic decision-making perspective and skills, each student prepares and presents a decision-based project proposal.

HPM 595R (0) Practicum

Students who do not have prior experience in a health care organization must fulfill a practicum requirement.

HPM 598R (VC) Special Study Project

Presentation of a paper that defines a problem in public health, reviews the literature on this subject, details the methodologies for data collection and analysis, describes findings and conclusions, and discusses implications for public health.

HPM 599R (VC) Thesis

Preparation of a monograph based on original research applicable to public health. Should be publishable or have potential public health impact.

HPM 720R (8) Doctoral Seminar in Health Policy

The purpose of this year-long seminar is to acquaint students with the major areas of health policy research, active areas of research in health policy and economics, and faculty from the Department of Health Policy and Management and elsewhere in the University who conduct health policy research. The course will address a different topic every week, and the instructor for that week will provide an overview of the topic, discuss the research methods that are used to study the topic, highlight the seminal works in the area, and lead a discussion of the readings.

HPM 740 (4) Doctoral Seminar in Health Economics

This reading course is designed to acquaint students with advanced mathematical theoretical economics. Students will learn theoretical models of health behavior, estimate health production functions, learn the economics of insurance and adverse selection. They will develop tools to evaluate the advantages/shortcomings of health care markets (hospitals, insurance, pharmaceutical).

HPM 760 (4) Doctoral Seminar in Health Services Research

This class is designed to acquaint students with the major tools of health services research. The course will also highlight existing and emerging issues in health services research, policy and management. Discussions of options for addressing the issues, and a review of the empirical literature evaluating their impact are examined.

Hubert Department of Global Health

www.sph.emory.edu/

Carlos del Rio, Chair

Roger Roach, Director of Graduate Studies

The Hubert Department of Global Health (GH) offers a course of study leading to the Master of Public Health (MPH) degree. Students have the option to select one of four areas of concentration: infectious diseases, community health and development, public nutrition, or reproductive health and population studies. Graduation requires 42 hours of credit, 70 percent of which are school, department, or concentration required courses. Flexibility and personal attention are hallmarks of the program. In addition, the department offers an MSPH in Public Nutrition, which has a focus in research and advanced rigorous courses in math and science. The program of study requires 48 credit hours and is designed to be completed in two years (4 semesters).

A great strength of the department is the cultural and ethnic diversity of our students, faculty and staff. In the 2010–2011 academic year, the student body included students from 25 different countries. The department is the host of the Humphrey Fellowship program. Humphrey fellows are mid-career professionals from developing countries who are selected for their leadership potential. Additional international fellows are funded by the Foege, Fulbright, King Abdullah, and Muskie Fellowship Programs.

A major strength of the Rollins School of Public Health is the opportunity for students to participate in field work as a part of their program. These field experiences include a wide range of program, research, and service opportunities. Opportunities are available both with local agencies such as the U.S. Centers for Disease Control and Prevention (CDC), the American Cancer Society, CARE, and The Carter Center as well as an extensive network of national and international organization. Funding for travel is available on a competitive basis.

Graduates of the program find employment abroad with international and bilateral agencies, government departments, nongovernmental organizations, and research and academic institutions. Many also work with U.S.-based organizations concerned with global issues. In addition, many graduates find opportunities in the domestic sector in a variety of settings, demonstrating that the knowledge and skills learned in the department are widely applicable.

The department co-sponsors a PhD program in Nutrition and Health Sciences. This program is administered by the Graduate School of Arts and Sciences of Emory University. MPH graduates have successfully gained admission to this PhD program in the past.

Interdepartmental and Dual Degree Programs

The Department of Global Health offers two interdepartmental programs and eight dual degree programs. For more information about each of these programs, please see the 'Interdepartmental Degrees' or 'Dual Degree' sections of this catalog.

The first interdepartmental program, facilitated in collaboration with the Department of Environmental Health, is the Global Environmental Health MPH. This program is designed to provide students with the basic skills required to address environmental health issues worldwide.

The second interdepartmental program, facilitated in collaboration with the Department of Epidemiology, is the Global Epidemiology MPH or MSPH. This program is designed to provide students with qualitative and quantitative research methodologies that enable graduates to contribute to the global public health sector.

The department also offers eight dual-degree programs facilitated in collaboration with other schools within the University. We offer a MSN/MPH with the Nell Hodgson Woodruff School of Nursing, a MBA/MPH with the Goizueta School of Business, MD/MPH, DPT/MPH and PA/MPH with The School of Medicine as well as a JD/MPH with the School of Law, as well as an MDiv/MPH and MTS/MPH with the Candler School of Theology. In addition to the previous internal dual degree programs, the department also offers an external MD/MPH program.

Department Admission Criteria

The Department of Global Health actively seeks a multicultural body of graduate students. Minimum requirements for admission include satisfactory completion of a four-year baccalaureate degree or its equivalent, a strong commitment to global health and an appreciation of cultural diversity. Work or academic experience in the health field is highly desirable but not essential. Preference is given to students who have advanced training and applied experience in the global arena. This might include working with underserved populations, volunteer or mission experience, Peace Corps, AmeriCorps, etc.

In general, all applicants (U.S. and non-U.S.) are required to submit test scores from the Graduate Record Examination (GRE). Test scores submitted may not be more than five years old. Waivers are granted for some students who have prior doctoral-level degrees from U.S. institutions. Applicants who have recently taken the Medical College Admissions Test (MCAT) may submit these scores as alternative to the GRE. International applicants from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL).

Global Health Program Requirements

Completion of the MPH degree with a specialty in global health requires forty-two semester hours of course work. The MSPH program in Public Nutrition requires forty-eight hours of course work. Full-time students complete these requirements in two years. Students are required to take RSPH/departmental core courses as well as courses from their selected area of concentration. Students may choose from a wide variety of electives from both within the department as well as from the school at large. Students must also complete a four credit hour thesis project which may take the form of a research thesis, a special studies project, or a systematic review of the literature. Topics should be relevant to global public health.

The Department of Global Health and RSPH place great importance on the practicum, which is designed to complement academic training with practical, hands-on experience. All students must show evidence of substantial practical public health experience relevant to the field of global health prior to receiving clearance for graduation. The practicum may provide an opportunity for some students to gather data or experience required in the development of their thesis or special studies project.

Please find the school as well as Department core requirements outlined below. Additional requirements will be explored by concentration.

Department of Global Health Core Requirements

RSPH Core (14 credits)		Course Title	Credit Hours
Course Number		Statistical Method I	4
BIOS 500		Behavioral and Social Sciences in Public Health	2
BSHE 500		Epidemiological Method I	4
EPI 530		Health Challenges and Opportunities	2
EH 500		Introduction to U.S. Health Care Systems	2
FPM 500			

Department Core (6 credits)

GH 501	Global Challenges and Opportunities	3
GH 542	Evidence-Based Strategies	3

Methods Section (6 credits)

Students are required to complete a minimum of 6 credits in approved methods courses. Please see your academic adviser to discuss course selection.

GH 599R/598R	Thesis/Special Study Project	4
GH 595R	Practicum	0
Total Core Required Courses		30 credits

Infectious Disease Concentration

Infectious diseases remain central determinants in the health and development of all populations. Emerging infections such as pandemic H1N1 influenza A-2009 present ongoing challenges to our health systems. Defining the causes, patterns, and options for the prevention, control or treatment of infectious diseases is key to a comprehensive public health policy for all countries. During the past sixty years, significant advances have been made in reducing the threat of a number of infectious diseases. Smallpox has been eradicated through the close collaboration of all countries. With the continuation of current worldwide efforts, poliomyelitis and dracunculiasis (guinea worm disease) are likely to be eradicated in the next 5–10 years.

At the same time, we recognize significant problems with emerging and reemerging infections. The increasing occurrence of tuberculosis, malaria, HIV/AIDS, antibiotic resistant hospital-acquired infections, pneumococcal disease, cholera, and hantavirus disease, in particular, are a few of the current global health problems. We have defined the problems and, in many instances, know what needs to be done for control and prevention. However, there are still areas that need research efforts to better define the problems and select the best methods of control and prevention.

The infectious disease concentration is designed to prepare students to assume appropriate, responsible positions to address these significant global infectious disease problems. Students will be strengthened in their abilities to provide leadership, research, and service throughout the world.

Course Requirements

The requirements for the infectious disease concentration include two required courses that total five credits and elective courses that total four to six credits. To gain necessary skills in the areas of epidemiology/research, program management, or health promotion, students should take additional courses in these areas. Students in the infectious disease concentration have the potential to develop their special study project or thesis with adjunct faculty at the U.S. Centers for Disease Control and Prevention, The Carter Center, or CARE.

ID Concentration Core

Course Number	Course Title	Credit Hours
Both courses required		
GH 511	International Infectious Diseases	2
GH 515	Introduction to Public Health Surveillance	3

Concentration Suggested Electives

BSHE 516	Behavioral Epidemiology	3
EPI 544	Foodborne and Diarrheal Diseases	1
GH 506	Introduction to Microbial Risk Assessment	1
GH 512	Health in Complex Emergencies	2
GH 516	Global Perspectives in Parasitic Diseases	3
GH 517	Case Studies in Infectious Diseases	2
GH 528	Public Health/Clinical Microbiology Labs	2
GH 529	Water and Sanitation in Developing Countries	2
GH 535	Epidemiology in Public Health Practice	2
GH 538	Food and Nutrition in Human Emergencies	2
GH 544	Field Trials and Intervention Studies	1
GH 550	Epi and Dynamic of STD/HIV Transmission	2
GH 558	Global Issues in Antimicrobial Resistance	2
GH 562	Epi of Tuberculosis	1
GH 563	AIDS: Public Health Implications	2
GH 564	Public Health Preparedness and Bioterrorism	2
GH 566	Immunization Programs and Policies	2
GH 571	Vaccines and Vaccine Preventable Diseases	2
GH 580	Control of Food and Waterborne Diseases	2
GH 582	Global Climate Change: Health Impacts and Response	2

Public Nutrition Concentration

Nutritional problems exist at global, national, community, and individual levels and include hunger, childhood malnutrition, famine, suboptimal growth, infection, dietary imbalance or deficiency, and chronic disease. Public Nutrition addresses population-based dietary and nutritional problems by elucidating their extent, determinants, and consequences. Public Nutrition also is concerned with the development and evaluation of policies and programs to address nutrition concerns. Public Nutrition therefore takes a global

perspective, spanning the concerns of wealthy and poor nations. The public nutrition practitioner requires a solid understanding of the biology of nutrition, the socioeconomic and demographic influences on nutrition, and the principles of design, implementation, and evaluation of interventions. Students from both developed and developing countries can use these skills to serve government ministries, private voluntary organizations, technical assistance agencies, applied research institutions, and universities.

Course Requirements

The core requirements in public nutrition include three PN courses selected from the list below and nutrition electives. Students are also encouraged to take additional elective courses of their choice based on the skill set they may desire (epidemiology, health promotion, or program management). Special projects and analytical theses are often conducted in conjunction with ongoing faculty research projects, or within an international agency or local action group program.

PN Concentration Core

Course Number	Course Title	Credit Hours
GH 545	Nutritional Assessment (required)	2
<i>Plus one course from this group</i>		
GH 534	Diabetes: A Model for Global Noncommunicable Disease Prevention and Control	2
GH 546	Maternal and Child Nutrition	3
GH 551	Diet and Chronic Disease	2
<i>Plus one course from this group</i>		
GH 552	Global Elimination of Micronutrient Malnutrition	2
GH 560	Monitoring and Evaluation (Spring section)	2

Concentration Suggested Electives

GH 523	Obesity and Society	2
GH 538	Food and Nutrition in Humanitarian Emergencies	2
GH 548*	Human Nutrition I (cross-listed IBS 580)	6
GH 549*	Human Nutrition II (cross-listed IBS 581)	6
GH 590R	Nutrition Seminar	1
GH 591L	Assessment of Dietary Intakes	2

*Courses designed primarily for the PhD program in nutrition and health sciences that would be appropriate for students seeking basic courses in nutritional biochemistry or metabolism, or the clinical aspects of nutrition.

Reproductive Health and Population Studies Concentration

The concentration in reproductive health and population studies is based on the longstanding public health interest in the links between population dynamics (fertility, mortality, and migration) and population health. Students can choose from a variety of topics for in-depth study, including fertility and family planning, maternal nutrition, prenatal

and perinatal care, (adverse) pregnancy outcomes, gender and sexual health, HIV/AIDS, migration and health, chronic disease, population and individual aging and the relationship between population and development. Students who concentrate in reproductive health/population studies will differ in the career focus they wish to pursue. Thus, this concentration prepares students for either programmatic or research work in reproductive health/population studies, depending on their career objectives. Students who wish to pursue a programmatic focus develop competencies in public health policy and programmatic skills relevant to reproductive health problems. All students are encouraged to learn methods of data collection, cross-cultural analysis, and analytic techniques for the study of fertility, mortality, and migration, broadly construed.

Every effort is made to have students gain an interdisciplinary perspective on population and reproductive health. Interdisciplinary courses are offered within the department, and students are encouraged to seek courses from other departments in the school and University as well. This concentration also maintains close ties with the U.S. Centers for Disease Control and Prevention, with which some of the world's foremost scientists in the field of reproductive health are affiliated. A number of these scientists play an important role in the concentration by serving as course lecturers and by mentoring students.

RHPS Concentration Core

The reproductive health/population studies concentration requires three core courses, one from each group below, and concentration electives. Students are also encouraged to take additional elective courses of their choice based on the skill set they may desire (i.e., epidemiology, health promotion, or program management).

Fertility and Reproduction: Choose one

Course Number	Course Title	Credit Hours
GH 530	The Global Elimination of Maternal Mortality from Abortion	2
GH 541	Technology of Fertility Control	2

Sexual and Reproductive Health: Choose one

GH 547	Issues in Sexual and Reproductive Health	3
GH 559	Gender and Global Health	2

Population Studies: Choose one

GH 502	Global Health Survey Research Methods	3
GH 523	Obesity and Society	2
GH 540	Population Dynamics	2
GH 569	Introduction to Demography for Public Health	1

Concentration Suggested Electives

GH 515	Introduction to Public Health Surveillance	3
GH 527	Migration and Health	2
GH 539	Reproductive Health Program Management	2
GH 546	Maternal and Child Nutrition	3
GH 550	Epidemiology and Dynamics of STD/HIV Transmission	2

GH 563	AIDS: Public Health Implications	2
GH 573	Gender, Sexuality, and Global Health	2
GH 593	Topics in Religion and Health: Sexual and Reproductive Health	3
NRS6614	Human Lactation and Breastfeeding Management	2
EPI 516	Translating Epi for Decision Making: Issues in Women's Health	2
EPI 533	Programming in SAS	2
EPI 534	Epidemiologic Methods II	3
EPI 565	Data Sources and Utilization in MCH Epi	2
EPI 746	Reproductive Epidemiology	2
BIOS 501	Statistical Methods II	4

Community Health and Development Concentration

The community health and development concentration prepares professionals to work at national, district, and community levels in order to strengthen indigenous capacity to achieve well-being and improve health. Graduates of this concentration will have the capacity to work with grassroots organizations, private voluntary groups, governmental agencies, and other sector providers to design, implement, manage, and evaluate community-based public health initiatives. Emphasis will be given to the development of public health skills, the acquisition of knowledge about working within local communities in different cultural settings and development contexts, and promoting behavioral change for healthier communities.

CHD Concentration Core

This concentration requires three core courses, one from each group below, and concentration electives. Students are also encouraged to take additional elective courses of their choice based on the skill set they may desire (i.e., epidemiology, health promotion, or program management).

Course Number	Course Title	Credit Hours
Community Interaction	<i>One course required</i>	
GH 507	Health as Social Justice	2
GH 508	Seminar in Health and Human Rights	2
GH 513	Community-based Participatory Action Research	2
GH 572	Community Transformation	2

Management

GH 505	<i>One course required</i> Case Studies in International Health Management	1
GH 539	Reproductive Health Program Management	2

Community Metrics and Measurement

GH 560	Monitoring and Evaluation	3
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OTHER DEGREE OPTIONS IN GLOBAL HEALTH

MSPH in Public Nutrition

The MSPH in Public Nutrition requires forty-eight credit hours and is designed to be completed in two years. The nutrition core provides students with an overview of basic human nutrition, familiarity with nutrition assessment methods, and an overview of major nutrition problems, related programs and policies. Students who complete this concentration will be prepared to work on the full range of nutrition problems afflicting both developed and developing countries. The public health core courses provide students with a strong quantitative foundation as well as an understanding of global health problems and policies.

MSPH in Public Nutrition Requirements (48 credits required)

RSPH core	Course Number	Course Title	Credit Hours
	BIOS 500	Statistical Methods I	4
	BIOS 501	Statistical Methods II	4
	BSHE 500	Behavioral and Social Sciences in Public Health	2
	EPI 530	Epidemiological Methods I	4
	EH 500	Perspectives in Environmental Health	2
	EPI 534	Epidemiological Methods II	3
	HPM 500	Introduction to the U.S. Health Care System	2

Department Core (6 credits)

GH 501	Global Challenges and Opportunities	3
GH 542	Evidence-Based Strategies	3

Methods Section (6 credits)

Students are required to complete a minimum of 6 credits in approved methods courses. Please see your academic adviser to discuss course selection.

GH 595R	Practicum	0
GH 599R/598R	Thesis/Special Study Project	4
MSPH Public Nutrition Core		
<i>Foundation</i>		
GH 548	Human Nutrition I	6

Undernutrition (choose one)

GH 538	Food and Nutrition in Humanitarian Emergencies	2
GH 546	Maternal and Child Nutrition	3
GH 552	Global Elimination of Micronutrient Malnutrition	2

Overnutrition (choose one)

GH 523	Obesity and Society	2
GH 534	Diabetes: A Model for Global Noncommunicable Disease Prevention and Control	2
GH 551	Diet and Chronic Disease	2

Methods (choose one)

GH 545	Nutritional Assessment	2
GH 591L	Assessment of Dietary Intakes	2

Suggested Electives

Nutrition (Select from among courses not chosen for the nutrition core)

GH 534	Diabetes: A Model for Global Noncommunicable Disease Prevention and Control	2
GH 546	Maternal and Child Nutrition	3
GH 549	Human Nutrition II	6
GH 551	Diet and Chronic Disease	2
GH 552	Global Elimination of Micronutrient Malnutrition	2
GH 545	Nutritional Assessment	2
GH 590R	Nutritional Seminar	1
GH 591L	Assessment of Dietary Intakes	2
GH 597R	Directed Study in Nutrition	1-2

Reproductive Health

GH 540	Population Dynamics	2
GH 547	Issues in Sexual and Reproductive Health	3
GH 559	Gender and Global Health	2
GH 573	Gender, Sexuality, and Global Health	2

Infectious Disease

EPI 544	Epidemiology of Foodborne and Diarrheal Diseases	1
GH 511	International Infectious Diseases	2
GH 516	Global Perspectives in Parasitic Diseases	3
GH 580	Control of Food & Waterborne Diseases	2

Program Evaluation

GH 560	Monitoring and Evaluating Global Public Health Programs (spring section)	3
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Quantitative Methods

EPI 740	Epi Modeling	3
EPI 744	Perinatal and Pediatric Epidemiology	2
BIOS 522	Survival Analysis Methods	2
EPI 739	Advanced Epi Methods II	2
GH 555	Proposal Development	2

Interdepartmental Programs

The Hubert Department of Global Health offers two interdepartmental programs. A joint MPH or MSPH degree is offered in **Global Epidemiology** with the Department of Epidemiology. A joint MPH degree in **Global Environment Health** is offered with the Department of Environmental Health.

For more information and specific course work, please refer to the Interdepartmental Programs section of this catalog.

Faculty

- Mohammed K. Ali**, Assistant Professor, MBChB, University of Cape Town, 2003; MSc (cardiovascular medicine), University of Oxford, 2007; MSc (global health), 2007. Cardiovascular disease and diabetes, knowledge translation.
- Karen Andes**, Visiting Assistant Professor, BA, Arizona State University, 1987; MA, Northwestern University, 1989; PhD, 1994
- Solveig Argeseanu**, Assistant Professor, BA, George Washington University, 1997; MSc, London School of Economics and Political Science, University of London, 2001; MA, University of Pennsylvania, 2003; PhD, University of Pennsylvania, 2006. Demography and health, social determinants of health; child obesity.
- John B. Blevins**, Research Associate Professor, BA, Furman University, 1989; MDiv, Duke University, 1992; PhD, Emory University, 2005. Religion and public health, religion and sexual health, religion and HIV/AIDS, community-level HIV prevention, community health assets mapping.
- Philip S. Brachman**, Professor, BS, University of Wisconsin, 1950; MD, 1953. Epidemiology of infectious diseases, particularly hospital infections, disease prevention.
- Cheryl Day**, Research Assistant Professor, BS, Emory University, 1998; PhD, Harvard University, 2003. HIV pathogenesis.
- Carlos del Rio**, Hubert Professor and Chair, MD, Universidad La Salle (México), 1983. Infectious diseases; AIDS.
- Dabney Evans**, Senior Associate Faculty, Executive Director, Institute of Human Rights, BA, Arizona State University, 1996; MPH, Emory University, 1998. CHES, Emory University. Health and human rights.
- William H. Foege**, Presidential Distinguished Professor of Public Health, Emeritus, BA, Pacific Lutheran College, 1951; MD, University of Washington, 1961; MPH, Harvard University, 1965. Disease eradication and agricultural projects of Global 2000 of The Carter Center, child survival and development, global tobacco plague, medical ethics, preventive medicine, injury control.
- Stanley O. Foster**, Research Professor, AB, Williams College, 1955; MD, University of Rochester, 1960; MPH, Emory University, 1982. Health policy, planning, and management; working with NGOs to strengthen community and health system capacity in promotion, prevention, case management.
- Eugene J. Gangarosa**, Professor Emeritus, BA, University of Rochester, 1950; MD, 1954; MS, 1955. Control of foodborne and waterborne diseases, child survival issues, primary health care, minority health issues, migrant health, graduate education in public health.
- Monique Hennink**, Associate Professor, BA, Flinders University of South Australia, 1986; PhD, University of Southampton, 1997. Demography, family planning and sexual behavior; reproductive health service provision, men's reproductive health, HIV/AIDS prevention, sex education, evaluation of health programs.
- Cheng Huang**, Research Assistant Professor, PhD, University of Pennsylvania, 2007; MA, Beijing University, BA, Xiamen University. Social demography, health economics, applied methodology, diabetes care.
- Alma Idiart**, Visiting Assistant Professor, BA, University of Buenos Aires, 1991; MA, Emory University, 1998; PhD, 2002. Comparative political economy and sociology, comparative social policy, Latin American studies.
- Miriam Kiser**, Senior Associate Faculty, RN, New Hampshire Technical Institute, 1978; BA, Georgia State University, 1990; MPH, Emory University, 1993. Senior Program Director, Interfaith Health Program.
- Keith P. Klugman**, William H. Foege Chair and Professor, MBBCh, PhD, University of the Witwatersrand (Johannesburg), 1981; DTIMH, 1985; FRCPATH, London, 1991; FRSSAfr (South Africa), 1996. Global spread of antimicrobial resistance, acute respiratory infections, bacterial vaccines, typhoid fever.
- Juan S. Leon**, Assistant Professor, BA, Dartmouth College, 1996; MPH/PhD, Northwestern University, 2003. Infectious disease, immunology, enteric and foodborne diseases, diarrhea, norovirus, parasitology, chagas heart disease, rotavirus, vaccines and Latin America.
- Pengbo Liu**, Research Assistant Professor, PhD, Peking Union Medical College (PUMC) & Chinese Academy of Medical Sciences (CAMS), Beijing, China, 1997; M.S, Xi'an Medical School, Xi'an Jiaotong University, Xi'an, China, 1994; BS, Xi'an Medical School, Xi'an Jiaotong University, Xi'an, China, 1986. Virology, epidemiology of foodborne and waterborne diseases.
- Glen F. Maberly**, Professor Emeritus, BSc, University of New South Wales, 1975; MB, BS, 1977; MD, 1983. Micronutrient malnutrition, endocrinology.
- Fauzia Malik**, Lecturer, BA, Punjab University, 1992; MSc, Quaid-I-Azam University, 1998. Community-based participatory interventions, project planning and evaluations, maternal and child health, health-related behavior, reproductive health, HIV/AIDS prevention.
- Reynaldo Martorell**, Robert W. Woodruff Professor of International Nutrition, AB, St. Louis University, 1969; PhD, University of Washington, 1973. Protein-energy malnutrition, maternal and child nutrition, child growth, nutrition, and infection; functional consequences of malnutrition; design and evaluation of nutrition interventions; food and nutrition policy; obesity.
- Deborah A. McFarland**, Associate Professor, BA, Ohio Wesleyan University, 1968; MPH, University of North Carolina-Chapel Hill, 1973; MSc, London School of Economics, 1984; PhD, University of Tennessee, 1987. Comparative health policy, health system finance and reform, equity and the poor.
- Neil Mehta**, Assistant Professor, BA, Oberlin College, 1997; MSc, University of Pennsylvania, 2005; MA, 2005; PhD, 2009. Mortality, obesity, immigrant health, health behaviors, race/ethnic disparities in health.
- Christine L. Moe**, Eugene J. Gangarosa Chair and Associate Professor, BA, Swarthmore College, 1979; MS, University of North Carolina-Chapel Hill, 1984; PhD, 1989. Environmental transmission of infectious agents; epidemiology of foodborne and waterborne diseases; environmental microbiology, water, sanitation, and health.
- K. M. Venkat Narayan**, O. C. and Ruth Hubert Professor, MBBS, St. Johns Medical College, 1980; MSc, University of Edinburgh, 1987; MPPHM, Royal College of Physicians, 1988; MBA, Herriot Watt University, 1995. Diabetes, obesity and nutrition.
- Clair Null**, Assistant Professor, BA, Smith College, 2001; PhD, University of California at Berkeley, 2009. Economics and development.
- Saad B. Omer**, Assistant Professor, MBBS, The Aga Khan University Medical College, 1998; MPH, Johns Hopkins University, 2003; PhD, 2007. Vaccine trials, vaccine policy, mother-to-infant transmission of HIV, spatial epidemiology and GIS.
- Usha Ramakrishnan**, Associate Professor, BS, University of Madras, 1983; MS, 1985; PhD, Cornell University, 1993. Childhood malnutrition, maternal and child nutrition, micronutrient malnutrition.
- Roger W. Rochat**, Research Professor, AB, University of Rochester, 1962; MD, University of Washington, 1966. Maternal, infant, and child health epidemiology; maternal and child health epidemiology capacity building in state health departments; maternal death and abortion surveillance; unintended pregnancy prevention.

- Aziz R. Samadi**, Professor Emeritus. MD, Kabul University, 1956; DPH, American University of Beirut, 1961; MPH, Emory University, 1986. Maternal and child health, tropical diseases in children.
- Aryeh D. Stein**, Associate Professor. BSc, University of London, 1984; MPH, Columbia University, 1989; PhD, 1992. Nutritional epidemiology, diet and chronic diseases, intergenerational effects on health.
- Rob Stephenson**, Associate Professor. BSc, Southampton University 1995, MSc, London School of Hygiene and Tropical Medicine, 1996. PhD, Southampton University 1999. Reproductive health with a focus on community influences on individuals.
- Peter Teunis**, Visiting Professor. PhD/MSc, Utrecht University, 1982; PhD, 1990. Biostatistician, Centre for Infectious Disease Control, RIVM, Netherlands.
- Sandra L. Thurman**, Senior Lecturer and President and CEO, International AIDS Trust. BS, Mercer University.
- Jorge E. Vidal**, Assistant Research Professor. BS University of Puebla, Mexico, 1999; MSc, National School of Biological Sciences, Mexico, 2002; PhD, Center for Research and Advanced Studies, Mexico, 2006. Infectious diseases, respiratory and gastrointestinal diseases caused by bacterial pathogens, bacterial gene expression during human and animal disease, bioterrorism, antibiotic resistance.
- Nicholas Vogenthaler**, Assistant Professor. BS, Duke University, 1994; MD, University of California, San Francisco, 1999; MPH, University of California, Berkeley, 2004. Poverty, food insecurity, HIV-related health behaviors, and health outcomes in resource-rich and resource-poor settings.
- Amy Webb Girard**, Assistant Professor. BS, Mercer University, 1997; PhD, Emory University, 2006. Maternal and child health, particularly in relation to nutrition and food security, breastfeeding, and HIV.
- David F. Williamson**, Visiting Professor. BS, Pennsylvania State University, 1972; MS, Cornell University, 1980; PhD, 1984. Diabetes prevention. U.S. Centers for Disease Control and Prevention.
- Kate Winkell**, Assistant Professor. BA, Wadham College, University of Oxford, 1988; MA, Courtauld Institute, University of London, 1990; PhD, 1995. Health communications, AIDS, the media. Center for the Study of Health, Culture, and Society.
- Kathryn M. Yount**, Associate Professor. BA, University of North Carolina-Chapel Hill, 1991; MHS, Johns Hopkins University, 1994; PhD, 1999. Social demography, reproductive health and gender studies in the Middle East and less-developed countries.

Jointly Appointed Faculty

- Susan Allen**, Professor. BA, Duke University, 1980; DTMH, Liverpool School of Tropical Medicine, 1983; MD, Duke University, 1984; MPH, University of California at Berkeley, 1995. HIV/AIDS, discordant HIV couples, couples' voluntary counseling and testing (CVCT), HIV vaccine clinical trials.
- Ruth L. Berkelman**, O. Wayne Rollins Professor. BA, Princeton University, 1973; MD, Harvard Medical School, 1977. Infectious diseases, emerging infections, surveillance, preparedness. Epidemiology Department.
- Henry Blumberg**, Professor. BA, Washington University, 1979; MD, Vanderbilt University, 1983. Emory University School of Medicine.
- Peter Brown**, Professor. BA, University of Notre Dame, 1975; MA, State University of New York, Stony Brook, 1976; PhD, 1979. Department of Anthropology, Emory University.
- Mary R. Galinski**, Associate Professor. BS, State University of New York, 1979; MS, New York University School of Medicine, 1983, PhD, 1987. Malaria, infectious diseases, parasitology.
- Robert A. Hatcher**, Professor. BS, Williams College, 1959; MD, Cornell University, 1963; MPH, University of California, Berkeley, 1973. Emory University School of Medicine.

- Donald Hopkins**, Professor. BS, Morehouse College, 1962; MD, University of Chicago, 1966; MPH, Harvard University, 1970. The Carter Center.
- James M. Hughes**, Professor. BA, Stanford University, 1966; MD, Stanford University, 1971. Emory University School of Medicine.
- Phyllis Kozarsky**, Assistant Professor. BA, Hobart and William Smith Colleges, 1974; MD, Albert Einstein College of Medicine, 1978. Travel Well International Travelers' Clinic, Crawford Long Hospital of Emory University.
- Eva Lathrop**, Assistant Professor. BA, Bowdoin College, 1992; MD, University of Vermont, 1999; MPH, Rollins School of Public Health, 2009. Emory University School of Medicine.
- Ngoc-Anh Le**, Associate Professor. BA, University of California, San Diego, 1973; PhD, 1979. Lipid Research Laboratory, Emory University School of Medicine.
- John E. McGowan Jr.**, Professor. BMS, Dartmouth Medical School, 1965; MD, Harvard University, 1967. Department of Epidemiology.
- Justin V. Remais**, Assistant Professor. BA, University of California at Berkeley, 1998; MS, 2002; PhD, 2006. Disease ecology of environmentally mediated tropical diseases, impact of land use and climate change. Department of Environmental Health.
- Scott M. Sasser**, Assistant Professor. BS, Auburn University, 1990; MD, Tulane University School of Medicine, 1994. Emory University School of Medicine.
- Ira K. Schwartz**, Associate Professor. BS, Union College, 1972; MD, University of Chicago, 1977. Emory University School of Medicine.
- Lynn M. Sibley**, Associate Professor. BS, University of Colorado, 1973; MS, University of Utah, 1980; MA, University of Colorado, 1987; PhD, 1993. Emory University Nell Hodgson Woodruff School of Nursing.
- Parmi Suchdev**, Assistant Professor. BS/BSA, University of Arizona, 1998; MD/MPH, Northwestern University, 2002.
- Kevin M. Sullivan**, Associate Professor. BS, Franklin University, 1981; MHA, Ohio State University, 1983; MPH, University of Michigan, 1984; PhD, 1990. Department of Epidemiology.
- Peter W. F. Wilson**, Professor. BS, Yale University, 1970; MD, University of Texas at San Antonio, 1974. Cardiovascular and metabolic disease epidemiology, risk prediction, genetic epidemiology.
- Frank Wong**, Associate Professor. PhD, Texas A & M, 1990. Behavioral Science and Health Education.

Adjunct Faculty

- David Addiss**, Adjunct Associate Professor. BA, University of California-San Diego, 1977; MD, Medical College of Georgia, 1981; MPH, Johns Hopkins University, 1985. U.S. Centers for Disease Control and Prevention.
- Rachel Albalak**, Adjunct Assistant Professor. BS, University of Pennsylvania, 1991; MA, University of Michigan, 1993; PhD, 1997. U.S. Centers for Disease Control and Prevention.
- Mark Anderson**, Adjunct Assistant Professor. BA, Franklin and Marshall College, 1983; MPH, University of North Carolina, 1991; MD, University of North Carolina, 1992. U.S. Centers for Disease Control and Prevention.
- Abhay Bang**, Adjunct Professor. MPH, Johns Hopkins University, 1994; MBBS, Nagpur University, India; MD, Nagpur University, India. Society for Education, Action, and Research in Community Health, India.
- Michael Beach**, Adjunct Assistant Professor. BA, Humboldt State University, 1979; PhD, Purdue University, 1987. Centers for Disease Control and Prevention.
- Caryn Bern**, Adjunct Associate Professor. BA, Swarthmore College, 1974; MD, Stanford University, 1978; MPH, Johns Hopkins University, 1989. Centers for Disease Control and Prevention.

- Robert S. Bernstein**, Adjunct Associate Professor. AB, University of Pennsylvania, 1965; MS, Pennsylvania State University, 1968; PhD, 1971; MD, University of Connecticut, 1977; MPH, Johns Hopkins University, 1979. Management Sciences for Health.
- Robert J. Berry**, Adjunct Professor. BS, University of Utah, 1968; MD, Cornell University Medical College, New York, 1973. U.S. Centers for Disease Control and Prevention. Division of Birth Defects and Developmental Disabilities.
- Oleg Blukha**, Adjunct Associate Professor. MD, Lviv State Medical Institute, Ukraine; PhD, Cornell University, Ithaca NY. U.S. Centers for Disease Control and Prevention. International Emergency and Refugee Health Branch, National Center for Environmental Health.
- Suzanne Binder**, Adjunct Professor. BS, McGill University, Montreal, 1976; MD, Tufts University School of Medicine, 1981. Consultant.
- Muirann Brennan**, Adjunct Assistant Professor. Medical Degree, Royal College of Surgeons in Ireland, 1985; MD, Trinity College, Dublin, 1990. U.S. Centers for Disease Control and Prevention.
- Claire Broome**, Adjunct Professor. BA, Harvard University, 1970; MD, 1975. Centers for Disease Control and Prevention.
- Kata Chillag**, Adjunct Assistant Professor. BA, University of South Carolina, 1992; PhD, University of Pittsburgh, 1997. U.S. Centers for Disease Control and Prevention.
- Elliott Churchill**, Adjunct Senior Associate Professor. MS, University of North Carolina, Chapel Hill, 1965; MA, 1964. Senior Communications Officer, Centers for Disease Control and Prevention, 1968–2008 (retired).
- Susan Temporado Cookson**, Adjunct Associate Professor. BS, Duke University, 1975; MD, University of North Carolina, 1985; MPH, Emory University, 2003. Centers for Disease Control and Prevention.
- Adolfo Correa**, Adjunct Professor. BS, Chemistry, San Diego State University, 1969; MS, University of California, San Diego, 1970; MD, 1974; MPH, Johns Hopkins University, 1981; PhD, 1987. Centers for Disease Control and Prevention.
- Bethann Cottrell**, Adjunct Assistant Professor. BS Dietetics, Western Michigan University, 1978; MS Community Nutrition, Michigan State University, 1980; PhD, Michigan State University, 1985.
- Andrea Creanga**, Adjunct Assistant Professor. MD, Carol Davila University of Medicine and Pharmacy, 2002; PhD, Johns Hopkins University, 2009. Centers for Disease Control and Prevention.
- Michael Deming**, Adjunct Associate Professor. BA, University of California at Berkeley, 1968; MD, University of California at San Francisco, 1976; MPH, University of California at Berkeley, 1976. Centers for Disease Control and Prevention.
- Richard Dicker**, Adjunct Professor. BS, Tufts University, 1974; MD, University of Massachusetts, 1979; MSc, Harvard University, 1983.
- Paul Emerson**, Adjunct Assistant Professor. BSc, University of Nottingham, 1991; PGCE, Bath Spa University, 1992; MSc, Liverpool School of Tropical Medicine, 1994; PhD, University of Durham, 2001. The Carter Center.
- Laurie A. Ferrell**, Adjunct Lecturer. BBA, Radford University, 1990, MPH, Emory University, 1998.
- C. Rafael Flores Ayala**, Adjunct Professor. MAppStat, Louisiana State University, 1981; PhD, University of California at Los Angeles, 1989. Program design, monitoring, and evaluation.
- Thomas R. Frieden**, Adjunct Professor. BS, Oberlin College, 1982; MD/MPH, Columbia University, 1986. Director, Centers for Disease Control and Prevention.
- Carlos Franco-Paredes**, Assistant Adjunct Professor. MD, Universidad La Salle (México), Department of Medicine, Emory University School of Medicine; Travel Well International Travelers' Clinic, Emory University Midtown Hospital.
- Fiona Galloway**, Adjunct Instructor. BA Psychology, Emory University, 1998; MPH Epidemiology, Boston University, 2000. U.S. Centers for Disease Control and Prevention. International Emergency and Refugee Health Branch (IERHB)
- Helene Gayle**, Adjunct Professor. BA, Barnard College, 1976; MPH, Johns Hopkins University, 1981; MD, University of Pennsylvania, 1981. CARE.
- Richard Getting**, Adjunct Professor. BS, University of New Hampshire, 1984; MS, Stanford University, 1988; PhD, Stanford University, 1993. U.S. Centers for Disease Control and Prevention.
- M.V. George**, Adjunct Professor. MA/PhD, The Australian National University, 1966. Emory University, Department of Sociology.
- Roger I. Glass**, Adjunct Professor. AB, Harvard University, 1967; MD, 1972; MPH, 1972; PhD, University of Göteborg, 1984. Fogarty Center, NIH.
- Teresa Gonzalez-Cosio**, Adjunct Professor. BSc, Universidad Iberoamericana, 1980; MS, Cornell University, 1984; PhD, 1994. National Institute of Public Health.
- Phillip Lawrence Grais**, Adjunct Professor. BA, Duke University, 1966; DMD, Temple University, 1970; MPH, Harvard University, 1972. Department of Environmental and Occupational Health.
- Edward Gregg**, Adjunct Associate Professor. BS, College of William and Mary, 1988; MS, Wake Forest University, 1990; PhD, University of Pittsburgh, 1996. Centers for Disease Control and Prevention.
- Patricia M. Griffin**, Adjunct Professor. AB, Immaculata College, 1971; MD, University of Pennsylvania, 1977. U.S. Centers for Disease Control and Prevention.
- Douglas Hamilton**, Adjunct Assistant Professor. BA, Earlham College, 1974; PhD, Vanderbilt University, 1982; MD, Vanderbilt University, 1984. Centers for Disease Control and Prevention.
- Thomas Handzel**, Adjunct Assistant Professor. BS, Cornell University, 1983; MS, University of North Carolina, 1990; PhD, University of North Carolina School of Public Health, 1998. U.S. Centers for Disease Control and Prevention.
- Alan R. Hinman**, Adjunct Professor. BA, Cornell University, 1957; MD, Case Western Reserve University, 1961. Task Force for Child Survival and Development.
- Timothy Holtz**, Adjunct Assistant Professor. BA, St. Olaf College, 1986; MPH, Johns Hopkins University, 1990; MD, University of Iowa, MS, 1991. U.S. Centers for Disease Control and Prevention.
- Donald R. Hopkins**, Adjunct Professor. BS, Morehouse College, 1962; MD, University of Chicago, 1966; MPH, Harvard University, 1970. The Carter Center.
- Dale Hu**, Adjunct Professor. BA Psychology, Stanford University, California, 1983; MD, University of California, San Diego School of Medicine, 1987; MPH, Johns Hopkins University, 1989. U.S. Centers for Disease Control and Prevention. Division of Birth Defects and Developmental Disabilities.
- Jeffrey L. Jones**, Adjunct Associate Professor. BS, University of California at Davis, 1974; MD, 1978; MPH, University of California at Berkeley, 1986. U.S. Centers for Disease Control and Prevention.
- Sumaya Karmini**, Adjunct Assistant Professor. MD, Mazar-e-Sharif Medical University, Afghanistan, 1999. Refugee Women's Network.
- Moses Katabarwa**, Adjunct Professor. BSc, Makerere University, 1984; MPH, Emory University, 1997; MA, Commonwealth Open University, 1999; PhD, 2001. The Carter Center.
- Senait Kebede**, Adjunct Assistant Professor. MPH, Johns Hopkins University, 2002; Doctor of Medicine, AAU, Ethiopia, 1985.
- Laura Kettel Khan**, Adjunct Assistant Professor. BS, University of Arizona, 1981; PhD, 1991. U.S. Centers for Disease Control and Prevention.

Christine Ndunge Kiiti, Adjunct Professor. BS, Houghton College, 1988; MA, Wheaton College, 1992; PhD, Cornell University, 2002. MAP International, USA.

Dmitry Kissin, Adjunct Assistant Professor. MD, St. Petersburg State Medical University, Russia, 1995; MPH, State University of New York, 2001. Centers for Disease Control and Prevention.

Denise Koo, Adjunct Professor. BA, Harvard College, 1984; MD, University of California, San Francisco, 1989; MPH, University of California, Berkeley, 1988. Centers for Disease Control and Prevention.

Deborah Kowal, Adjunct Assistant Professor. BA, University of Michigan, 1974; PA, Mercy College of Detroit, 1975; MA, University of Southern California, 1983. Contraceptive Technology Communications, Inc.

Barbara Lopes-Cardozo, Adjunct Assistant Professor. MPH, Tulane University, 1993; MD, University of Amsterdam, 1981. U.S. Centers for Disease Control and Prevention.

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Shabir Madhi, Adjunct Professor. MBBCh, University of the Witwatersrand, 1990; MMed Pediatrics, 1998; PhD, 2003. Department of Science and Technology/National Research Foundation—Vaccine Preventable Diseases.

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Vince Marconi, Adjunct Associate Professor. BS, University of Florida, 1996; MD, Johns Hopkins University, 2000. Emory University School of Medicine.

Lise D. Martel, Adjunct Assistant Professor. BA/MEd, Saint Mary's University, 1993; MS, University of Hawaii, 2003; PhD, 2007. Centers for Disease Control and Prevention.

Marjorie McCollough, Adjunct Associate Professor. BS, Michigan State University, 1983; MS, MGH Institute of Health Professions, 1986; ScD, Harvard University, 1999. American Cancer Society.

Lesley McGee, Adjunct Assistant Professor. BSc and BSc (Hon), University of Natal, South Africa, 1993, 1994; PhD, University of Witwatersrand, South Africa, 2002. Centers for Disease Control and Prevention.

Scott J. N. McNabb, Adjunct Associate Professor. BS, University of Oklahoma, 1972; MS, 1979; PhD, 1986. U.S. Centers for Disease Control and Prevention.

Ziad Memish, Adjunct Professor. MD, University of Ottawa, 1987. Saudi Ministry of Health.

V. Mohan, Adjunct Professor. MBBS, University of Madras, 1976; MD, 1981; PhD, 1987. Madras Diabetes Research Foundation.

Lynnette Neufeld, Adjunct Assistant Professor. BASc, University of Guelph, 1990; MS, Cornell University, 1995; PhD, 2000. Head of Division of Nutritional Epidemiology, National Institute of Public Health, Cuernavaca, Mexico.

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Monica Parise, Adjunct Assistant Professor. BSN, University of Pittsburgh, 1980; MD, 1986. U.S. Centers for Disease Control and Prevention.

Juan Pena-Rosas, Adjunct Assistant Professor. MD, Universidad Central de Venezuela, 1983; MPH, University of Puerto Rico, 1991; PhD, Cornell University, 1993. World Health Organization.

Henry B. Perry III, Adjunct Professor. BA, Duke University, 1968; MPH, Johns Hopkins University, 1971; MD, 1974; PhD, 1976. International Center for Diarrheal Disease Research, Bangladesh.

Bobbie Person, Adjunct Instructor. BS, Medical College of Virginia 1976; MPH, Emory University, 1989; Centers for Disease Control and Prevention.

Samuel Posner, Adjunct Associate Professor. BA, University of San Francisco 1992, PhD University of Southern California, 1996. Centers for Disease Control and Prevention.

Dorairaj Prabhakaran, Adjunct Professor. MBBS, Bangalore Medical College, 1985; MD, All India Institute of Medical Sciences, 1990; DM (cardiology), 1993; MSc, McMaster University, 2006. Centre for Chronic Disease Control, New Delhi, India.

Michael Pratt, Adjunct Professor. BS, University of California at Davis, 1978; MSPE, University of Washington, 1981; MD, 1987; MPH, University of Minnesota, 1989. The economics of physical activity and health including costs of inactivity and cost effectiveness of physical activity interventions.

Robert E. Quick, Adjunct Associate Professor. BA, Stanford University, 1974; MS, MPH, University of California-Berkeley, 1981; MD, University of California-San Francisco, 1983. U.S. Centers for Disease Control and Prevention.

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Richard Rheingans, Adjunct Associate Professor. BA, Yale University, 1987; MA, 1992; PhD, Cornell University, 1993.

Frank O. Richards Jr., Adjunct Associate Professor. BA, Williams College, 1975; MD, Cornell University, 1979. U.S. Centers for Disease Control and Prevention.

Juan A. Rivera, Adjunct Associate Professor. LIC, Universidad Ibero-Americana, 1979; MS, Cornell University, 1984; PhD, 1988. Instituto Nacional de Salud Pública.

Peter Schantz, Adjunct Professor. AB, University of Pennsylvania, 1961; VMD, University of Pennsylvania, 1965; PhD, University of California-Davis, 1971. U.S. Centers for Disease Control and Prevention.

Daniel Sellen, Adjunct Associate Professor. BA, MA Zoology and Biological Anthropology, University of Oxford, Oxford, UK, 1987; AM, University of Michigan, Ann Arbor, 1989; PhD, University of California, 1995. University of Toronto.

Omar Shafiq, Adjunct Assistant Professor. BA, Tulane University, 1984; MPH, San Diego State University, 1992; PhD, University of California-San Francisco, 1997. American Cancer Society.

Paul B. Spiegel, Adjunct Assistant Professor. BA, University of Western Ontario, 1987; MD, University of Toronto, 1991; MPH, Johns Hopkins University, 1996. UNHCR.

Leisel Talley, Adjunct Instructor. BS, The George Washington University, 1995; MPH, Rollins School of Public Health, Emory University, 2000. U.S. Centers for Disease Control and Prevention.

Robert V. Tauxe, Adjunct Professor. BA, Yale University, 1975; MD, Vanderbilt University, 1980; MPH, Yale University, 1980. U.S. Centers for Disease Control and Prevention.

Basia Tomczyk, Adjunct Assistant Professor. BSN, University of Minnesota, 1980; MSc, University of California, San Francisco, 1989; MPH, University of California-Berkeley, 1994; DrPH, 1999. U.S. Centers for Disease Control and Prevention.

Timothy Uyeki, Adjunct Associate Professor. BS Biology, Oberlin College, 1981; MPH, University of California, Berkeley, 1985; MD, Case Western Reserve University, 1990; MPH, University of California, Berkeley, 1996. U.S. Centers for Disease Control and Prevention. Deputy Chief, Epidemiology and Prevention Branch, Influenza Division.

Daniel Vermeer, Adjunct Professor. BA, Hope College, 1988; MA, University of Virginia, 1994; PhD, Northwestern University, 2002. The Coca-Cola Company.

Bruce G. Weniger, Adjunct Associate Professor. BA, State University of New York College at Old Westbury, 1970; MPH, University of California at Los Angeles, 1978; MD, 1978. U.S. Centers for Disease Control and Prevention.

Holly Ann Williams, Adjunct Assistant Professor. BS, University of Pittsburgh, Pennsylvania, 1976; MN, University of Washington, 1979; PhD, University of Florida, 1995. U.S. Centers for Disease Control and Prevention. International Emergency and Refugee Health Branch (IERHB) Lorraine Yeung, Adjunct Assistant Professor. BS Biology, Georgetown University, Washington, 1991; MD, Georgetown University, Washington, 1995; MPH, Johns Hopkins Bloomberg School of Public Health, Baltimore, 2000. U.S. Centers for Disease Control and Prevention. Division of Birth Defects and Developmental Disabilities.

Hussain Yusuf, Adjunct Assistant Professor. MBBS, Dhaka Medical College (Bangladesh), 1990; MPH, Yale University, 1995. U.S. Centers for Disease Control and Prevention.

James A. Zingser, Adjunct Assistant Professor. DVM, Michigan State University, 1979; MPH, University of Michigan, 1989. U.S. Centers for Disease Control and Prevention.

Global Health Course Descriptions

GH 500 (2) Critical Issues in Global Health

Fall/Spring. Introduces students to global public health issues of two kinds: (1) fundamental cross-cutting issues such as the relationship between global health and economic development, and (2) selected thematic areas such as child survival, HIV/AIDS, and global tobacco control. The course will both contextualize current efforts in global health historically and describe likely future trends. Readings will be drawn from a range of disciplinary perspectives, including history, political science, economics, sociology and anthropology. A major goal of this course is to equip students with some critical perspectives and resources they will need as public health professionals and global citizens in our increasingly small and interdependent world. Global students only.

GH 501 (3) Global Challenges and Opportunities

Fall. Strengthens learner understanding of the issues constraining the achievement of health and well-being around the world, the establishment of priorities, the development of policies, and the implementation of programs. Community, national, and international decision makers are challenged to optimally use limited resources to address global health issues such as population growth, high under-five and maternal mortality, environmental degradation, and HIV. Course strengthens learner skills in situation analysis, policy analysis, and policy formation through readings, lectures, weekly commentaries, papers, and small-group discussions. Global students only.

GH 502 (3) Global Health Survey Research Methods

Spring. This course provides an introduction to the collection of quantitative data. Taking an applied approach, we cover the entire process of designing a study, including instrument design, sampling methods, budgeting and training, fieldwork components, and coding and editing of data. The focus is on collecting data in less-developed countries. Students develop their own surveys and accompanying methods proposals, which they may use for summer projects.

GH 504 (2) Effective Oral Communication

Fall. Satisfactory/Unsatisfactory grading. This course is designed to convey the principles and practice of dynamic and persuasive oral communication of scientific information. Its goal is to develop competencies in effective oral communication of scientific research using various techniques to diverse audiences. Course topics include (1) communication as an interactive process;

(2) persuasive vis-à-vis informative presentations; (3) distinguishing data, information, and messages; (4) analyzing a target audience; (5) condensing complex messages into sound-bite size; (6) effective approaches for visual aids including PowerPoint, YouTube, Prezi, tables, graphs, charts, and photographs; (7) understanding the messages presenters give by their personal image; and (8) strategies for dealing with the media. Students give oral presentations as part of their final grade. No prerequisites.

GH 505 (1) Case Studies in Global Health Management

Fall. Prerequisite: HPM 502 or other management courses. This course is designed to complement/supplement traditional courses in management that focus on management theory and process with primary examples drawn from the United States. GH 505 will focus on the application of management principles to health programs in low and moderate income countries using case studies drawn from these contexts. This course focuses on increasing the student's ability to analyze, explain and diagnose managerial and organizational dilemmas and generate solutions that are feasible. This will be done using the case study approach.

GH 506 (1) Introduction to Microbial Risk Assessment

Spring break. Prerequisites: BIOS 500 and GH 580/EH 546. Introductory course risk assessment methods for infectious diseases, with emphasis on description of microbial infectivity, quantification of microbial concentrations in the environment, description of risk, and exposure in outbreaks. Upon completion of this short introductory course, students will be expected to understand the general approach of microbial risk assessment and to have acquired skills to work with specialists (microbiologists, epidemiologists, biostatisticians) in a multidisciplinary team to tackle microbial risk assessment problems. Cross-listed with EH 547.

GH 507 (2) Health as Social Justice

Fall. Offers an interdisciplinary approach to understanding the complexities inherent in improving the health of communities. Examines the multiplicity of social factors that affect health and working models of approaches to favorably alter them. Initiated by students, and cross-listed with the Nell Hodgson Woodruff School of Nursing, the Emory University School of Law, and Candler School of Theology. Emphasis is on enhancing one's life as a professional including both leadership roles and personal dimensions by expanding self awareness and strengthening critical thinking skills. The pedagogy and class design utilize a participatory, learner-directed approach to education. This approach makes possible an engaged experience with issues fundamental to social justice – power relations, empowerment, and participation.

GH 508 (2) Seminar in Health and Human Rights

Spring. Examines a spectrum of issues related to health and human rights including three main topics: health as a human right, the impact of human rights abuses on health, and strategies for the adoption of a human rights framework to public health program planning and practice. Case studies among vulnerable populations of interest to public health professionals in each of these topics are utilized to support critical inquiry into the field of health and human rights.

GH 509 (2) Knowledge Translation - from Research to Policy and Practice

Spring. This course aims to introduce students to translation of scientific knowledge into real-world implementation (policy, practice, behavior change). The course covers: determining burdens; identifying proven interventions and barriers that impede implementation; designing innovative and creative solutions, and the studies to test these; and informed decision-making

as well as implementation and sustainability. Students will be exposed to case studies of health interventions globally which illustrate theoretical concepts while providing inspiration and motivation.

GH 510 (2) Epidemiological Methods in Humanitarian Emergencies

Spring. This course will cover epidemiologic methods used in complex humanitarian emergencies, such as rapid assessment, surveillance, survey design (with a focus on cluster surveys) and analysis. In addition, the class will include other topics such as outbreaks in emergencies as well as practical sessions on anthropometry and field laboratory methods. Teaching methods will combine lectures and case studies of recent humanitarian emergencies.

GH 511 (2) International Infectious Diseases

Spring. Prerequisite: EPI 530. Offers an epidemiological perspective of selected acute infectious diseases of current national and international interest. Emphasizes the agent, methods of transmission, the host, role of surveillance, and methods of control and prevention.

GH 512 (2) Health in Complex Emergencies

Spring. Covers the technical and management principles that are the basis of planning, implementing, and evaluating health programs for acutely displaced populations in developing countries. Emphasizes refugees in camp situations. Includes modules on assessment, nutrition, epidemiology of major health problems, surveillance, and program management in the context of an international relief operation.

GH 514 (2) Communicating for Healthy Behavior and Social Change

Spring. Serves as a practical introduction to the methods and theories used in the planning, development, and implementation of communication interventions to promote healthy behavior and social change in the “developing” world. Participants learn how to describe and analyze behaviors, conduct formative research, design an intervention strategically, write a creative brief to guide materials design, and develop and pretest materials. Case studies range from community-level interpersonal communication to mass media campaigns, and address a range of health issues, with particular focus on sexual and reproductive health, especially HIV/AIDS. Global students only.

GH 515 (3) Introduction to Public Health Surveillance

Spring. Prerequisite: EPI 530. Teaches the basic principles of public health surveillance, including the establishment of a public health surveillance program, the collation and analysis of data, and the preparation and distribution of a report. Helps students recognize the importance of a direct association between a public health surveillance program and public health action. Helps students become familiar with the use of computers in public health surveillance, with public health surveillance systems conducted in developed and developing countries, and with public health surveillance programs as applied to all public health problems involving either infectious or noninfectious diseases. Cross listed with EPI 515.

GH 516 (3) Global Perspectives in Parasitic Diseases

Fall. Prerequisite: EPI 530 (may be taken concurrently). Focuses on prevalent parasitic infections seen in this country as well as those seen primarily abroad. Topics include parasite life

cycles, immunology, diagnostic methods, clinical manifestations, treatment and follow up, complications, epidemiology, prevention and control, methods of transmission, and future research priorities.

GH 517 (2) Case Studies in Infectious Disease

Fall. Prerequisites: EPI 530 and BIOS 500 (may be taken concurrently or with permission). Provides training in the investigation, control, and prevention of infectious diseases by both descriptive and analytic epidemiological techniques. Students work with infectious diseases of national and international interest. Cross listed with EPI 540.

GH 519 (3) Faith and Health: Transforming Communities

Spring. Serves to help students oriented toward pastoral, social service, and community health roles better understand the theoretical relationship between religious practices at personal and social scale, and the health of the community as a basis for developing and leading practical initiatives. Students become familiar with both religious and health science literature in this area. Examines the characteristics of healthy congregations and the various roles they play that are critical to the formation of coherent and whole neighborhoods and communities. Examines those leadership practices that build the capacity for collaboration between religious organizations, including congregations and their partners in the public sector. Cross listed with SR 698.

GH 520 (2) Public Health Biology

Fall. This course will benefit students with little to no formal biology training, or those who wish a biology refresher, and will provide an introduction to the concepts in public health biology which is the study of biological principles to problems of public health importance. We will explore basic molecular, genetic, and cellular concepts, organ systems, population biology, and other important topics including laboratory assays, nutrition, the biology of cancer and mental disease, and ethics. Basic lectures will be complemented by speakers tying these basic concepts to the practice and research of public health. Students will also develop practical skills including: reading and discussing a scientific article, scientific writing, exposure to a biological laboratory, and basic proposal writing. This course fulfills all the requirements of the Public Health Biology Illustrative sub-competencies recommended by the Association of Schools of Public Health.

GH 522 (3) Qualitative Research Methods for Global Health

Spring. This course will provide students with practical skills and theoretical principles of qualitative research. Weekly sessions will focus on different tasks in the process of conducting qualitative research using the ‘Qualitative Research Cycle’ framework, developed by the instructor. This course will include theory and concepts underpinning qualitative research, qualitative research design, ethical considerations and challenges, key data collection methods used in public health, and an overview of data preparation and preliminary analysis. The course provides instruction on the challenges of applying qualitative methods in international settings and guidance on fieldwork planning and implementation to assist students in preparing for their practicum activities. This course uses a variety of approaches to foster the development of practical skills in qualitative research; formal lectures, interactive group sessions, discussions with experts, and task-based assignments. This course is a prerequisite for Qualitative Data Analysis (GH525).

GH 523 (2) Obesity and Society

Spring. Obesity has become a significant public health concern around the world. In this course, students will gain a multidisciplinary perspective on the epidemiology, sociology, economics, and demography of obesity. Through reading and discussion of published research, lectures emphasizing methodology and theory, and hands-on research, students will command a critical understanding of obesity that can be more broadly applied to addressing public health problems.

GH 524 (2) Health Systems Performance and Health Systems Financing Methods and Evidence

Spring. Prerequisite: GH 501. Introduces the major policy issues in health care financing for developing countries and transition economies. Topics include models of health care financing used by countries; performance of the systems with respect to equity, efficiency and effectiveness; evaluation of current financing and health sector reform proposals; and redefinition of the roles of government and the private sector. Investigates health care financing in the economic, political, and social contexts of country-specific health systems reform efforts and broader themes in international development.

GH 525 (3) Qualitative Data Analysis

Fall. Prerequisite: GH 522. This course is designed to provide students with the theoretical background and practical skills in analyzing qualitative data. The course is intended for second year MPH students who have completed GH 522 (Qualitative Research Methods) and who have collected qualitative data during fieldwork for their master's theses. During the course students will analyze their own data through weekly classroom exercises, structured assignments, and lab-based exercises using qualitative data analysis software. The course will provide an overview of the theoretical principles of qualitative data analysis, data preparation, data analysis, conceptualizing and interpreting data, writing and presenting data and an assessment of data quality.

GH 526 (3) Interdisciplinary Perspectives on Human Rights

Fall. Open to students from all of the graduate and professional schools. Examines the theory and practice of global and human rights from an interdisciplinary perspective. Examines issues of history, origins, and legitimacy of universal human rights, and discusses standards, institutions, and processes of implementation. Examines human rights across a variety of substantive areas, including: conflict, development, globalization, social welfare, public health, and rights of women and other vulnerable groups.

GH 527 (2) Migration and Health

Fall. This course examines the intersection of migration and health for migrant groups in both developed and developing countries. The course takes a theory-based approach to understanding the health issues faced by different types of migrants, including international migrants, refugees, and internal migrants. Students will work in groups to conduct case studies of migrant health issues, applying theory to real-life examples of migrant health. This course is open to Global students only.

GH 528 (2) Public Health/Clinical Microbiology Laboratories

Fall. The course will provide students with an understanding of the role of the clinical microbiology laboratory in public health practice and research. It focuses on the biology of major groups of infectious disease organisms (bacteria, viruses, fungi, parasites, and prions) and their identification through microbiology, including key diagnostic tests and molecular epidemiology and issues involved in laboratory management in public health and clinical laboratories. The course includes lectures and hands-on laboratory exercises.

GH 529 (2) Water and Sanitation in Developing Countries

Spring. Provides students with techniques needed to develop, evaluate, and sustain successful drinking water and sanitation interventions for developing countries. Focuses on practical field and laboratory tools needed for different stages of projects, including: assessment of perceived and actual need, alternative strategies for different environmental settings, assessing cost and financial sustainability of projects, laboratory and field techniques for assessing exposure to microbial and chemical agents, and measuring health outcomes (for baseline or effectiveness assessment). Includes lectures, extensive case studies, and field and laboratory exercises.

GH 530 (2) The GEMMA Seminar: The Global Elimination of Maternal Mortality from Abortion

Spring. The overall objective of the course is for the participating student to understand the role of unsafe abortion in global maternal mortality, to develop a well informed project that will have the potential to make substantive progress toward GEMMA, and become an informed advocate for eliminating maternal mortality from abortion.

GH 531 (1) Mental Health in Complex Humanitarian Emergencies

Fall. This course covers essential principles necessary to understand and address mental health issues in complex humanitarian emergencies. Using epidemiological and ethnographic approaches, the course will highlight mental health surveys; outcome evaluation methods; best practices and evidence-based interventions for beneficiary populations; and preparation and training for emergency responders and aid workers.

GH 533 (1) Global Planning for Emergencies and Disasters

Spring. This course covers the essential principles behind developing a practical operational plan for emergencies and disasters and common pitfalls and challenges of planning in the international context. The class will emphasize the importance of developing a plan that: is adapted to the needs and resources of the user, is competency and science based and has measurable outcomes. Students will have the opportunity to review and improve existing plans from international partners.

GH 534 (2) Diabetes: A Model for Global Noncommunicable Disease Prevention and Control

Spring. Provides students with both content and skills in the field of diabetes, a pandemic of international public health concern, which encourages effective public health programming for diabetes and other chronic diseases. Through a uniquely public health approach, examines a spectrum of issues related to chronic diseases, such as diabetes, and address the implications for public health practice. Published papers on each of these topics are utilized throughout the course to support critical inquiry into the burgeoning field of diabetes public health.

GH 535 (2) Epidemiology in Public Health Practice

Spring. Prerequisite: EPI 530. Uses a series of case studies to teach the principles and practice of epidemiology, ranging from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. Focuses on the use of sound epidemiological judgment. Cross listed with EPI 535.

GH 536 (3) Religion and Health in Context: HIV

Spring. This course will explore the ways in which religion has been utilized over the last twenty-five years to make sense of the HIV epidemic and to mobilize or hinder productive responses. These processes of making meaning and responding have occurred in a variety of contexts; the course will critically explore a broad spectrum of religious, political, and public health contexts to demonstrate the ways in which religion is invoked in response to questions and practices of health and wellness. The readings for the course are designed to introduce the class topic and students are expected to complete assigned readings prior to class. In many instances, class time will include lecture and discussion of readings but at other times, the class sessions will function to develop ideas introduced in the readings more fully. In other words, students should not expect the class sessions merely to fully summarize assigned readings. Written assignments are designed to test not only students' knowledge of the material but also their ability to integrate that knowledge with critical reflection on both theory and practice.

GH 538 (2) Food and Nutrition in Humanitarian Emergencies

Fall. Prerequisites: EPI 530 and BIOS 500. Each year millions of people are affected by humanitarian emergencies such as famine and conflict. Malnutrition during these humanitarian emergencies, including protein-energy malnutrition and micronutrient deficiencies, persists and presents a public health threat to the population. Who are the key players in nutritional emergencies? How are decisions made to determine when to distribute food, what type of food to distribute, and how much food to distribute? How do organizations concerned with nutrition evaluate nutritional status? What types of feeding programs are implemented in emergency situations? Some potential answers to these questions will be provided by this course.

GH 539 (2) Reproductive Health Program Management

Fall. Familiarizes students with current strategies for the implementation and delivery of family planning programs. Highlights the major policies and demographic and epidemiological data relevant to the development of programs, both domestically and internationally.

GH 540 (2) Population Dynamics

Spring. Provides an interdisciplinary perspective on population processes and contemporary population issues. Focuses on theory and methods useful for the study of fertility, mortality, and migration, and their impact on population structures and composition. Addresses special topics in the areas of population and development, demographic impact of HIV, population aging, and anthropological demography.

GH 541 (2) Technology of Fertility Control

Fall. Covers the effectiveness, complications, and benefits of contraceptive devices. Includes information on Norplant implants, morning-after approaches to birth control, the reversal of sterilization procedures, and techniques of condom distribution. Examines the administrative, managerial, and economic implications of the various approaches to fertility control.

GH 542 (3) Evidence-Based Strategic Planning

Spring. Prerequisites: GH 501, BIOS 500, EPI 530, and a working knowledge of Epi Info, a CDC computer program for data analysis. Course provides a hands-on introduction to working with low resource populations to assess health needs, develop programs, and implement strategies. This course uses multiple data sets from Ethiopia's Oromia Region. Each learner is responsible for 1 of 16 development, population, health or environmental issues. For the selected issue, each learner describes the issue in a paper, presents the issue to her/his small group, prepares a log frame, develops and presents a strategy, prepares a Gant chart, and writes a budget. Students gain an understanding of the complexities of working in low resource settings and an appreciation of the need for qualitative and quantitative skills to work effectively with and for underserved populations. Global students only.

GH 544 (1) Field Trials and Intervention Studies

Fall. This course will develop understanding of design, conduct, and analysis of field trials and intervention studies. The course will focus on methods relevant to community and facility based trials in resource poor settings. However, several skills covered in this course will also be applicable to field and clinical trials in developed countries.

GH 545 (2) Nutritional Assessment

Spring. Provides an overview of methods for assessing the nutritional status of both individuals and populations for purposes of etiologic research and disease prevention and control. Teaches the use of biochemical, anthropometric, and questionnaire methods for assessment of diet, body composition, physical activity, and biochemical characteristics. Research methods appropriate for measurement of any exposure in epidemiological or population studies are given special emphasis, including standardized data collection procedures, quality control, assessment of validity and reliability, and analytic methods to assess the effect of measurement error and to adjust for its effects when examining relations among variables. Covers methods for both acute and chronic disease.

GH 546 (3) Maternal and Child Nutrition

Spring. Emphasizes the significance and role of nutrition during pregnancy, lactation, and childhood in developing countries. Discusses the role of programs in developed countries.

GH 547 (3) Issues in Reproductive and Sexual Health

Fall. Aims to introduce students to the calculation and interpretation of key indicators in sexual and reproductive health. The classes combine lecturedetailing substantive issues in sexual and reproductive health and instruction on the calculation of indicators, with computer labs in which students can gain experience in calculating and interpreting indicators using data from large social surveys. The course will use the STATA software: no experience with the software is necessary. The course has no prerequisites and is open to first- and second-year students. Global students only.

GH 548 (6) Nutrition I

Fall. Prerequisites: one year of biology and organic chemistry and permission of instructor. The goal of the course is for students to learn the fundamental principles that underlie nutrient regulation and function and their integrative role in metabolic pathways. This course will address macronutrient requirements and how nutrient biochemical and metabolic processes are

implicated in health and disease pathology as well as the potential for disease prevention or management through nutrient-dependent processes. These objectives will be accomplished by lectures and discussion sessions that focus on the basic principles of nutrient requirements, cell biology, physiology and biochemistry relevant to nutrition, followed by the role of macronutrients in health and disease. Cross-listed with IBS 580.

GH 549 (6) Nutrition II

Spring. Prerequisites: chemistry, undergraduate biology, and permission of instructor. Provides a graduate-level introduction to human nutrition and disease, at both the clinical and research levels, and an understanding of the experimental bases for current clinical nutritional practice. Cross-listed with IBS 581.

GH 550 (2) Epidemiology and Dynamics of STD and HIV Transmission

Fall. Explores the social, biologic, and public health issues of sexually transmitted diseases and their overall importance in public health. Topics include the basic biology and epidemiology of the major STDs, the implication of transmission models for prevention, and psychosocial, behavioral, and economic aspects of STD/HIV. Cross-listed with EPI 550.

GH 551 (2) Diet and Chronic Disease

Fall, alternating years. Provides an overview of the epidemiology of the intersection between diet, physical activity, obesity and chronic disease from a life-course and global perspective and the potential for policy-level, and individuals level-approaches to address the key diet-related diseases of our time – cancer, cardiovascular disease, and diabetes. Special attention is given to the problems of implementation for diverse socio-cultural populations. Discusses changes in the prevalence of diet-related chronic disease and the potential for preventive measures in both developing and developed countries.

GH 552 (2) Global Elimination of Micronutrient Malnutrition (MNM)

Fall. Provides an understanding of the causes and consequences of global micronutrient malnutrition, including its complex biological, social and economic determinants. Describes policies, strategies, programs, and projects aimed at eliminating maternal and child MNM, including evidence of efficacy and effectiveness. Defines roles and responsibilities of the public, private and non-profit sectors in implementing national programs and advocating for MNM elimination. Describes available systems for MNM monitoring and evaluation.

GH 553 (2) Vision Health—A Global Perspective

The purpose of the course is to provide basic knowledge of the epidemiology of the major causes of vision loss globally as well as knowledge of what can and is being done to prevent vision loss from these causes. The need for a multidisciplinary approach will be emphasized and vision loss makes a good model for other public health problems, especially noncommunicable diseases. Reading from literature (available online to Emory students) will be assigned daily. Teaching methods will be a mix of didactic lectures by faculty, cases studies for discussion, and student presentations. All students will be expected to use suggested reading materials to prepare short presentations on specific topics for the class.

GH 555 (2) Proposal Development

Spring. Provides structured guidance on proposal development for submission for funding.



GH 557 (2) Global Health: Anthropological Perspectives

Fall. A medical anthropology course that explores the field of global health, particularly the serious health problems facing developing world populations. Provides an introductory survey of the basic issues and initiatives in contemporary international public health, as well as in-depth case studies of four nations: Nepal, Haiti, Mali, and Egypt. Develops student awareness of the socioeconomic and cultural complexity of health problems in developing nations, and the consequent difficulties of developing effective long-term solutions.

GH 558 (2) Global Issues in Antimicrobial Resistance

Spring. Develops tools to understand the microbiological, behavioral, and economic factors that contribute to the expanding epidemic of infectious diseases which may become untreatable due to the emergence of resistance. Provides a framework for intervention studies. Cross listed with EPI 558.

GH 559 (3) Gender and Global Health

Spring. Provides an overview of theories and programs related to gender, health, and population change in comparative perspective, with a focus on less developed countries (LDCs). Exposes students to some of the major theoretical developments in social demography that have advanced our understanding of the institutional bases of gender inequality and of the power dynamics within families and households, that influence the health status and demographic profiles of populations in these settings. Theoretical and empirical underpinnings of existing social policies and interventions intended to improve the position of women in LDCs are emphasized and case studies of the health-related and demographic consequences of these policies and interventions are discussed. Cross listed with SOC 389/WVS 385.

GH 560 (3) Monitoring and Evaluation of Global Public Health Programs

Fall and Spring. Spring offering is designed for first-year students, Fall offering is designed for second-year students. Provides students with the technical skills to conceptualize and design process and impact evaluations of international public health programs or projects. Helps students understand the role of monitoring and evaluation in policy analysis, planning, program design and management.

GH 562 (1) Epidemiology of Tuberculosis

Spring. Prerequisite: EPI 530. Provides training in domestic and international public health aspects of tuberculosis, its epidemiology and diagnosis, theory and practice of treatment and means of prevention in developed and developing countries, and the interaction between HIV and tuberculosis. Cross listed with EPI 542.

GH 563 (2) AIDS: Public Health Implications

Fall. Explores the virologic, immunologic, clinical, preventive, educational, legal, ethical, and epidemiological aspects of infection with the human immunodeficiency virus. Emphasizes current problems in organizing governmental and nongovernmental responses to the AIDS epidemic.

GH 564 (2) Public Health Preparedness and Bioterrorism

Fall. This course will acquaint students with the comprehensive nature of public health preparedness and response efforts for disasters whether natural or man-made. We discuss all aspects of public health preparedness and include discussions of specific preparedness elements necessary for responses to natural disasters and man-made events including deliberate or unintentional biological, chemical, or radiologic incidents. Ethical and legal issues related to preparedness and bioterrorism are also discussed. The course includes several in-class case exercises. Students interested in public health preparedness, infectious diseases, and bio-defense are encouraged to take this course. This course is cross-listed with EPI 564.

GH 566 (2) Immunization Programs and Policies

Spring. Provides an introduction to the basic scientific epidemiologic, economic, programmatic, and political aspects of vaccines and immunization. Emphasizes immunizations in the developing world, with examples also drawn from U.S. experience. Cross-listed with EPI 566.

GH 569 (1) Introduction to Demography for Public Health

Fall. This course provides an introduction to demography for students and practitioners of public health. It presents the themes, methods, and findings of demography and highlights how these can be used to understand and address public health issues. The focus of the course is substantive rather than methodological. Students will emerge with a strong grounding in the current state of empirical research ranging from historical health patterns to the future of human longevity.

GH 571 (2) Vaccines and Vaccine-preventable Diseases

Fall. This course will develop in-depth understanding of epidemiological, biological, and applied aspects of commonly used vaccines and vaccine preventable diseases (VPDs) of public health importance. The course content will be structured to review specific vaccines and VPDs (rather than overarching aspects of immunization programs covered in GH 566/EPI 566). Where relevant, the course lecturers will use examples from both developed and developing countries.

GH 572 (2) Community Transformation: A Five-day Experiential Workshop on Partnerships and Empowerment

Spring. Registration for the course is by application only. Through participatory learning, this course introduces a process that can be used to help communities identify and reflect on their key issues and take action. Additionally, it expands the understanding of methods for community empowerment and facilitates through group exercise and reflection approaches to the community empowerment process.

GH 573 (2) Gender, Sexuality, and Global Health

Fall. In this seminar students will master some of the theoretical literature on gender and sexuality, debate how gender and sexuality are shaped by social and cultural influences, learn the importance of these theoretical concepts for public health policy and interventions, and become acquainted with current programmatic and research perspectives. Global students only.

GH 580 (2) Control of Food and Waterborne Diseases

Spring. Introduces the major disease-causing microorganisms in the environment and their transmission through water, food, and air. Describes the organisms, pathogenesis, clinical diseases, reservoirs, modes of transmission, and epidemiology. Discusses the transport, survival, and fate of pathogens in the environment, the concept of indicator organisms as surrogates for pathogens, and the removal and inactivation of pathogens and indicators by water and wastewater treatment processes. Presents examples of the public health impact of foodborne and waterborne diseases in developing countries. Cross-listed with EH 546.

GH 581 (0) HIV/AIDS Seminar

Spring and fall. Offered exclusively to International Fellows. The HIV/AIDS Seminar is designed as a forum for Fellows participating in an international fellowship program (Humphrey, Fogge, Muskie, Fogarty, etc.) to engage in open discussion regarding topics related to HIV/AIDS with one another and with experts in the field. Weekly discussions will be led by representatives from RSPH, Emory, the CDC, and from organizations across Atlanta. Topics will vary to cover a range of issues related to HIV/AIDS. The seminar will also include site visits to various organizations and facilities in the Atlanta metropolitan area related to HIV/AIDS service and research.

GH 582 (2) Global Climate Change: Health Impacts and Response

Fall. Explores the role of global climate change in changing patterns of infectious disease transmission, water and air pollution, drought, extreme precipitation and heat, and loss of coastal and arable land. The particularly serious vulnerability to climate change among developing world populations will be emphasized, as will the largely developed country emission sources driving the phenomenon. Topics include a review of the public health effects of global climate change, epidemiologic and other methods for understanding and studying these effects, the public health adaptation response, and health impacts of potential mitigation efforts and activities. Cross-listed with EH 582.

GH 590R (1) Nutrition Seminar

Fall and spring. Promotes critical thinking, effective communication skills and awareness of the current literature through weekly presentations and discussions by students.

GH 590R (3) Health and Healing: Understanding the Role of Religion

Fall. This seminar has been developed as part of the Religion and Health Collaborative of the Religion and the Human Spirit strategic plan initiative. Its goal is to introduce frameworks and resources for cultural and religious literacy to persons interested in religion, health, and healing (including students who are training to be health practitioners or are in health-related fields).

GH 591L (2) Assessment of Dietary Intake

Fall, alternating years. Explores in-depth approaches to estimate of dietary intakes at the community, household, and individual levels. Students gain experience with tools for assessing dietary intakes of free-living individuals in developed and developing countries, including twenty-four hour diet recall, twenty-four-hour and multiple-day food record, food frequency questionnaires, conversion of dietary intake data to yield nutrient intake estimates and analysis and presentation

GH 591Q (1) EpiInfo

Spring. EpiInfo is a data entry and analysis program developed by the Centers for Disease Control and Prevention that runs under the Microsoft Windows operating system. Available for download free of charge, EpiInfo is widely used by public health professionals and is a popular choice in low resource settings. Skills in EpiInfo are a prerequisite for GH542-Evidence-Based Strategies. The purpose of this one-credit, two day class is to provides an overview of the main EpiInfo programs including the creation of data entry screens, the construction of databases, data storage and analysis.

GH 592 (1) Successful Scientific Writing for Public Health Professionals

Fall. Pass/fail grading. This course takes an active, participatory approach to learning how to communicate the findings of research and investigations more effectively and expedite the publication of manuscripts. With approximately fourteen contact hours of in-class instruction, problem solving, and practical application, it is conducted in weekly, two-hour sessions over the course of a seven-week half semester. Working in small groups, students spend much of their class time critiquing actual published and unpublished manuscripts, including their own, and solving a wide range of exercises that exemplify the real-world challenges that authors face. Free-form, in-class discussions make it possible for class members to learn from one another's experiences. Students bring to class a draft thesis, study data, or a draft manuscript in development. They will be required to turn this material into a manuscript ready for submission to a peer-reviewed journal.

GH 593 (3) Religion and Health in Context: Sexual and Reproductive Health

Fall. This course will offer a sustained critical analysis of the complicated relationship between religion and sexuality, particularly in relation to issues of central concern to sexual and reproductive health. In the course students will examine the teachings of Christianity and Islam on sexuality from global perspectives, place those teachings in historical contexts, critically assess the impact of those teachings in the context of sexual and reproductive health initiatives in both national and international contexts, and work to align religion and sexual and reproductive health initiatives through group projects and case studies.

GH 594 (1) Opportunities in Global Cancer Prevention and Control

Fall. The goal of this course is to provide students with an understanding of the global elements of cancer prevention and control. As a leading cause of mortality and morbidity worldwide,

cancer is increasingly being identified as a key concern for global health and an important development issue. This course will cover fundamental topics in global cancer prevention and control, including: cancer control planning, cancer surveillance, economic evaluation, primary and secondary prevention strategies, and policy interventions. The course will emphasize the applicability of existing cancer research and evidence-based practice to resource-limited settings. Class meets last half of fall semester.

GH 595R (0) Practicum

All. Complements academic training with practical, hands-on experience. All students must complete 300 hours of practical public health experience relevant to the field of global health prior to receiving clearance for graduation. Along with registering this course students are required to enter practicum information in the Practicum Web Client.

GH 597R (1–3) Directed Study

All. Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for course work.

GH 598R (4) Special Studies Project

All. A special studies project is a project that is developed in response to a particular need or request from an organization or agency. It results in a deliverable, a product that is specific to the sponsoring organization. An SSP is not hypothesis driven research nor does it result in generalizable findings but is the result of a rigorous, approach to problem solving, policy development and implementation or an innovative project that advances the practice of global health in new and creative directions. The primary purpose of an SSP is to produce significant products that drive the practice of global health. These projects meet the final capstone requirement in Global Health and are completed in lieu of a thesis.

GH 599R (4) Thesis

All. Students prepare a research thesis or a systematic review of the literature that embodies original work applicable to public health. It incorporates a proposition that has been successfully evaluated with appropriate statistical techniques, and is potentially publishable or has potential public health impact.

Career Master of Public Health

www.sph.emory.edu/CMPH
Melissa (Moose) Alperin, Chair

The Career Master of Public Health (CMPH) is a distance-based master of public health program designed to meet the needs of public health professionals and other professionals with a strong interest in the field. The forty-two credit-hour program allows working professionals with at least three years of professional experience to remain employed while pursuing an advanced degree that will enable them to remain competitive and meet the challenges of public health in the future.

The master of public health (MPH) degree can be earned in approximately two and a half academic years (seven semesters). The Career MPH program requires students to attend classes on campus for the weekend at the beginning and end of each semester. All other course work is delivered online through web-based course management software. Courses are highly interactive and work is often collaborative.

Students are required to take a number of core courses designed to address the core competencies of public health practice. Core courses include biostatistics, epidemiology, health policy, social behavior, environmental health, global health, informatics, evaluation research, public health advocacy, and ethics. Students also complete a thesis and practicum. In addition to the core requirements, students choose one of four areas of concentration: Applied Epidemiology, Applied Public Health Informatics (new as of fall 2011), Healthcare Outcomes, and Prevention Science.

Admission Requirements

Students may enter the CMPH program from a variety of professional backgrounds, but must have a minimum of three years of professional public health experience. Admission is based on appropriate experience, prior academic performance in postsecondary education, abilities assessed by standardized tests (GRE, GMAT, or MCAT), and a commitment to working in public health. New students are admitted in the fall semester.

Core Requirements

Course Number	Course Title	Credit Hours
APHI 501D	Applied Public Health Informatics	2
or APHI 520D	Introduction to Applied Public Health Informatics	2
BIOS 503D*	Introduction to Biostatistics	2
or BIOS 516D	Applied Biostatistics I	2
BSHE 504D	Social Behavior in Public Health	2
EH 500D	Perspectives in Environmental Health	2
EPI 504D*	Fundamentals of Epidemiology	2
or AEPH 530D	Applied Epidemiology I	2
GH 500D	Addressing Key Issues in Global Health	2
HPM 500D	Introduction to the U.S. Health Care System	2

PRS 500D	Strategies and Resources for Online Learning	0
PRS 561D	Public Health Advocacy	2
or PRS 565D**	Public Health Ethics	2

*Applied Epidemiology and Healthcare Outcomes students take BIOS 516D and AEPH 530D (versus BIOS 503D and EPI 504D)

**Healthcare Outcomes students take PRS 565D (versus PRS 561D)

Thesis

As the culmination of their educational experience, students will choose a faculty adviser and professional mentor(s) to design a culminating experience that demonstrates the student's mastery of a public health discipline that is relevant to his or her short- and long-term career objectives.

Course Number	Course Title	Credit Hours
AEPH 599R	Thesis—Applied Epidemiology	4
or HCO 599R	Thesis—Healthcare Outcomes	4
or PRS 599R	Thesis—Prevention Science	4

Practicum

A practicum is a unique opportunity for Career MPH students to integrate and apply practical skills and training learned through course work and prior experiences in a professional public health work environment. A practicum is a significant educational experience that generally requires 200 to 400 clock hours in a public health agency, institution, or community under the supervision of site administrators and the guidance of the Career MPH program, the Office of Applied Public Health, and/or Career Services.

Course Number	Course Title	Credit Hours
PRS 595R	Practicum	2

Areas of Concentration

Applied Epidemiology Track

The Applied Epidemiology track is geared to meeting the needs of the student who anticipates working as an epidemiologist in a practice-based setting. While the practice setting envisioned in developing this curriculum is a national, state/regional, or local government public health agency, practice settings also may include health care institutions, pharmaceutical or other health care industry companies, international agencies, or foundations where epidemiologists are employed. In addition to addressing the core competencies that are part of all CMPH training at the Rollins School of Public Health, the curriculum also addresses the applied epidemiology competencies developed by the Council of State and Territorial Epidemiologists. In addition to core courses, applied epidemiology students take the following courses:

Course Number	Course Title	Credit Hours
AEPH 515D	Introduction to Public Health Surveillance	2
AEPH 534D	Applied Epidemiology II	2

AEPI 536D	Epidemiological Modeling	2
AEPI 538D	Applied Data Analysis	2
AEPI 540D	Case Studies in Infectious Disease	2
AEPI 545D	Maternal and Child Health Epidemiology	2
AEPI 555D	Chronic Disease Epidemiology	2
BIOS 517D	Applied Biostatistics II	2
BIOS 518D	Applied Biostatistics III	2
HCO 537D	Applied Regression and Cost Effectiveness Analysis	2

Applied Public Health Informatics Track

The Applied Public Health Informatics track is designed for working professionals who have a background in either public health or computer or information science and/or technology. Public health informatics is the systematic application of information and computer science to public health practice and research. The track is designed to provide students with the foundational principles, terminologies, and methodologies as well as an in-depth application of data sources, tools, and policies as they relate to the emerging field of public health informatics. Students also will learn to design and evaluate components of public health information systems, to create and manage informatics projects for successful outcomes, to develop evaluation and research skills, and to enable informatics solutions to facilitate decision making.

The Applied Public Health Informatics track is new as of fall 2011 and course work will include the following topics: introduction to public health informatics; data sources, standards, and information systems; communication for the public health informatician; project management and the information system lifecycle; data management and enterprise architecture; business aspects of public health informatics; information security and privacy; evaluation and research; information for public health decision making; and informatics in support of public health leadership.

Healthcare Outcomes Track

The Healthcare Outcomes track provides the CMPH student with the opportunity to learn state-of-the-art techniques for evaluating health care outcomes. The learning is predicated on understanding the creation of value, i.e., understanding relationships between cost and quality. The track focuses on measurement tools, evidence-based medicine, and cost analysis. In addition to core courses, healthcare outcomes students take the following courses:

Course Number	Course Title	Credit Hours
AEPI 534D	Applied Epidemiology II	2
AEPI 536D	Epidemiological Modeling	2
BIOS 517D	Applied Biostatistics II	2
BIOS 518D	Applied Biostatistics III	2
HCO 535D	Population-based Outcomes Research	2
HCO 536D	Managing Healthcare Databases	2
HCO 537D	Applied Regression and Cost Effectiveness Analysis	2
HCO 538D	Evidence Based Medicine Concepts	2
HCO 539D	Outcomes Based Process Improvement	2
PRS 540D	Conduct of Evaluation Research	2

Prevention Science Track

The Prevention Science track provides the CMPH student with the foundations of behavioral theories, program planning, research design, evaluation, and health communication through traditional and emerging technologies. Students will acquire the skills necessary to plan, implement, and evaluate community programs, and to communicate health and behavioral information. The prevention science curriculum prepares students in the essential public health services and competencies. The courses place a strong emphasis on application of prevention science knowledge, behavioral theories, and models to real-life public health situation and settings. In addition to core courses, prevention science students take the following courses:

Course Number	Course Title	Credit Hours
AEPI 515D	Introduction to Public Health Surveillance	2
PRS 501D	Technology Tools for Public Health	2
PRS 505D	Integrated Communication Strategies	2
PRS 535D	Questionnaire Design and Analysis	2
PRS 538D	Community Needs Assessment	2
PRS 540D	Conduct of Evaluation Research	2
PRS 554D	Prevention Effectiveness	2
PRS 575D	Planning and Performance Measures	2
PRS 580D	Research Design and Grant Preparation	2
Electives	Choose a topic of interest from PRS course offerings; approval from ADAP required.	2

Career Master of Public Health Faculty and Instructors

Melissa (Moose) Alperin, Chair of Career MPH Program and Senior Associate. BA, Brown University, 1988; MPH, Emory University, 1991. Applied evaluation of community-based public health programs, training public health professionals, workforce development, distance education.

Greg Anderson, Instructor. BS, University of Tennessee, 1995; MS, 1998; MPH, Emory University, 2004. Infectious disease surveillance, resource allocation, quality improvement methodologies, bioterrorism preparedness and response, and molecular genetics of antimicrobial resistance.

Grant T. Baldwin, Adjunct Assistant Professor. BA, University of Michigan, 1994; MPH, Emory University, 1996; PhD, University of Michigan, 2003. Partnerships; community assessment; community-based participatory research; environmental health promotion; use of technology in health education and health promotion; behavioral and social science research methods.

Dana B. Barr, Research Professor. BS, Brenau College, 1987; PhD, Georgia State University, 1994. Biomarkers, biomonitoring, exposure assessment, analytic chemistry, pesticides, and other hazards.

Jose N. G. Binongo, Associate Research Professor. BS, Ateneo de Manila University, 1984; MS, Sophia University, 1990; MEd, University of Virginia, 2004; PhD, University of Ulster, 2000. Statistical modeling of biomedical and public health data, applications of statistics in literature and linguistics, statistics education.

Sarah C. Blake, Senior Associate. BA, University of South Carolina, 1992; MA, George Washington University, 1996; PhD candidate, Georgia State University/Georgia Tech University, expected 2012. Medicaid, health reform, reproductive health, women's health, maternal and child health, program evaluation, qualitative research methods.

Ayanna Buckner, Instructor. BSC, Xavier University of Louisiana, 1997; MD, Meharry Medical College, 2001; MPH, Yale University, 2005. Health Management, health literacy, evidence-based medicine, community education, service learning.

Walter M. Burnett, Visiting Professor. BA, Wesleyan University, 1959; MA, University of Iowa, 1964; PhD, 1965. Strategic management, medical care organizations, health policy analysis.

Lisa M. Carlson, Adjunct Associate Professor, CHES. BA, Yale University, 1992; MPH, Emory University, 1993. Ethics, qualitative methods, partnership building and collaboration.

J. Mark Conde, Instructor and Director of Information Systems. BA, Hiram College, 1980. Public health informatics, laboratory informatics, biosurveillance and preparedness information systems, theoretical and practical aspects of public health information systems development.

Cam Escoffery, Assistant Professor, CHES. BS, Emory University, 1992; MPH, 1995; PhD, University of Georgia, 2002. Training public health professionals, curriculum development and instructional design, design and evaluation of community health education programs.

Rebecca Tomlin Filipowicz, Instructor, CHES. BS, Angelo State University, 1994; MS, University of North Texas-Denton, 1996; MPH, Emory University, 2001. Health promotion, health communication, tobacco control, surveillance, program evaluation, community-based health programs.

Robert E. Gross, Instructor. BA, University of Maryland, 1971; MBA, Loyola College, 1977. Databases in health care, health care revenue cycle, and IT.

Johanna M. Hinman, Associate Director of Operations, Emory Prevention Research Center. BA, Carleton College, 1992; MPH, Emory University, 1998; CHES, 1998. Health education and health promotion, program planning, community-based participatory research, community engagement and partnerships.

Michael Kramer, Research Assistant Professor. BA, Earlham College, 1991; MMSc, Emory University, 1997; MS, Alderson-Broadus College, 2004; PhD, Emory University, 2009. Maternal and child health epidemiology, social epidemiology, geographic and spatial methods in epidemiology.

Jonathan M. Liff, Associate Professor. BA, University of Chicago, 1973; MS, University of Illinois, 1979; PhD, University of Washington, 1985. Cancer epidemiology and surveillance.



Mildred Maisonet, Adjunct Assistant Professor. BS, University of Puerto Rico, 1987; MS, 1991; PhD, Johns Hopkins University, 2001. Epidemiology.

William M. McClellan, Professor. MD, University of Alabama, 1972; MPH, Emory University, 1992. Epidemiology of chronic and cardiovascular disease.

John E. McGowan Jr., Professor. BMS, Dartmouth Medical School, 1965; MD, Harvard University, 1967. Infectious disease epidemiology.

Kathleen R. Miner, Associate Professor and Associate Dean for Applied Public Health. BA, California State University (Long Beach), 1968; MEd, Georgia State University, 1979; MPH, Emory University, 1979; PhD, Georgia State University, 1984. Design and evaluation of domestic and international community-based interventions related to adolescent health, maternal and child health, and HIV/AIDS.

Rita Noonan, Instructor. BS, University of Connecticut, 1986; MA, 1989; PhD, Indiana University, 1998. Injury and violence prevention, evaluation, and translation research.

Jean O'Connor, Adjunct Assistant Professor. BS, Emory University, 1998; MPH, 2001; JD, 2001; DrPH, University of North Carolina at Chapel Hill, 2009. Public health law, tobacco and other drugs, obesity, health care access, policy development and evaluation, public health advocacy.

Robert C. Osburne, Instructor. BSc, Emory University, 1970; MD/MS, University of Alabama, 1974; MBA, 1996. Utilization management, case/disease state management, pharmacy benefit management and cost control.

Marc Overcash, Chief Information Officer. BA, Davidson College, 1992. Public health informatics, project management, information system design, enterprise architecture, and information technology management.

Dan Rutz, Visiting Instructor. BS, University of Wisconsin, Platteville, 1971; MPH, Emory University, 2001. Health medical and risk communication, planning, preparation and response for severe public health emergencies, communication strategies development.

Travis Sanchez, Visiting Instructor. DVM, University of Georgia, 1994; MPH, Emory University, 2000. Infectious disease epidemiology and surveillance, technology applications for public health research and programs, and public health emergency response.

Iris Smith, Clinical Associate Professor. BA, Fordham University, 1971; MPH Emory University, 1979; PhD, Georgia State University, 2000. Substance abuse, program evaluation, behavioral research.

Kevin Sullivan, Research Associate Professor. BS/BA, Franklin University, 1981; MHA, Ohio State University, 1983; MPH, University of Michigan, 1984; PhD, 1990. Bioinformatics, disease surveillance, global health, HIV/AIDS, infectious disease, nutrition, statistical modeling.

Patrick Sullivan, Associate Professor. BS, Emory University, 1988; DVM, University of Tennessee, 1992; PhD, 1994. Infectious disease, surveillance, animal models for infectious diseases, zoonotic diseases, HIV vaccine development.

P. Dean Surbey, Associate Dean for Finance and Administration. BA, Washington University, 1979; MA, University of Minnesota, 1979; MBA, 1983. Administration and financial accounting, operations management.

Florence Tangka, Instructor. BS, University of Reading, 1989; MS, Rutgers-State University of New Jersey, 1994; PhD, University of Florida-Gainesville, 2001. Economic evaluation of public health cancer programs, analysis of costs and efficiency of resource utilization in cancer prevention and control.

Kate Winskell, Visiting Assistant Professor. BA, Wadham College, University of Oxford, 1988; MA, Courtauld Institute, University of London, 1990; PhD, 1995. Health communications, AIDS, the media. Center for Study of Health, Culture, and Society.

Zhou Yang, Assistant Professor. MB (internal medicine), Beijing University of Chinese Medicine, 1996; MPH, University of California, Los Angeles, 1999; PhD, University of North Carolina at Chapel Hill, 2003. Cost and efficacy of prescription drugs, economic burden of chronic diseases.

Career Master of Public Health Course Descriptions

AEPI 530D (2) Applied Epidemiology I

This class will provide an introduction to the principles of epidemiology, including 1) the use of descriptive measures to describe the health of populations or groups of people, 2) approaches to assessing potential associations between personal characteristics, behaviors, or exposures and the occurrence of disease or other adverse health outcomes, 3) the basics of study design, including case-control studies and cohort studies and attendant approaches to defining case or exposure status.

AEPI 515D (2) Introduction to Public Health Surveillance

Teaches the basic principles of public health surveillance, including the establishment of a public health surveillance program, the collation and analysis of data, and the preparation and distribution of a report. Helps students recognize the importance of a direct association between a public health surveillance program and a public health action.

AEPI 534D (2) Applied Epidemiology II

Continuing from Applied Epidemiology I, further insight into confounding is explored as well as effect modification. Methods of hypothesis formulation and analysis of 2x2 tables (point estimation and confidence levels) are described in detail as well as sample size calculations. Different approaches to control for extraneous variables in the design of studies are presented, such as randomization, matching, and restriction. The use of stratification for assessing effect modification and confounding is provided followed by an introduction to mathematical modeling. Different issues in the use of matching in case-control studies are presented. Statistical packages such as SAS, Epi Info, and OpenEpi are used.

AEPI 536D (2) Epidemiological Modeling

Methods for analyzing multivariable data sets in order to evaluate epidemiological research relationships between exposure and disease variables. Will include logistic regression (conditional and unconditional) and survival analysis.

AEPI 538D (2) Applied Data Analysis

The purpose of this course is to prepare the student for actual analysis of epidemiologic data from case-control or cohort studies. It demonstrates and gives the student an opportunity to explore the methods taught in the epidemiology methods sequence. The student (working alone or in groups of two to three) will develop a hypothesis and test it using an epidemiologic database and stratified and logistic regression techniques. The student also will use conditional logistic regression.

AEPI 540D (2) Case Studies in Infectious Disease

Provides training in the investigation, control, and prevention of infectious diseases by both descriptive and analytic epidemiological techniques. Students work with infectious diseases of national and international interest.

AEPI 545D (2) Maternal and Child Health Epidemiology

Reviews current knowledge concerning factors related to maternal and child health. Epidemiologic methodologies specific to maternal and child health issues will be addressed.

AEPI 555D (2) Chronic Disease Epidemiology

Emphasis is placed on the distribution and determinants of chronic disease within the population. Research design and analysis are not the primary focus of the course, but methodological issues are considered when pertinent to the interpretation of findings.

AEPI 598D (4) Special Studies Project

Provides an opportunity to participate at advanced levels on specific scholarly research and developmental projects.

AEPI 599R (4) Thesis

Provides an opportunity to integrate the content and skills learned in the academic setting through the participation in scholarly research or other culminating project.

APHI 501D (2) Applied Public Health Informatics

Enables participants to apply the technologies and methodologies available to improve the use and management of information for problem solving and decision making. Topics include types of data resources available, evaluating data in its context, and ways that the data may be used to affect outcomes.

APHI 520D (2) Introduction to Applied Public Health Informatics

Provides students with foundational principles, tools, methodologies, data sources, terminologies, and policy issues as they relate to the emerging field of public health informatics. Current national e-health and health care reform priorities and strategies, and their implications for technologies in public health, will be discussed. In addition, students will review the historical and contemporary aspects of public health practice that have required the development of public health informatics. This course also provides the foundation for the remaining courses in the applied public health informatics track. Participants to apply the technologies and methodologies available to improve the use and management of information for problem solving and decision making. Topics include types of data resources available, evaluating data in its context, and ways that the data may be used to affect outcomes. Note: This course is for students with an introductory knowledge of public health informatics.

BIOS 503D (2) Introduction to Biostatistics

Introduces the most basic statistical concepts and methods: descriptive statistics, graphical display of data, probability, z-tests, t-tests, chi-square tests, and a brief introduction to linear regression. The course does not concentrate on teaching statistical packages, but some computer work might be assigned. Prerequisite: college algebra.

BIOS 516D (2) Applied Biostatistics I

This course covers many of the introductory methods of biostatistical analysis used in public health, particularly in the field of epidemiology. Discussion includes methods of describing data, general probability axioms (including total probability and Bayes' rule), random variables, and the binomial and normal binomial probability distributions. SAS, the widely-used statistical programming language, is taught in conjunction with the topics presented. Due to the nature of the material, some mathematical ability is assumed, with facility in algebra and some familiarity with some pre-calculus concepts.

BIOS 517D (2) Applied Biostatistics II

This course will build on material introduced in Applied Biostatistics I, and continue with sampling distributions and the Central Limit Theorem. Inferential methods will be introduced focusing on estimation, one and two-sample t-tests, chi-squared tests, and one-way ANOVA with multiple computations.

BIOS 518D (2) Applied Biostatistics III

This course is a continuation of Applied Biostatistics II, and will include two-way Analysis of Variance, nonparametric methods, correlation, and simple/multiple linear regression. SAS will be utilized for statistical computations, and multiple linear regression methods will include basic model-building and diagnostics.

BSHE 504D (2) Social Behavior in Public Health

Introduces the basic principles and functional areas of health promotion and education. Explores considerations for incorporating health promotion and education activities into the design of local, regional, national, and international public health programs. Provides the fundamental language, concepts, and constructs associated with the scientific approach used in behavioral research.

EH 500D (2) Perspectives in Environmental Health

Presents the ecological paradigm as applied to public health and introduces various aspects of environmental health, including air, surface water and ground water contamination, food safety, occupational health, radiation, chemical and physical hazards, vector control, and injuries.

EPI 504D (2) Fundamentals of Epidemiology

Emphasizes the underlying concepts of the epidemiological approach. Stresses the design of studies. Introduces quantitative measures to determine risk association and procedures for standardization of rates.

GH 500D (2) Addressing Key Issues in Global Health

Introduces the students to global public health issues, such as population growth, maternal mortality, and HIV. Presents how public health data are interpreted from a global perspective. Describes future public health trends, relevant in domestic public health deliberations.

HCO 535D (2) Population-Based Outcomes Research

Enables participants to apply and critique methods of outcomes and satisfaction assessment.

HCO 536D (2) Managing Healthcare Databases

This course will present the aspects of defining, acquiring, loading, quality assuring, and maintaining a database for research purposes within an environment of computer technology and technologists, and within a framework of complex legal and privacy issues. Preferably a database built during the course will be related to the student's anticipated SSP.

HCO 537D (2) Applied Regression and Cost-Effectiveness Analysis

Enables participants to apply linear regression and discrete dependent variable regression analysis to health care outcomes analysis. Completes curriculum in regression analysis and covers C-E analysis.

HCO 538D (2) Evidence-Based Medicine Concepts

Enables participants to formulate a clinical question, critically appraise research literature, and evaluate the evidence. Topics include: current data synthesis techniques used for population management of a given clinical question.

HCO 539D (2) Outcomes-Based Process Improvement

Enables participants to apply state-of-the-art concepts and methods for measuring and evaluating clinical outcomes.

HCO 598D (4) Special Studies Project

Provides an opportunity to participate at advanced levels on specific scholarly research and developmental projects.

HCO 599R (4) Thesis

Provides an opportunity to integrate the content and skills learned in the academic setting through the participation in scholarly research or other culminating project.

HPM 500D (2) Introduction to the U.S. Health Care System

Introduces students to the United States health care system, both public and private sector. Examines the structure of the health system, current topics in health care reform, the policy process, and advocacy for public health.

PRS 500D (0) Strategies and Resources for Online Learning

This course provides students with an introduction to the Career MPH online course format, the Blackboard learning platform, and Emory University resources. Students will participate in simulated academic course activities to assist in preparing for the first semester in CMPH.

PRS 501D (2) Technology Tools for Public Health

Provides an overview of technology tools used to facilitate and enhance collaboration, communication, instruction, productivity, and social networking. Students become familiar with each of these resources through hands-on practice and evaluate the tools' usefulness for the practice of health education and behavioral sciences.



PRS 505D (2) Integrated Communication Strategies

Explores methods of applying behavioral and cognitive theories to communicating health and behavioral change information. Illustrates communication strategies using a variety of approaches including face-to-face instruction, technology-mediated strategies, and print-based products. Provides students with an overview of concepts and strategies used in data presentation, social marketing, and public health information campaigns. Emphasis is placed on developing skills that enable practitioners to create consumer-oriented public health intervention, advocacy, and professional development efforts. Skills include formative research, audience segmentation, and channel analysis, and multidimensional data presentation.

PRS 530D (1) Quantitative Analysis

Provides students with an introduction to measurement methods and basic knowledge of quantitative applications using SPSS software. Content will stress specific skills and knowledge of working with data sets using basic SPSS functions to analyze research questions and hypotheses, perform appropriate data analysis procedures, and interpret data outputs.

PRS 532D (1) Qualitative Methods

Introduces students to qualitative research methods used in public health and applied settings. Content covers relevant aspects of qualitative research including research design, sampling, construction of data collection instruments, data collection techniques including observation, interviewing and focus groups, validity and reliability in qualitative research, analysis, and ethical issues.

PRS 535D (2) Questionnaire Design and Analysis

Presents the basics of questionnaire development and data analysis, as well as the interpretation of reporting of findings. The course introduces students to both quantitative and qualitative data methods. Students develop proficiency in the windows version of Epi info—an analytic computer package commonly used in the analyses of public health data.

PRS 538D (2) Community Needs Assessment

Encompasses the development of systematic plans for collecting data about the health status, knowledge, perceptions, attitudes, motivation, and health practices of a population or community and its socioeconomic environment.

PRS 540D (2) Conduct of Evaluation Research

Covers all aspects of evaluation research, including formative process, outcome evaluation, and issues related to collection and analysis of both quantitative and qualitative data.

PRS 554D (2) Prevention Effectiveness

Describes the basic methods used in assessing the community benefits derived from population-based interventions. Critiques the utility of various sources of primary and secondary data that are applied to determining the political accountability, program management, and social contributions made by behavioral and education interventions. Provides an overview of decision analysis and economic algorithms used to select those strategies with the most effect in a population such as cost benefit, cost effectiveness, cost utility, meta-analysis, ethical and legal consequences, and social benefit.

PRS 560D (1) Prevention Science Seminar

Explores and analyzes selected topics in public health. Topics may include public-private partnerships, coalition building, conflict resolution, negotiation skills, and principles of leadership.

PRS 561D (2) Public Health Advocacy

Introduces students to the systems of law and policy that influence health and public health in the United States and globally. Prepares students to lead the transformation of laws and policies to meet the health challenges of the twenty-first century. Addresses basic legal concepts such as sources of law, ethical foundations of law, constitutional law, the tension between individual rights and public health, the law-making process, police powers, the courts, and the relationship between the federal government and states. Draws from legal, political science, and behavioral science theory and applies theories for creating change to real-world public health issues and covers practical techniques and approaches to policy formulation, strategic policy communications, legislative advocacy, and program development.

PRS 565D (2) Public Health Ethics

Examines ethical rules, principles, and theories as they relate to public health practice and the delivery of health services through individual and institutional providers.

PRS 575D (2) Planning and Performance Measures for Nonprofits and Other Local Agencies

Introduces the basic concepts and vocabulary needed to operate, make decisions, and evaluate a nonprofit organization or other local agency. The course focuses on large and small nonprofits and other agencies that provide health education and interventions to improve the health of the public. Attention is given to the flow of funds to and from organizations with consideration given to adherence and compliance to a variety of regulatory requirements. Assignments are a combination of case studies and interactions with actual organizations. The course is designed to provide the learner with practical knowledge and tools to succeed within the nonprofit world.

PRS 580D (2) Research Design and Grant Preparation

Explores the basics of the scientific methods used in public health research. Covers how to state hypotheses, critique the scientific literature, develop a research design to test stated hypotheses, and write a research proposal. Compares and contrasts proposal writing and grant writing.

PRS 595R (2) Practicum

Enables students to apply skills and knowledge in an applied setting through a supervised field training experience in a public health setting that complements the student's interests and career goals.

PRS 598D (4) Special Studies Project

Provides an opportunity to participate at advanced levels on specific scholarly research and developmental projects.

PRS 599R (4) Thesis

Provides an opportunity to integrate the content and skills learned in the academic setting through participation in scholarly research or other culminating project.

Interdepartmental Programs

The Rollins School of Public Health offers three interdepartmental programs. They are:

- MPH in Global Environmental Health (Environmental Health and Global Health)
- MSPH in Environmental Health and Epidemiology
- MPH and MSPH in Global Epidemiology (Epidemiology and Global Health).

More detailed information about this program can be found on the RSPH website. Those interested in any of these programs should contact the associate/assistant director of academic programs.

Global Environmental Health (GEH)

Population, growth, demographic shifts, and increasing resource demands have direct and indirect impacts on climate and biodiversity, affecting the availability of food, clean air, and clean water. On a local and regional scale, patterns of resource extraction, agriculture, manufacturing, transportation, land use, and urbanization affect health through their effect on food, water, air, wastes, and risks of injury, toxic exposures, and infectious diseases. All of these relations are dynamic and rapidly evolving, and all take place against a background of increasing globalization. Some of the major determinants of health in developing nations, now and in coming years, relate to the environment.

The GEH program is a collaborative curriculum sponsored by the Department of Environmental Health and the Hubert Department of Global Health. A two-year program with a minimum of forty-two semester hours, it is designed for students interested in working for governmental or nongovernmental entities developing policy, implementing local interventions, or carrying out research on environmental health issues in a global context. Workplace organizations may be health-based and work to promote environmental health, and/or to understand the impact of environmental/natural resource issues on other health programs and policies. Settings may also focus on development, environment, or conservation, and work to improve the impact of their programs on public health. A practicum and a final thesis or culminating experience project are required.

Graduates of the GEH program will be trained in broad, contextual issues that frame environmental health problems, and in the technical, social and policy aspects of the problems. The curriculum is designed to provide students with the basic skills required to address global environmental health issues. Each student is encouraged to take additional elective courses to create an area of specialization based on his/her interests. Students are also encouraged to take advantage of opportunities such as the courses and speakers in the departments of environmental studies, sociology, anthropology, and political science, as well as development studies seminars.

To be considered for admission to the GEH program, applicants should have completed courses in college-level biology and chemistry (general and organic strongly recommended), and college-level statistics and mathematics (calculus recommended). International experience and foreign language skills are also highly recommended. In addition, applicants should demonstrate a commitment to global health and an appreciation of cultural diversity. GRE or MCAT scores are required.

Program Requirements

Course Number	Course Title	Credit Hours
BIOS 500	Statistical Methods I with lab	4
EPI 530	Epidemiologic Methods I with lab	4
BSHE 500	Behavioral and Social Sciences in Public Health	2
HPM 500	Introduction to U.S. Health Care System	2
EH 520	Human Toxicology	3
EH 530	Environmental and Occupational Epidemiology	2
or EHS 747/ EPI 747	Methods in Environmental Epidemiology (requires permission)	2
EH 540	Environmental Hazards I	2
EH 546/GH 580	Environmental Microbiology/ Control of Food and Waterborne Disease	2
GH 501	Policies in Global Health	3
GH 555	Proposal Development	2
or EH 596	Research Design in Environmental Health	1
EH 595	Practicum	0
EH/GH 599R	Thesis	4
or EH 594	Capstone Seminar: Skills for Environmental Health Professionals	2

GEH students must take a minimum of 6 credit hours from the following list of elective classes. Other electives may be substituted with permission of faculty advisor and the GEH director.

Course Number	Course Title	Credit Hours
BIOS 501*	Statistical Methods II with lab	4
GH 542*	Evidence-Based Strategies	3
EH 515	Air Quality in the Urban Environment	2
EH 524	Risk Assessment I	2
EHS 760	Advanced Risk Assessment	2
EH 527	Biomarkers & Environmental Public Health	2
EH 537/EPI 747	Methods in Environmental Epidemiology	2
EH 541	Environmental Hazards II	2
EH 547/GH 506	Introduction to Microbial Risk Assessment	1
EH 582/GH582	Global Climate Change; Health Impacts and Response	2
EH 583/ ENVS 485	Spatial Analysis in Disease Ecology	4
EH 584	Built Environment and Public Health	2
EH 586	Advanced Seminar in Climate Change and Health	2
EH 587	Introduction to Satellite Remote Sensing	2
EH 590R	EH Seminar: Initiation and Management of Research Projects Under Constrained Conditions	2
EHS 750	Environmental Determinants of Infectious Disease	2
INFO 530	Geographic Information Systems	2
GH 502	Global Health Survey Research Methods	2
GH 522	Qualitative Research Methods for Global Health	3
GH 529	Water and Sanitation in Developing Countries	2



GH 560	Monitoring and Evaluating of Global Public Health Programs	2
EPI 536	Applied Data Analysis	2
BIOS 550	Computer Analysis of Complex Survey Data	2
* Strongly recommended for GEH students		
Total credits required for MPH Program		
		42

Joint EH/EPI MSPH Program

The joint MSPH program in EH/EPI prepares students for research careers in environmental epidemiology through specialized training in epidemiologic methods and skills applied to occupational and environmental health. It is a two-year program with a minimum of forty-eight semester hours and a practicum and final thesis are required. All applicants should have completed both college-level biology and chemistry and a college-level math course; calculus, college-level statistics, and organic chemistry are recommended. Program Requirements:

Course Number	Course Title	Credit Hours
BIOS 500	Statistical Methods I with lab	4
BIOS 591P	Statistical Methods II (Epi students only)	3
EPI 530	Epidemiologic Methods I with lab	4
EPI 533	Programming in SAS	1
EPI 534	Epidemiologic Methods II with lab	3
EPI 538	Advanced Epidemiologic Methods I	2
EPI 591U	Application of Epi Concepts	3
EPI 740	Epidemiologic Modeling	3
EH 520	Human Toxicology	3

EHS 747/ EPI 747	Methods in Environmental Epidemiology	2
EH 540	Environmental Hazards I	2
EH 570	Environmental and Occupational Health Policy	3
EH 580	Injury Prevention and Control	2
EH 595	Practicum	0
EH/ EPI 599R	Thesis	4
BSHE 500	Behavioral and Social Sciences in Public Health	2
GH 500	Critical Issues in Global Health	2
HPM 500	Introduction to U.S. Health Care System	2

Complete a minimum of two courses from the following list of electives. Other electives may be substituted with permission of faculty adviser and EH/EPI co-director.

Course Number	Course Title	Credit Hours
EH 515	Air Quality in the Urban Environment	2
EH 524	Risk Assessment I	2
EHS 760	Advanced Risk Assessment	2
EH 527	Biomarkers and Environmental Public Health	2
EH 541	Environmental Hazards II	2
EH 546/ GH 580	Environmental Microbiology: Control of Food and Waterborne Disease	2
EH 550	Environmental and Occupational Health Practice	2
EH 581	National Security and Public Health Consequences of Disasters and Terrorism	2
EH 582	Global Climate Change: Health Impacts and Response	2
EH 583/ EH 584	Spatial Analysis in Disease Ecology	4
EH 596	Built Environment and Public Health	2
INFO 530	Research Design in Environmental Health	1
EPI 537	Geographic Information Systems	2
EPI 552	Epidemiology of Chronic Disease	2
EPI 591S	Genetic Epidemiology	2
EPI 743	Social Epidemiology	2
EPI 744	Epidemiology of Cancer	2
EPI 746	Pediatric and Perinatal Epidemiology	2
EPI 750	Reproductive Epidemiology	2
	Analysis of Longitudinal Data in Epidemiological Research	3
	Total credits required for EH/EPI MSPH Program	48

Global Epidemiology

The departments of Epidemiology and Global Health work collaboratively to offer an MPH and MSPH in Global Epidemiology. The program is designed to provide students with qualitative and quantitative research methodologies that enable graduates to contribute to global health. The MPH requires 42 hours of course work, the MSPH requires 48 hours of course work.

Program Requirements

Required Public Health Breadth Courses (6 hours for MPH and MSPH)

Course Number	Course Title	Credit Hours
HPM 500	Introduction to U.S. Healthcare System	2
BSHE 500	Behavioral and Social Sciences in Public Health	2
EH 500	Perspectives in Environmental Health	2

Required Research Methods Courses (22–23 hours)

Course Number	Course Title	Credit Hours
EPI 530	Epidemiologic Methods I with lab	4
EPI 533	Programming in SAS	1
EPI 534	Epidemiologic Methods II with lab	3
EPI 591U	Application of Epidemiologic Concepts	3
EPI 740	Epidemiologic Modeling	3
BIOS 500	Statistical Methods I with lab	4
BIOS 591P	Statistical Methods II with lab	3

Required Global Context Courses (9–10 hours)

GH 501	Priorities, Policies, and Programs in Global Health	3
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Global Health Methods (select 2–3 credit hours from approved list)

GH 595R	Global Health Practicum	2–3
GH/EPI 599R	Thesis	0
		4

Additional Courses Required for MSPH (5 hours)

EPI 538	Advanced Epi Methods	2
EPI 750	Analysis of Longitudinal Data	3

Electives (5–6 hours for MPH; 6–7 hours for MSPH)

The Rollins School of Public Health offers dual-degree programs with the business, medical, nursing, theology, and law schools and the physician's assistant and physical therapy programs.

Candidates for dual-degree programs must apply to each school separately. Evaluation criteria for admission to the School of Public Health for students in the dual-degree program are the same as those for the MPH program alone. Students accepted into the dual-degree program will be notified of acceptance by both schools. If students are accepted into one school but not the other, they may enroll in the school that has accepted them but not as a dual-degree student. Upon admission to the dual-degree program, students should consult with the appropriate program director of each school to plan their courses of study.

During the admission process, applicants to the School of Public Health must indicate the department in which they are interested in pursuing a dual degree. The departments or academic programs that participate in the dual degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management. Not all departments and academic programs participate in every dual degree program. Those who participate are noted in the descriptions of each dual degree program below. The dual degree MPH curriculum is based on individual department requirements and meets the competencies for each program area.

The conferring of dual degrees requires the satisfactory completion of the partnering school's degree requirements and the Rollins School of Public Health MPH degree requirements (42 credit hours including a practicum and culminating experience). Two semesters of residency in the School of Public Health are required of all dual degree students. Students are required to complete MPH degree core courses, department required courses, and elective course work. Up to ten semester hours of credit earned in the partnering school may be counted as elective credit hours towards the MPH degree. Courses for each program that may count as elective credits towards the MPH degree are noted in the descriptions of each dual degree program below.

During their residency in the Rollins School of Public Health, students will be charged the current rate of tuition for dual degree students. When enrolled in the partnering program, the student will be charged the current rate of tuition by that school or program. School-sponsored scholarships and grants are applicable only to those semesters in which the student is in residency at the respective schools.

Students enrolled in dual degree programs receive both degrees simultaneously upon completion of all degree requirements for both programs. For specific dual degree courses, please refer to the departmental websites at http://www.sph.emory.edu/cms/departments_centers/index.html.

MBA/MPH Degree

Goizueta Business School and the School of Public Health collaborate in a program granting the master of business administration and master of public health degrees. In the application process, scores from the GMAT may substitute for the GRE requirement. Students can complete this program in five semesters, of which two are resided in the

School of Public Health. Candidates begin the program in the fall with two semesters in the business school. The following fall and spring the candidates enroll in the School of Public Health. During the final fall semester, the candidate takes electives in both schools but enrolls in the business school.

Department and academic programs participating in the MBA/MPH dual degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management.

Students in the MBA/MPH program gain the skills and knowledge to effectively lead and manage public health systems and programs, as well as advise on domestic and global health policy issues. Graduates of the MBA/MPH program are trained to work in health programs on issues such as policy and funding, defining goals, and managing public health organizations.

The following courses offered through the MBA's curriculum may be used as elective credit hours towards the MPH degree:

BUS 550	Data and Decision Analytics	3 credits
BUS 531	Leading Organizations and Strategy	3 credits
BUS 551	Process and Systems Management	2 credits
BUS 500C	Structured Problem Solving	1 credit
BUS 561A	Professional Communications	1 credit

MD/MPH Degree with Emory University School of Medicine

Emory University School of Medicine and the School of Public Health collaborate in a program granting the doctor of medicine and master of public health degrees. This program is designed to be completed within five years, four of which are spent primarily in the medical school. It is recommended but not required that the year spent in the School of Public Health follow the third year of medical school.

Candidates for the MD/MPH Program must apply to the School of Medicine and submit a one-page essay describing their interest in public health. Students applying to the MD/MPH dual degree program will have an opportunity to visit the School of Public Health and meet with faculty at the time of their medical school interview and will be interviewed in the year prior to enrolling in the School of Public Health. Applicants will be notified of acceptance into the dual-degree program after they are accepted by the School of Medicine.

The departments and academic programs that participate in the MD/MPH dual-degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management. The schools of Medicine and Public Health will defray a portion of the cost of tuition and fees for the MPH degree.

This program prepares students to work as physicians in the public health field, enabling them to diagnose health problems and risk factors of individuals and communities. Physicians who are awarded an MPH will have the ability to work in international and government agencies, clinics, health departments and research centers as well as teach at the School of Public Health.

The following courses offered through the medical school's curriculum may be used as elective credit hours towards the MPH degree:

MD 520	Exercise and Movement	2 credit hours
MD 535	Genetics and Evolution	2 credit hours
MD 540	Aging and Dying	1 credit hour
MD 548	Becoming a Doctor I	3 credit hours
MD 578	Becoming a Doctor II	3 credit hours
MD 638	Becoming a Doctor III	3 credit hours

MD/MPH for Non-Emory Medical School Students

Emory University also enables non-Emory medical students to enroll in a dual-degree MD/MPH program. Students in good standing at fully accredited US medical schools may apply to the Rollins School of Public Health for enrollment in the MPH program over the period of one year, a fall and spring semester. It is strongly recommended that the MPH year follow the first clinical year (normally after the third year) of the medical school. Up to ten credits earned in their medical school may be counted as elective credit hours towards the MPH degree. The associate dean for academic affairs, in consultation with the department chairs, reviews and approves elective credit hours to be used toward the degree requirements for the external MD/MPH program.

Applicants who are attending a medical school other than Emory should (1) follow the MD/MPH application instructions for creating an account and completing the online application at this site: http://www.sph.emory.edu/cms/academic_programs/degree_programs/dualdegree/mdmph_nonemory.html and (2) arrange for the medical school to send the following items to the RSPH Office of Admissions:

- Copy of the AMCAS application and original transcripts from all post-secondary institutions;
- Recommendations used for medical school application;
- Official transcript from current institution in a signed/sealed envelope; and
- A letter from the appropriate dean or administrator in the medical school that attests that the student has successfully completed the courses to date, is in good standing at the time of application to the School of Public Health, and is eligible to return to home institution after completion of the master of public health degree.

MSN/MPH Degree

The Nell Hodgson Woodruff School of Nursing and the School of Public Health collaborate in a dual degree program offering the master of science in nursing and master of public health. Students will enroll in the School of Public Health for one calendar year and then complete requirements for the master of science in nursing within the School of Nursing.

Dual degree students are required to choose a specialty in the nursing school as well as a department in the School of Public Health. Nursing specialties include acute care nurse practitioner, adult/gerontology nurse practitioner, emergency nurse practitioner, family nurse practitioner, family nurse-midwife, family nurse-midwife, health systems

leadership, nurse-midwifery, pediatric nurse practitioner–acute care, pediatric nurse practitioner–primary care, women’s health/adult health nurse practitioner, women’s health nurse practitioner, and women’s health care.

School of Public Health departments and academic programs participating in the MSN/MPH dual-degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management.

This program prepares professional nurses for leadership roles in health care and in the field of public health. The MSN/MPH program combines clinical nursing skills with public health knowledge to help future nurses assume leadership roles as they deliver care to at-risk individuals and work to improve community health. A person who obtains a MSN/MPH will have the credentials to direct or manage a public health organization, engage in preventive health services, and promote health within communities. They will be able to speak on behalf of those affected by public health crises.

The following courses offered through the nursing school’s curriculum may be used as elective credit hours towards the MPH degree:

NRSG 507	Theory and Research Applications	3 credit hours
NRSG 544	Advanced Health Assessment	3 credit hours
NRSG 503	Advanced Practical Nursing: Ethical Legal and Leadership Issues	3 credit hours
NRSG 501	Health Policy and Finance for Advanced Practice Nursing	3 credit hours

JD/MPH Degree

The School of Law and School of Public Health collaborate to offer a dual degree program awarding the master of public health and doctor of law (JD) degrees. Students must complete all courses prescribed for the JD program, with no fewer than five semesters of residence in the School of Law. Enrollment in at least two semesters in the RSPH is also required. LSAT scores may be substituted for GRE scores as part of the public health application and other evaluation criteria remain the same for public health applicant. It is recommended that the student attend RSPH between the first and second year of the law school curriculum.

The departments and academic programs participating in the JD/MPH dual-degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management.

By combining the programs, students are able to develop a special expertise in public health-related legal issues, to advocate for and create public health programs and policies, and to solve public health problems using legal tools. The JD/MPH program prepares students to advise and advocate for public health departments, private organizations, individuals, and communities.

The following courses offered through the law school’s curriculum may be used as elective credit hours towards the MPH degree:

Law 575	Legal Methods	3 credit hours
Law 635	Child Advocacy	2 credit hours
Law 680	Food and Drug Law	3 credit hours
Law 736A	Law in Public Health	2 credit hours
Law 744	Regulation/Health Care Providers	2 credit hours

MMSC in Physician Assistant/MPH Degree

The Physician Assistant Program of the School of Medicine and the School of Public Health collaborate in offering a dual-degree program awarding the master of public health and master of medical science degrees. Students enroll in the School of Public Health for one calendar year (fall, spring, summer) during their first year at Emory. They then complete an additional seven semesters in the Physician Assistant Program including summers.

Departments and academic programs participating in the PA/MPH dual degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management.

The PA program emphasizes primary health care and preventive medicine and seeks to interest students in working in medically underserved areas. Students may apply their combined PA/MPH skills in such areas as population or clinical research, health administration leadership, and community health promotion.

The following courses offered through the Physician Assistant’s curriculum may be used as elective credit hours towards the MPH degree:

PAE 7100	Becoming a Physician Assistant I	2 credit hours
PAE 7105	Biomedical Ethics	2 credit hours
PAE 7101	Becoming a Physician Assistant II	2 credit hours
PAE 7102	Becoming a Physician Assistant III	2 credit hours
PAE 7103	Becoming a Physician Assistant IV	2 credit hours

DPT/MPH Degree

The Physical Therapy Program of the School of Medicine (Department of Rehabilitation Medicine) and the School of Public Health collaborate in offering a dual degree program awarding the master of public health and doctor of physical therapy degrees. The doctor of physical therapy (DPT) degree is a professional doctorate in physical therapy.

The MPH/DPT program is four years in length consisting of 144 semester credit hours. Students spend their first two years in the DPT program, developing a strong foundation in the basic and clinical science, with an emphasis on movement and movement dysfunction. In the third academic year, students focus on the MPH degree, enrolling in the School of Public Health. THE DPT program requires nine semesters of training including courses and clinical rotations.

Departments and academic programs participating in the DPT/MPH dual degree program are Behavioral Sciences and Health Education, Epidemiology, Global Health, and Health Policy and Management.

The combined DPT/MPH degree enables physical therapists to become leaders in preventive health care policy and practice as well as effective therapists following a public health crisis. They bring rehabilitation into the sphere of public health.

The following courses offered through the Division of Physical Therapy may be used as elective credit hours towards the MPH degree:

DPT 720	Ethics and Professionalism	2 credit hours
DPT 700	Health Promotion, Wellness, and Prevention: Individual and Interpersonal Communications	1 credit hour 2 credit hours
DPT 725	Growth Processes through the Lifespan	4 credit hours
DPT 745	Health Promotion, Wellness, and Prevention: Community	3 credit hours

MDiv/MPH

The Candler School of Theology collaborates with the RSPH in offering a dual degree program awarding both the master of divinity and master of public health degrees (MDiv/MPH). The dual degree program may be completed in four years. The first year is spent at the Candler School of Theology, the second year at Rollins School of Public Health, and the third and fourth years are completed at Candler. In order to meet degree requirements for the MDiv, the student must complete a minimum of 86 hours at Candler. MDiv requirements are similar to those of a traditional MDiv student. MDiv/MPH dual degree students may complete the MPH practicum requirement by adapting their clinical Contextual Education placement to an activity relevant for public health.

Departments and academic programs participating in the MDiv/MPH dual degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, and Health Policy and Management.

The dual degree program prepares students to use a theological foundation when working in the field of public health. Public health professionals who hold the MPH/MDiv are trained to work in public health within the context of religious institutions, applying religious and theological knowledge to enhance health programs for special populations.

Course work offered through Candler School of Theology in the following program areas may be used as elective credit hours towards the MPH degree. Students should confirm with their academic adviser that the course fulfills the requirements.

Christian Ethics (course number ES 501)	3 credit hours
World Religions (designated as WR or CEE)	3 credit hours
Introductory Arts of Ministry (designated as CC, EV, LA)	6 credit hours
Sociology of Religion or Religion and Personality (designated as SR, OR, RP)	3 credit hours

Theology or Ethics (designated as HT, ST, ES: does not include ES 501)

3 credit hours

MTS/MPH

The Candler School of Theology collaborates with the School of Public Health in offering a dual degree program awarding both the master of theological studies and master of public health degrees (MTS/MPH). The dual degree program may be completed in three years. The first year is spent at the Candler School of Theology, the second year at Rollins School of Public Health, and the third year is completed at Candler. In order to meet degree requirements for the MTS, the student must complete a minimum of 51 hours at Candler. MTS requirements are similar to those of a traditional MTS student. MTS/MPH dual degree students may complete the MPH thesis or special study project in conjunction with their MTS integrative paper or thesis.

Departments and academic programs participating in the MTS/MPH dual degree program are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, and Health Policy and Management.

As with the MDiv/MPH program, a MTS/MPH prepares students to use a theological foundation when working in the public health field. Public health professionals who hold the MPH/MTS are trained to work in public health within the context of religion and the theological knowledge to enhance health programs for special populations.

Course work offered through Candler School of Theology in the following program areas may be used as elective credit hours towards the MPH degree. Students should confirm with their academic adviser that the course fulfills the requirements.

History and Interpretation of Christianity	a minimum of 4 credit hours
Church History	CH
Historical Theology	HT
Systematic Theology	ST
Christianity and Culture	a minimum of 6 credit hours
Ethical Studies	ES
Missions	M
Religion and Personality	RP
Sociology of Religion	S
World Religions	WR

Five-year Bachelor/Master's Program with Emory College

BA/MSPH Program—Biostatistics

Emory College and the Rollins School of Public Health (RSPH) jointly offer a five-year bachelor's/master's degree program. Students have an opportunity to complete a bachelor of arts (BA) in Emory College, most likely with a major concentration in mathematics and computer sciences, and a master of science in public health (MSPH) in biostatistics within five years. Emory College students will apply and be admitted

to the program during their third (junior) year and enroll in eight to twelve semester hours of credit in MSPH courses during their fourth (senior) year. Course credits taken by Emory College students in the Rollins School of Public Health during their fourth (senior) year count toward the required 132 hours of credit for the bachelor of arts as well as for the required forty-eight hours for the MSPH in biostatistics. Two undergraduate courses (totaling eight semester hours) offered by the Department of Mathematics and Computer Science will also count toward the MSPH in biostatistics. Students graduating from Emory College with a BA will then take courses during their fifth year as MSPH students in the Rollins School of Public Health. Some students may enroll in MSPH courses during the summer semester immediately following graduation from Emory College, and some may complete work (e.g., thesis and practicum) during the summer semester following the fall and spring semesters in the Rollins School of Public Health.

BA/MSPH Required Course Work

Course Number	Course Title	Credit Hours
Math 361	Probability and Statistics I	4
Math 362	Probability and Statistics II	4
BIOS 506	Biostatistical Methods I	4
BIOS 507	Applied Linear Models	4
BIOS 508	Introduction to Categorical Data Analysis	2
BIOS 522	Survival Analysis Methods	2
BIOS 531	SAS/Plus Programming	2
BIOS 595R	Practicum	0
BIOS 599R	Thesis	6
EPI 530	Epidemiological Methods I	4
EPI 750	Analysis of Longitudinal Data in Epidemiological Research	3
EH 500	Perspectives in Environmental Health	2
BSHE 500	Behavioral and Social Sciences in Public Health	2
HPM 500	Introduction to the U.S. Health Care System	2
GH 500	Critical Issues in Global Health	2
Elective hours are required of which at least 2 are in Biostatistics		5

BS/MPH Five-year Program—Environmental Health

A five-year bachelor's/master's degree (BS/MPH) is offered through the Emory College Environmental Studies (ENVS) Department and the Rollins School of Public Health (RSPH) Environmental Health (EH) program. Students can earn a Bachelor of Science and Master of Public Health in five years. Students in their sophomore year of the ENVS BS program with a minimum of 3.25 cumulative GPA may apply.

BS/MPH Required Courses (for the MPH portion)

Course Number	Course Title	Credit Hours
BIOS 500	Statistical Methods I with lab	4

EPI 530	Epidemiologic Methods I with lab	4
BSHE 500	Behavioral and Social Sciences in Public Health	2
GH 500	Critical Issues in Global Health	2
HPM 500	Introduction to the U.S. Health Care System	2
EH 500	Perspectives in Environmental Health	2
EH 520	Human Toxicology	3
EH 524	Risk Assessment I	2
EH 530	Environmental and Occupational Epidemiology	2
EH 540	Environmental Hazards I	2
EH 550	Environmental and Occupational Health Practice	2
EH 570	Environmental and Occupational Health Policy	3
EH 595	Practicum	0
EH 596	Research Design in Environmental Health	1
or GH 555	Proposal Development	2
EH 599R	Thesis	4
or EH 594	Capstone Seminar: Skills for Environmental Health Professionals	3
Total MPH credits required for BS/MPH		33

Certificate in Public Health Informatics

Through its Department of Biostatistics and Bioinformatics, the RSPH offers a certificate program in public health informatics. This program offers an opportunity for professionals who already have advanced training in public health to gain further skills in the emerging field of public health informatics.

PHI certificate students will complete 20 hours of training in the courses that form the core curriculum for the PHI MSPH program. The course requirements are listed below.

Courses Required for the Certificate in Public Health Informatics

Principles of Public Health Informatics I
INFO 500 (2)
Principles of Public Health Informatics II
INFO 501 (2)
Database Management Systems
INFO 510 (3)
Artificial Intelligence
INFO 591J (3)
or
Advanced Database Management Systems
INFO 511 (3)
Management Principles for Informatics
INFO 503 (2)
Introduction to PH Surveillance
IH 515 (3)*
Geographic Information Systems
INFO 530 (2)
Health Outcomes
HPM 564 (3)**

*EPI 530 or equivalent is prerequisite.

**HPM 500 or equivalent is prerequisite.

Two introductory sequences (INFO 500–501 and INFO 510–511) should be taken either before or simultaneously with other courses required for the program. The program can be completed in two semesters of study, although the typical part-time student may take longer.

Certificate in Global Complex Humanitarian Emergencies

The Rollins School of Public Health, in partnership with CDC's International Emergency and Refugee Health Branch, offers a Graduate Certificate in Global Complex Humanitarian Emergencies. It is an interdisciplinary program that combines the teaching and research strength of Emory University with the applied technical skills of the CDC's International Emergency and Refugee Health Branch.

This is a rigorous and competitive certificate program intended only for those who meet the below criteria. Ten to fifteen students will be accepted into the certificate program each year. Students are strongly encouraged to apply as early in their first semester as possible.

Criteria for Certificate

The ideal candidates for this graduate certificate are students who:

- Want to work overseas in emergency and post-emergency settings as their career.
- Have international development and/or relevant field experience in resource-poor settings.

- Are committed to building practical field epidemiological methods skills in resource-poor settings.

Certificate Requirements

Awarding the certificate requires students to be accepted into the program and then complete:

- Two core classes
 - 6 credit hours of approved electives
 - Research or practicum component
 - Event or volunteer participation
- For more detailed information, please see the GCHE website at www.sph.emory.edu/cms/academic_programs/nondegree_programs/globalche.html.

Certificate in Mental Health

Mental health is integral to and inseparable from public health. This interdepartmental program addresses the interface of mental health and public health and is intended to enhance the competencies of students concentrating in any of the school's departmental programs. Students completing the program will be able to epidemiologically describe the burden of mental illness on society, apply theories and evaluate empirical evidence on determinants of mental health, design and critique interventions intended to promote mental health and identify the sources of financing and public policies that affect mental health services.

Certificate Requirements

- HPM 579, Mental Health and Public Health Interface (1 semester hour)
- Practicum in aspect of public mental health
- Capstone or thesis project on topic in public mental health (4 credits)*
- A minimum of 6 credit hours from the following courses
 - o Medical Sociology, BSHE 512
 - o Behavioral Epidemiology, BSHE 516
 - o Mental Health Seminar, BSHE 560R
 - o Stress Reduction, BSHE 581
 - o Public Mental Health, BSHE 585
 - o Prevention of Mental and Behavioral Disorders, BSHE 586
 - o Seminar in Substance Abuse, BSHE 587
 - o Addiction, the Brain, History and Culture, BSHE 588
 - o Mental Illness, Public Health and American Culture in Interdisciplinary Perspective, BSHE 589
 - o Long Term Care Policy and Practice, HPM 563
 - o Mental Health/Medical Interface, HPM 591U
 - o Mental Health and Well-Being, SOC 330
 - o Sociology of Happiness, SOC 389
 - o Perspectives on Mental Health, SOC 513

*If the topic of the capstone or thesis cannot relate to public mental health, four additional credits of electives may be substituted with the permission of the certificate coordinator. Permission for the substitution must be obtained early in the second year of the program.

Additional information on the program and its administration may be found at: www.sph.emory.edu/mentalhealth/.

Certificate in Socio-Contextual Determinants of Health Program

The Certificate Program in the Socio-Contextual Determinants of Health welcomes students who are committed to studying and intervening in the social conditions (e.g., laws banning same-sex marriage, neighborhood poverty rates, structural racism) that shape health and well-being across and within populations. This certificate program provides a range of intellectual, academic, research, and professional development opportunities that are designed to strengthen students' abilities to pursue related careers. Students committed to advancing social justice and/or to eradicating health disparities will find this certificate program a particularly good fit for their interests.

Certificate Requirements

Complete (1) one of three core courses

Complete (1) one elective course, chosen from the certificate program's course roster

Complete a capstone project/thesis on a topic related to the socio-contextual determinants of health.

Each student must attend two colloquia and two journal club meetings.

For more detailed information about the certificate including the application process, please see the website at www.sph.emory.edu/SCDH/about.php.

Master's International Program with the U.S. Peace Corps

The RSPH offers a master of public health degree in conjunction with the Peace Corps' Master's International (MI) Program. This program is a unique opportunity for students to combine public health theory with practical field experience. MI students apply to any department at RSPH and will complete all MPH/MSPH course work before they begin two years in the Peace Corps. Completion of the MI program requires a minimum of eighteen months in residence at Emory and two years of Peace Corps volunteer service. MI students will be awarded a grant of approximately \$2,500 during the final semester at RSPH, contingent upon an invitation to serve as a Peace Corps volunteer. Each semester, students participating in the Master's International Program will enroll in a special discussion seminar that includes partnering with a community organization that serves the refugee population. Through the MI seminar, MI students connect to currently serving Peace Corps volunteers as well as returned Peace Corps volunteers in the Emory and Atlanta communities to learn about the role of the volunteer in development and participatory analysis for community action. The program is designed to improve MI Peace Corps volunteers' ability to make positive, sustainable contributions to improving the health and well-being of the international communities in which they serve. For further information, visit the program's website at www.sph.emory.edu/peacecorps.

Peace Corps Fellows/USA Program for Returned Peace Corps Volunteers

The Rollins School of Public Health has recently been approved for a Peace Corps Fellows/USA program for returned Peace Corps volunteers enrolled in the full-time MPH program. The Peace Corps Fellowship Program advances the third goal of the Peace Corps, to help promote a better understanding of other peoples on the part of Americans by developing and maintaining educational partnerships that place returned volunteers in internships in underserved U. S. communities. It also supports RSPH's mission by creating an environment supporting excellence in service, and training of leaders to promote health and prevent disease in human populations around the world.

Fellows Application Process

All RPCVs who meet the priority admission deadline are considered for this fellowship. Fellows are selected during the merit scholarship review for their demonstrated leadership and ongoing commitment to service as demonstrated by the information submitted on the SOPHAS application. Once top candidates are selected, additional information may be requested.

Fellows are connected throughout the duration of their program to help facilitate community partnerships and mentorship opportunities. The Peace Corps fellows will specifically help to: (1) lead and collect resources for the Master's International seminar for all participating MI students; (2) lead MI students and additional RPCV mentors in ongoing service and advocacy with the refugee population in the Atlanta area; (3) provide mentorship to MI students completing their community projects; and (4) connect the RSPH community to ongoing service opportunities in the greater Atlanta area.

The Rollins School of Public Health has a very dynamic Peace Corps community. Returned Peace Corps volunteers pursuing a career in public health provide a unique perspective to the approach and practice of public health and are recognized as a vital part of the community at RSPH. All RPCVs are invited to participate in the RPCV Mentors program even if they are not selected as Peace Corps fellows.

For more information contact peacecorps@emory.edu or visit www.sph.emory.edu/peacecorps.

Doctoral program are offered by the Departments of Behavioral Sciences and Health Education, Biostatistics, Epidemiology, and Health Policy and Management through the Graduate School of Arts and Sciences. Information about the programs, requirements for admission, and application procedures are available from the Graduate School of Arts and Sciences, Emory University, Atlanta, GA, 30322, by telephone at 404.727.6028 or on the web at www.graduateschool.emory.edu. Information also is available from the directors of each doctoral program in the Rollins School of Public Health.

Behavioral Sciences and Health Education

Kimberly Jacob Arriola, PhD, Director of Graduate Studies

Gail Baldwin, Administration and Finance

Cami Dettmer, Academics

404.727.3546

BSHEPhDprogram@sph.emory.edu

Biostatistics

John Hanfelt, PhD, Director of Graduate Studies

Melissa Sherrer, Assistant Director of Academic Programs

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biosadmit@sph.emory.edu

Epidemiology

Julie A. Gazmararian, PhD, MPH, Director of Graduate Studies

Jena Black, Associate Director of Academic Programs

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jena.black@emory.edu

Health Policy and Management

Walter M. Burnett, PhD, Director

Kent Tolleson, Financial Analyst

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Nutrition and Health Sciences (Collaborative Program)

Usha Ramakrishnan, PhD, Director

Laura Hearn, Program Administrator

404.727.2546

lehearn@sph.emory.edu

Master of Science in Clinical Research

www.ACTSI.org/retcd

Henry M. Blumberg, MD, PhD, Director

Thomas R. Ziegler, MD, Co-director

John R. Boring III, PhD, Co-director

John E. McGowan Jr., MD, Co-director

The Atlanta Clinical and Translational Science Institute (ACTSI) (NIH-funded CTSA), presents the Master of Science in Clinical Research (MSCR) degree program through the Emory Graduate School. This program provides didactic and mentored clinical and translational research training. The goal of this degree is to provide the educational background for physicians and other doctoral scientists who need and desire the analytic and related skills for clinical investigation. It teaches modern clinical scientific research methods that involve investigative and evaluative medicine and addresses the national shortage of skilled clinical research physicians. The CTSA has made it possible to expand the program to include predoctoral trainees and award the dual degrees of MD/MSCR and PhD/MSCR.

The program provides training in analytic epidemiology, analytic and statistical reasoning, hypothesis development, data collection and management, scientific writing, clinical trial protocol design for interventional and observational studies, and legal, ethical, social, and regulatory issues related to clinical research.

Requirements

The program requires the completion of twenty-eight semester hours of academic credit. This includes in-class didactic study, grant application, and a research thesis. Although many in this course of study have clinical and other obligations, full-time students normally devote approximately forty hours per week for class-related activities. Most students complete the program in two years. Didactic work is scheduled in late afternoons and early evenings to facilitate those with patient clinical commitments.

Required Courses for the

Master of Science in Clinical Research

Fall Semester	Course Title	Credit Hours
EPI 530M	Analytic Methods for Clinical Research I	3
EPI 533M	Data Management for Clinical Research	2
EPI 761M	Introduction to Clinical Research Medicine	2
EPI 591M	Community Engagement and Health Disparities in Clinical Research	2
BIOS 500	Biostatistics for Clinical Research	3

Spring Semester	Course Title	Credit Hours
EPI 534M	Analytic Methods for Clinical Research	2
EPI 536M	Analysis of Clinical Research Data	2
EPI 592M	Clinical Research Colloquium	1
EPI 509M	Fundamentals of Bioinformatics	2

EPI 593M	Ethical, Legal and Social Issues of Responsible Clinical Research	1
Spring Semester	Course Title	Credit Hours
EPI 594M	Scientific and Grant Writing	2
BIOS 520M	Clinical Trial Design and Analysis	2
Summer Semester	Course Title	Credit Hours
EPI 599R	Research	4

Required rotation in the Emory Clinical Interaction Network (CIN)

Required rotation serving on IRB committees

Total Hours for Degree 28

Administration and Application Information

Program co-directors are: Henry M. Blumberg, Professor of Medicine, Division of Infectious Diseases, School of Medicine; Professor of Epidemiology, Rollins School of Public Health; John R. Boring, III, Department of Epidemiology, Rollins School of Public Health, and John E. McGowan, Jr., Professor, Division of Infectious Diseases, School of Medicine, and Professor of Epidemiology, Rollins School of Public Health. The Master of Science in Clinical Research program is supported by the National Institutes of Health Clinical and Translational Science Award.

To learn more about the admission process, contact Cheryl Sroka, program coordinator. Phone 404.727.5096; email: csroka@emory.edu.

Doctoral Program in Nutrition and Health Sciences

The Rollins School of Public Health collaborates with the School of Medicine and the Graduate School of Arts and Sciences, Division of Biological and Biomedical Sciences, in offering the Program in Nutrition and Health Sciences. The goal of the program is to train students to investigate how nutrients, toxins, drugs, and other environmental factors affect human health. The training combines molecular/cellular approaches with population/epidemiological approaches. A catalog describing the program and additional information can be obtained from the director: Contact Usha Ramakrishnan, Department of Global Health, Rollins School of Public Health, 1518 Clifton Road, NE, Atlanta, Georgia 30322; 404.727.2546, uramakr@emory.edu.

The Emory Graduate Certificate in Human Rights

The Institute of Human Rights at Emory provides an opportunity for faculty and students to further their understanding of the theories and issues of human rights. The Emory Graduate Certificate in Human Rights is an integrated, innovative, and cooperative approach to human rights scholarship and training. The certificate combines the teaching and research strength of Emory University with the applied programs of our professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention. Faculty in several schools at Emory, including the Emory College, the Graduate School of Arts and Sciences, the School of Law, the Rollins School of Public Health, the Goizueta Business School, the Nell Hodgson Woodruff School of Nursing and the Candler School of Theology, have been involved in building an academic human rights program at Emory University.

Requirements

Awarding of the certificate requires students to complete the following:

Graduate Certificate Documentation: Students are encouraged to meet with one of the faculty members in order that they might direct your course of study.

Core Seminar – Interdisciplinary Perspectives on Human Rights (POL5585/ GH526/ LAW819)

Two additional approved courses: Students in the Rollins School of Public Health are required to take two additional (for a total of six classroom hours) from the approved course listing found on the website at <http://humanrights.emory.edu/sub-educational.htm>.

Research practicum: Students have several options which will fulfill the research practicum requirement. Students may pursue a service-learning internship at a local or international human rights organization. The Institute of Human Rights helps coordinate placements, if requested. Students may also fulfill the research practicum requirement by completing a research paper focusing on human rights or by having a substantive human rights emphasis in their thesis or dissertation.

Additional information about the Institute of Human Rights and the certificate program may be found on their website at <http://humanrights.emory.edu>.

Religion and Health Certificate

The certificate in Religion and Health provides an opportunity for the interdisciplinary study of health and health-promoting practices as they intersect with the various religious or spiritual traditions and practices. Through the integration of perspectives from a variety of disciplines in the health and social sciences, particularly those in nursing, public health, theology and religion, students will develop theories and practices in which the personal, communal, and social dimensions of health intersect.

Key Components of the Certificate

- This is currently a certificate for degree-seeking students and provides a structure to take two courses outside their primary degree school and to tailor existing academic requirements.

- These "requirements" include:

- A 3-hour core course titled Faith and Health: Transforming Communities.
- An orientation at the beginning of each year and an integrative paper/thesis (1 hour)
- Elective courses equivalent to 9 credit hours (RSPH thesis credit hours can be used here)
- Practice component in faith and health that fits the requirements in the discipline which the student is enrolled.
- Participation in University-wide special lectures and seminars in religion and health.

For additional information, students may contact Mimi Kiser in the Rollins School of Public Health, mkiser@sph.emory.edu, 404.727.5199 or Karen Scheib at Candler School of Theology, kscheib@emory.edu, 404.727.2423.

BioStatistics Consulting Center

The BioStatistics Consulting Center (BCC) offers comprehensive statistical consultation and computational services to the University community. Obtaining biostatistical advice early in a project can often improve the chances that the study will meet its objectives. BCC personnel are available for discussion at all stages of research, including preparation of grants and contracts, assistance in analyzing and presenting research data, and statistical review of manuscripts in the publication process.

The BCC has access to a broad range of computer hardware and software, along with personnel with expertise in using major statistical, graphics, and data management packages. Its primary interest is in assuring appropriate use of statistical methodology in research. The BCC also offers a complementary range of services, from database development, implementation, and maintenance, to production of publication-quality graphic and tabular material that supports the presentation and publication of research results.

Emory Center for AIDS Research

Directed by RSPH Dean James W. Curran, the Emory Center for AIDS Research (CFAR) fosters and enhances research efforts designed to prevent and mitigate suffering caused by HIV and AIDS. CFAR is funded by the National Institutes of Health (NIH), and has three goals: (1) Enhance the collaborative interdisciplinary research of HIV investigators by providing administrative support, critical shared core resources, and enhanced communication among investigators through sponsored seminars and training activities; (2) Stimulate the participation of new investigators in HIV research through targeted research mentoring and training, and to direct funding of developmental research projects; (3) Assist in recruiting key faculty and in garnering internal and extramural support for priority HIV-research programs.

CFAR currently serves 110 HIV investigators in thirty-six departments of the University whose 2001 extramural funding for AIDS research totaled more than \$50 million. Center-assisted HIV research at Emory is grouped into four program areas, each supported by one of four CFAR associate directors: the AIDS Vaccine Development Program, the HIV Pathogenesis Program, the AIDS Prevention Science Program, and the HIV Clinical Science Program. Center activities are supported by ten service cores, including three that are administratively located in the RSPH: Administrative, Behavioral, and Biostatistics and Data Analysis. The CFAR welcomes RSPH student involvement. For further information, go to www.sph.emory.edu/CFAR/.

Emory Center on Health Outcomes and Quality

The Emory Center on Health Outcomes and Quality is one of the nation's largest health care research groups formed to measure and evaluate health care quality. Established in 2001, the center combines leading academic researchers at Emory with a team of experienced, hands-on researchers formerly with Aetna. The group collaborates with researchers within Emory and elsewhere on health services research studies toward the goal of improving health outcomes. The Center director is Kimberly Rask, MD, PhD. For more information, go to www.sph.emory.edu/CCHOQ/.

Center for Biomedical Imaging Statistics

The Center for Biomedical Imaging Statistics (CBIS) conducts research on statistical methods for analyzing data from biomedical imaging studies. CBIS research includes

brain, heart, breast, and prostate imaging, among others. CBIS currently develops statistical methods for data acquired from various imaging modalities including functional and structural magnetic resonance imaging, positron emission tomography, single photon emission computed tomography, and digital mammography. For further information go to www.sph.emory.edu/bios/CBIS.

Center for Public Health Preparedness and Research

The Center for Public Health Preparedness and Research (CPHPR) provides resources and expertise to train public health students and professionals in Georgia to address the threats posed by emerging infectious diseases, including bioterrorism. Faculty and students affiliated with the CPHPR conduct research and develop policy to enhance public health preparedness in Georgia and beyond. For more information, go to www.sph.emory.edu/ECPHP/.

Center for Global Safe Water

The CGSW conducts applied research, evaluation, and training to promote global health equity through universal access to safe water, sanitation, and hygiene solutions for the world's most vulnerable populations. Faculty and students join in research and practice around the center's principal mission of enabling organizations and communities in providing safe, effective, and sustainable drinking water and effective, sustainable sanitation and hygiene improvements, partnering with CARE USA, the CDC, the Gates Foundation, and other national and international agencies and organizations.

Center for Health, Culture, and Society

The Center for Health, Culture, and Society is based at the RSPH, and sponsors academic programs around the interdisciplinary study of health and health care. Among other projects, the center offers a fellowship program that furnishes tuition, fees, and a stipend to enable two MPH students to undertake a year of interdisciplinary studies in Emory's graduate school programs, and two doctoral students in the graduate school to undertake a year of public health studies. The Center also administers an undergraduate minor in Global Health, Culture and Society. For more information, go to www.emory.edu/CHCS/.

Center for Injury Control

Jointly sponsored by RSPH and the School of Medicine, the Center for Injury Control is dedicated to the reduction of death and disability due to injury through a comprehensive program of research, education, and service. Injuries account for more years of potential life lost before age sixty-five than heart disease and cancer combined. Effective injury prevention and control require the resources and expertise of many disciplines. The activities of the center span a number of departments and schools within the University.

The Center also works in partnership with state and local governments and with grassroots organizations. It is nationally recognized for its expertise in firearm and violence prevention, helmet promotion, motor vehicle trauma, and trauma care systems, and is further recognized by the World Health Organization as a "Collaborating Center" for injury control and emergency health services. The Center director is Debra Houry, MD, MPH. For additional information, go to www.sph.emory.edu/CIC.

Center for Public Health Practice

The goal of the Center for Public Health Practice is to improve the performance of preventive health systems at the community level through the transfer and translation of theory to the practice setting. The study of preventive health systems requires integration of traditional and nontraditional public health disciplines as well as the development of multi-sector partnerships, especially the collaboration of academic institutions with public agencies and community constituencies. Faculty and students explore the key forces and future trends affecting the design of preventive health systems and the future of public health, prevention systems within the broader health system context through preventive health systems research, the core functions required to support population-based health promotion and disease prevention interventions and the linkages and relationships between the required components of the preventive health system and the competencies required to enhance population-based health goals. The Center director is Joyce Essien, MD, MBA. For further information go to www.sph.emory.edu/cphp.

Faculty Affiliated with the Center for Public Health Practice

Fleda M. Jackson, Affiliated Professor. BA, Spelman College, 1973; MS, University of Illinois, 1977; PhD, 1991. Consultant.

Maureen Y. Lichtveld, Affiliated Professor. MPH, Johns Hopkins University, 1986; MD, University of Suriname, Faculty of Medicine, Paramaribo, Suriname; University of Leyden, the Netherlands, 1981. Tulane University, School of Public Health and Tropical Medicine, Department of Environmental Health Sciences.

Florence K. L. Tangka, Affiliated Professor. BS, University of Reading, England, 1989; MS, Rutgers University, 1994; PhD, University of Florida, 2001. Centers for Disease Control and Prevention.

Jean O'Connor, Affiliated Professor. BS, Emory University, 1998; MPH, 2001; JD, 2001. Consultant.

Emory Public Health Training Center

Under the direction of the associate dean for applied public health, in September 2010 the RSPH received funding from HRSA for the Emory Public Health Training Center (Emory PHTC). Prior to 2010 Georgia was one of only four states without a public health training center. The mission of the Emory PHTC is to be a learning community that will build competence in the current and future public health workforce, expose public health students to the value of working in underserved areas, and advocate for public health systems and policies. The goals of the Emory PHTC pertaining to training include: assessing competency-based training needs of the public health workforce in underserved areas of Georgia; providing competency-based education and training to improve the capacity of the public health workforce in underserved areas of Georgia; and educating boards of health members about current public health issues in order to create stronger public health systems. For more information, go to www.sph.emory.edu/ephtc/.

Lymphatic Filariasis Support Center

The Lymphatic Filariasis Support Center is a member of a global alliance fighting the debilitating parasitic disease known as Lymphatic Filariasis (LF). Transmitted by mosquitoes, LF is a principal cause of disability in more than eighty endemic countries and

territories. More than one billion people live at risk of infection, and 120 million individuals are infected. In 1997, the 50th World Health Assembly unanimously approved a resolution to eliminate LF as a public health problem. Created in 1998, the center is based in the Department of Global Health. Its mission is to provide technical assistance and problem-solving research to ensure a strong scientific base for the effort to eliminate LF. The center coordinates its technical assistance and research with targeted advocacy and fund-raising activities.

Emory Prevention Research Center

Founded in 2004 through the CDC's Prevention Research Centers program, the Emory Prevention Research Center (EPRC) focuses on community-based cancer prevention and the reduction of health disparities in Southwest Georgia. Its mission is to become a hub of interdisciplinary chronic disease prevention, research, training, and practice at Emory; to strengthen community partnerships; to implement a research agenda to understand and improve healthy socio-environmental contexts; and to extend collaborative training, education, communication, and dissemination activities in an underserved area. For additional information go to www.sph.emory.edu/EPRC/.

Georgia Center for Cancer Statistics

The Georgia Center for Cancer Statistics (GCCS), located within the RSPH Department of Epidemiology, is a research unit devoted to cancer surveillance, epidemiology, and registry training. Its activities include operation of the Metropolitan Atlanta and Rural Georgia Surveillance Epidemiology and End Results (SEER) Program, funded by the National Cancer Institute; the Georgia Comprehensive Cancer Registry, funded by the Georgia Department of Human Resources; and the National Program for Cancer Registries at the U.S. Centers for Disease Control and Prevention, which is the customary source of public information about cancer incidence and survival in Georgia.

Cancer epidemiology research includes population-based studies of cancer. Past and present work has included studies of the causes of various cancers and predictors of survival. Some recent studies have investigated racial disparities in both incidence and survival, the relationship of oral contraceptives and breast cancer risk, and quality of life following the diagnosis of prostate cancer. The GCCS also conducts cancer registry training programs for hospital and central cancer registry staff and investigators. Courses are held at Emory, throughout the United States and abroad. For additional information, go to www.sph.emory.edu/GCCS.

Interfaith Health Program

The Interfaith Health Program collaborates with faith groups in the U.S. and abroad on projects to advance health. IHP projects focus on adolescent health, population growth, violence, human rights, justice for the poor, and other issues that challenge both faith and health structures. The IHP maintains a lively website, publishes reports, offers expertise to community groups, and conducts workshops in building collaborative programs. Students may participate in IHP activities as interns or employees. Staff members are experienced in community health and ministry. For further information go to www.sph.emory.edu/center_ihp.php.

Southeast Institute for Training and Evaluation

The Southeast Institute for Training and Evaluation (SITE) serves as a resource for public health agencies and programs in the state and region. It provides educational outreach, needs assessment, curriculum development, and evaluation expertise to public health communities and the RSPH. Students and faculty often join SITE staff in various projects. SITE enables students to learn health promotion and education through public health practice in community settings.

Tobacco Technical Assistance Consortium

The Tobacco Technical Assistance Consortium (TTAC) provides technical assistance and support to agencies and organizations across the country in designing, implementing, and evaluating programs to prevent tobacco use. TTAC works with states applying tobacco settlement funds to this goal. Housed in the RSPH, TTAC collaborates with faculty and students, and develops resources such as a web-based training program. It is funded by grants from the Robert Wood Johnson Foundation, the American Cancer Society, and the American Legacy Foundation.

Women's and Children's Center

Directed by Carol J.R. Hogue, PhD, Jules and Deen Terry Professor of Maternal and Child Health and Professor of Epidemiology, the mission of the Women's and Children's Center (WCC) is to promote the health and well-being of women and children through instruction, research, and practice. The WCC serves as a focal point at the RSPH for training and research in maternal and child health and women's health. Since its founding in 1992, the WCC has collaborated with the departments of epidemiology, health policy and management, behavioral sciences and health education, and international health.

Research conducted by core faculty of the WCC is designed to develop the knowledge base for better understanding the particular health risks experienced by vulnerable populations of women and children, and ways to provide health promotion and disease prevention care for these populations. This research requires collaboration of a multidisciplinary team of epidemiologists, social scientists, health services researchers, and clinicians. Collaborators include public and private health providers in several states, including Georgia, Michigan, and South Carolina. RSPH students gain experience through participating as research assistants in projects like these, funded primarily by federal agencies and nonprofit foundations.

The WCC seeks also to translate its research findings into improved public health services through providing educational experiences for practicing health care practitioners. With funding from federal grants and health foundations, the WCC writes state-of-the-art training packages, manuals, and other training materials to disseminate both research findings and new methodologies. For further information go to www.sph.emory.edu/wcc.

Faculty Affiliated with the Women's and Children's Center

E. Kathleen Adams, Professor. BS, Florida State University, 1970; MS, 1972; PhD, University of Colorado, 1979. Department of Health Policy and Management.

Susan A. Ashford, RN, Grady Memorial Hospital, 1971; BSN, Medical College of Georgia, 1977; MN, Emory University, 1979; PhD, Emory University, 2005. Emory University School of Nursing.

Hani Atrash, Adjunct Associate Professor. BS, American University of Beirut, 1972; MD, 1976; MPH, Emory University, 1985. Centers for Disease Control and Prevention.

Sarah C. Blake, Senior Associate. BA, University of South Carolina, 1992; MA, The George Washington University, 1996; PhD, 2007. Department of Health Policy and Management.

John T. Carter, Research Assistant Professor. BA, University of Virginia, 1963; PhD, Rice University, 1967; MPH, Emory University, 1991. Department of Epidemiology.

Carolyn Drews-Borsch, Associate Professor. BS, University of California, San Diego, 1981; MPH, University of California, Los Angeles, 1983; PhD, 1988. Department of Epidemiology.

Karen Glanz, Professor. BA, University of Michigan, Ann Arbor, 1974; MPH, 1977; PhD, 1979. University of Pennsylvania.

Diane C. Green, Adjunct Assistant Professor. BS, University of Georgia, 1974; MPH, Emory University, 1991; PhD, 1994. Division of Reproductive Health, Centers for Disease Control and Prevention.

Vicki S. Hertzberg, Associate Professor. BS, Miami University, 1976; PhD, University of Washington, Seattle, 1980; Department of Biostatistics.

Carol J. R. Hogue, Director and Jules and Deen Terry Professor of Maternal and Child Health. AB, William Jewell College, 1966; MPH, University of North Carolina, 1971; PhD, 1973. Department of Epidemiology.

L. Lynn Hogue, Adjunct Professor. AB, William Jewell College, 1966; PhD, University of Tennessee, 1971; JD, Duke University, 1974. College of Law, Georgia State University.

Chinaro Kennedy, Adjunct Assistant Professor. BA, Colgate University, 1991; MPH, Yale University School of Medicine, 1993; PhD, Columbia University, 2000. Georgia Department of Human Resources, Division of Public Health.

Michele Marcus, Professor. BS, Brooklyn College of the City University of New York, 1974; MPH, Columbia University, 1981; PhD, 1986; Department of Epidemiology.

Godfrey P. Oakley Jr., Research Professor. MSPM, University of Washington, 1972; MD, Bowman Gray School of Medicine, 1965; Department of Epidemiology.

Usha Ramakrishnan, Associate Professor. BS, University of Madras, 1983; MS, University of Washington, 1985; PhD, Cornell University 1993. Department of Global Health.

Roger W. Rochat, Research Professor. BA, University of Rochester, 1962; MD, University of Washington, 1966; Certificate in Demography, Office of Population Research, Princeton, 1972; Department of Global Health.

Stephanie Sherman, Professor; BS, North Carolina State University, 1975; PhD, Indiana University, 1981; Emory University, Department of Human Genetics.

Chanley M. Small, Research Assistant Professor. BA, Brown University, 1991; MS, Stanford University, 1995; PhD, Emory University, 2005; Department of Epidemiology.

Iris E. Smith, Clinical Associate Professor. BA, Fordham University, 1971; MPH, Emory University, 1979; PhD, Community Psychology, Georgia State University, 2000. Department of Behavioral Sciences and Health Education.

Claire Sterk, Candler Professor; PhD, University of Utrecht, 1983; PhD, Erasmus University, Rotterdam/City University of New York, 1990. Department of Behavioral Sciences and Health Education.

Nancy J. Thompson, Associate Professor. BA, Emory University, 1971; MPH, Emory University, 1977; PhD, Georgia State University, 1989. Department of Behavioral Sciences and Health Education.

Kathleen E. Toomey, Adjunct Professor of Epidemiology. AB, Smith College, 1973; MPH, Harvard University, 1979; MD, 1979. Centers for Disease Control and Prevention.

Additional Resources

The U.S. Centers for Disease Control and Prevention

The U.S. Centers for Disease Control and Prevention (CDC) is the federal government's premier agency devoted to disease prevention and control, with emphasis in epidemiology, environmental health, health safety, and health education. CDC headquarters is located less than one block from RSPH. More than one hundred CDC scientists hold adjunct faculty appointments in the RSPH. Many students work at CDC in paid internships through various ongoing programs, find opportunities for thesis research with CDC scientists, and use the libraries and data sets resulting from CDC's national surveys.

American Cancer Society

The American Cancer Society (ACS) is the world's largest volunteer disease prevention agency dedicated specifically to cancer prevention and health promotion. It is headquartered in downtown Atlanta. The ACS hosts research units in epidemiology and behavioral sciences. Several collaborative research projects with a shared common interest in early cancer detection and prevention make the ACS a valuable resource to the RSPH.

The Carter Center

The Carter Center addresses national and international issues of public policy, and provides leadership in global health programs such as disease eradication, child survival, and world hunger. In doing so, it draws on the resources of virtually the entire Emory community, including former President Jimmy Carter (now a University distinguished professor) and former CDC Director William Foege (a professor in the RSPH's Department of Global Health), and brings to campus a wide range of international scholars, government leaders, business executives, and other professionals. The associated Jimmy Carter Library, with more than 27 million documents, photographs, films, and mementos of the Carter presidency, serves scholarly researchers and, through its museum, the general public.

CARE USA

Headquartered in Atlanta, CARE's mission is to serve individuals and families in the poorest communities in the world. Drawing from internationally diverse employees, volunteers, resources, and experience, CARE promotes innovative solutions and advocates global responsibility. Worldwide collaborations with a range of RSPH faculty make CARE an important resource partner for students as well.

Georgia Department of Human Resources

The Georgia Department of Human Resources is nationally recognized for innovative and successful health programs. It offers the possibility of on-site experience for students in health promotion and disease prevention.

Surveillance, Epidemiology, and End Results Program

The Surveillance, Epidemiology, and End Results (SEER) Program of the National Cancer

Institute is an authoritative source of information on cancer incidence and survival in the United States. The SEER program for Atlanta, the state of Georgia, and the geographic region is housed in the Department of Epidemiology. The SEER program currently collects and publishes cancer incidence and survival data from eleven population-based cancer registries and three supplemental registries covering approximately 14 percent of the U.S. population. The expansion registries increase the coverage to approximately 26 percent. Information on more than 3 million in situ and invasive cancer cases is included in the SEER database, and approximately 170,000 new cases are accessioned each year within the SEER areas. The SEER registries routinely collect data on patient demographics, primary tumor site, morphology, stage at diagnosis, first course of treatment, and follow up for vital status. The SEER program is the only comprehensive source of population-based information in the United States that includes stage of cancer at the time of diagnosis and survival rates within each stage. Faculty and students participate in the gathering of data and its analysis for epidemiologic papers on cancer etiology, prevention and control.

Task Force for Global Health

Since its formation in 1984, the Task Force for Global Health has worked to improve the lives of children and families around the world through public health programs.

The Task Force was formed after a meeting of thirty-four world health leaders in Ballagio, Italy, called together by The Rockefeller Foundation at the request of Jonas Salk and Robert McNamara. Five of the participating organizations—The World Health Organization, the United Nations Children's Fund (UNICEF), The World Bank, the United Nations Development Programme, and The Rockefeller Foundation—asked the Task Force to serve as the executive secretariat of this group. The United Nations Population Fund joined as the sixth official sponsor in 1995.

The Task Force acted as a vehicle to bring the sponsors together on a regular basis to work collaboratively toward raising immunization rates of the world's children from 20 percent to 80 percent by 1990. James Grant, former executive director of UNICEF, described this effort at its peak as the single largest peacetime program in the history of the world. The goal was reached and led to the World Summit for Children.

The Task Force also operates the Mectizan® Donation Program and the Malarone Donation Program. The Mectizan Donation Program, a joint public-private partnership with the pharmaceutical company Merck and Company, facilitates distribution of the drug Mectizan to treat people for river blindness (onchocerciasis) in Africa and Latin America. The Malarone Donation Program, a partnership with GlaxoSmithKline, is a targeted donation program that provides a new anti-malarial drug to people in endemic regions who have malaria resistance to other medications.

The Collaborative Center employs fifty staff members, including several adjunct faculty members, and is led by Executive Director Mark Rosenberg, adjunct professor of behavioral sciences and health education and global health.

Health Services

Student Health Service

The Student Health Service, a section of The Emory Clinic, provides both outpatient and inpatient care to students. Regularly enrolled, fully registered Emory students with ID. Cards validated for the current term are eligible for health care at the Student Health Service.

Outpatient Clinic

The University's Outpatient Clinic provides a variety of medical services, including care for acute illnesses and injuries, and follow-up of short-term continuing health problems. Students may be seen on a walk-in basis or by appointment. In addition, appointments may be scheduled for specialty services, including gynecology, family planning, immunizations, allergy injections, and psychiatric or mental health services.

Inpatient Department

Hospitalization for students requiring inpatient care is provided by the Inpatient Department. Students with critical illnesses requiring full hospital services may be admitted to Emory University Hospital.

Mental Health Services

Students may see the consultant psychiatrist on self-referral or referral from the Student Health Service. The psychiatrist will provide evaluation, counseling, and limited treatment for students with problems related to their emotional well-being. If further treatment is indicated, the psychiatrist will refer the student appropriately.

Medical Emergencies

Emergency medical services are available to students on a twenty-four-hour basis through the Student Health Service. Students with urgent medical problems occurring after hours may be seen in the Inpatient Department by a registered nurse. An on-call physician is available for consultation whenever necessary. In the event of a serious or life-threatening emergency requiring immediate treatment and emergency room services, the student should go directly to a hospital that has an emergency department or call DeKalb County Emergency Service at 911 (dial direct).

Faculty-Staff Clinic

Students' dependents are not eligible for care through the Student Health Service but may be seen by appointment on a fee-for-service basis at the University Health Service's Faculty-Staff Clinic. Children under twelve are not eligible for care at the University Health Service. Certain services that are not provided by the Student Health Service, such as complete physical examinations, may be obtained in the Faculty-Staff Clinic on a fee-for-service basis.

Health Insurance

Effective fall semester 2005, all new and continuing full-time RSPH students (enrolled in 9 or more credit hours) will be required to have health insurance. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan (offered by Aetna/The Chickering Group) or provide documentation of enrollment in a comparable United States domiciled health insurance plan. For more information, visit the website www.emory.edu/UHS.

Libraries

All five campus libraries are available for use by public health students. The University library system comprises more than 2.7 million volumes, 4 million microforms, 14,000 linear feet of manuscripts, and a growing inventory of electronic resources. The libraries maintain 39,000 subscriptions to serials and periodicals. Students also have access to the library of the U.S. Centers for Disease Control and Prevention.

Health Sciences Center Library

The Health Sciences Center Library is located at 1462 Clifton Road, next to the RSPH. Clinical branch libraries are maintained in Emory University Hospital and in the Glenn Memorial Building opposite Grady Memorial Hospital. A specialized research branch library is located at the Yerkes National Primate Research Center. The Health Sciences Center Library serves public health students, faculty, and other eligible users with a collection of more than 220,000 volumes, 2,400 current periodicals, a computer laboratory, and audiovisual materials and facilities. The library is open seven days a week with a schedule of 105 hours per week. Reference help is available daily. In addition to traditional reference services, the library conducts information retrieval seminars and teaches library users to perform their own online literature searches. Databases included MEDLINE, Psycinfo, and others such as CD+ full text file. The library participates in the National Network of Libraries of Medicine and obtains loans of books and photocopies of articles from health science libraries across the country.

Robert W. Woodruff Library for Advanced Studies

The Woodruff Library provides excellent facilities and services for study and research, with accommodations for assigned graduate student carrels and faculty studies. The Special Collections Department houses rare books, University archives, manuscripts, and notable collections. Reference staff members cooperate with faculty to provide bibliographical assistance to individuals and groups in connection with specific courses, subjects, or research projects. Reference services include computerized database searching.

University Student Counseling Service

The Emory University Student Counseling Service provides a broad range of services for students and staff of the University. These services include educational and vocational counseling, individual and group counseling for personal problems, self-help groups in areas such as study and social skills, and consultation concerning various agencies of the University community. These services are provided free of charge to students and at a reduced rate to staff. The center is located at 1462 Clifton Road, Suite 235.

Campus Ministry

Campus Ministry at Emory encompasses a rich variety of programs and activities coordinated by the Office of the University Chaplain. Among the religious staff members assigned to work at Emory are representatives of the United Methodist, Episcopal, Presbyterian, Jewish, Roman Catholic, Baptist, and Lutheran traditions. Communities of the Greek Orthodox, Muslim, and Bahai traditions also offer regular study and worship opportunities. In addition to programs designed for these particular groups, there are several organizations that are ecumenical or interfaith in character. University Worship is an ecumenical service held in Cannon Chapel each Sunday morning, featuring a variety of clergy and offering liturgies that incorporate differing musical styles along with dance and the visual arts. Roman Catholic, Jewish, and Episcopal services also are held weekly and on the various holy days.



Atlanta is a city with a global health focus because of the proximity of some of the world's most prominent health organizations, including the U.S. Centers for Disease Control and Prevention, The Carter Center, the international headquarters of CARE, the national headquarters of the American Cancer Society, and the patient care, teaching, and health-related research programs of Emory University's Robert W. Woodruff Health Sciences Center.

As a thriving cultural, educational, and business center, Atlanta is consistently ranked as one of the nation's most livable cities. With a metropolitan-area population of nearly five million, Atlanta is home to offices of more than 5,000 of the nation's leading businesses. Atlanta is ranked fifth in the United States in the number of Fortune 500 headquarters located here.

Host of the 1996 Summer Olympics, Atlanta's reputation as an international city continues to grow. It has flourishing ethnic communities including African, Asian, European, Latin American, and Middle Eastern residents, as well as religious and cultural organizations ranging from the Alliance Française to a Hindu temple. A verdant and pleasant city, Atlanta possesses the vigor and open space that accommodates entrepreneurs and established corporations, opera companies and rock concerts, first-run movies and film classics. Thriving theater companies offer a variety of productions. Both the traditional and the trendy find a home here.

Atlanta is large enough to have a well-traveled rapid rail system, yet small enough to retain older, well-kept neighborhoods within minutes of the downtown skyline. Atlanta is a city where the history of the past and the technology of the future blend to create a vital and growing global center of excellence.

The largest city in the Southeast, Atlanta is a major U.S. government center: site of the southeastern regional offices of the Department of Health and Human Services, the Environmental Protection Agency, the Department of the Interior, the Department of Labor, and numerous others. The Public Health Service's U.S. Centers for Disease Control and Prevention and the Agency for Toxic Substances and Disease Registry are headquartered in Atlanta. As the state capital, Atlanta houses state government services as well.

And there's more: the High Museum; the Atlanta Symphony Orchestra; the Atlanta Ballet; the Georgia Aquarium; professional sports teams (the Braves, the Hawks, the Thrashers, the Falcons); restaurants; rock, jazz, and blues clubs; frequent concerts; and celebrated annual outdoor events, such as the Piedmont Arts Festival, the Atlanta Dogwood Festival, the Atlanta Jazz Festival, and the Peachtree Road Race. Farther afield, there's sailing, waterskiing, fishing, and camping at nearby Lake Lanier. For weekend trips (a half-day's drive north or south), there's backpacking on the Appalachian Trail, snow skiing in the Carolina mountains, or sunning on the beaches of the Atlantic Ocean or the Gulf of Mexico.

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Director of Admission, Recruitment and Orientation

Catherine Strate
Director of Enrollment Services/Registrar

Claudia Paez Ellett
Director of Career Services

Fall Term 2011

August 9–16
August 24
Preterm course work
Registration Day
Special standing students register in Student Services
Classes Begin
Schedule Change Period
Labor Day (No classes)
September 5
September 9
October 10–11
Fall Break
Preregistration for spring 2009 semester
October 24
Thanksgiving Recess
November 24–27
December 6
December 6–13
December 17
Classes End
Exam Period
End of Term

Spring Term 2012

January 3–13
January 16
January 18
January 18
January 18–25
February 10
Preterm course work
Martin Luther King, Jr. Day
Special standing students register in Student Services
Classes Begin
Schedule Change Period
Deadline to submit degree application for spring graduation
Preregistration for summer semester classes
Spring Break
Preregistration for fall 2010 semester
Classes End
Exam Period
End of Term
Commencement

March 12–16
March 26
May 1
May 2–May 9
May 14

Summer Term 2012

May 21
May 21
May 28
June 28–29
July 2
July 2
July 4
July 6
August 9–10
Registration for first session
Classes begin for first session
Memorial Day (No classes)
Exam Period
Registration for second session
Classes begin for second session
Independence Day (No classes)
Deadline to submit degree application for summer graduation
Exam Period

Rollins School of Public Health

Rollins School of Public Health Information	404.727.5481
Admission	404.727.3956
Center for Injury Control	404.616.6010
Center for Public Health Practice	404.727.7835
Continuing Education	404.727.3035
Development and External Relations	404.727.3739
Department of Behavioral Sciences and Health Education	404.727.9868
Department of Biostatistics	404.727.7697
Department of Environmental Health	404.727.3697
Department of Epidemiology	404.727.8710
Department of Health Policy and Management	404.727.3211
Hubert Department of Global Health	404.727.8804
Student Services	404.712.8481
Women's and Children's Center	404.727.8095

Emory University

Student Financial Services	404.727.6089
Police Department	404.727.6115
Graduate and Family Housing	404.727.8830
Graduate School of Arts and Sciences	404.727.6028
University Financial Aid	404.727.6039
University Registrar	404.727.6042
Student Health Service	404.727.7551

EMORY UNIVERSITY
ATLANTA, GA 30322



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Practicum

What is a practicum?

The Rollins School of Public Health (RSPH) requires all students to participate in a practicum experience, as required by the Council on Education for Public Health (CEPH). A practicum is a unique opportunity for graduate students to integrate and apply skills and knowledge gained through coursework and prior experiences in a professional public health work environment. Public health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms. A typical practicum experience requires students to work a minimum of 200-400 hours under the supervision of an experienced site administrator and under the guidance of the student's department, the Office of Applied Health, and Career Services.

Practicum Criteria

- Competency-based;
- Project-oriented work in a public health site;
- Application of graduate level skills in a public health context;
- Opportunities to engage in activities that will advance a student's career potential.

A practicum experience also has at least one tangible final deliverable (e.g. manuscript, report, evaluation, new program, course syllabus, thank you letter).

Documenting the Practicum Experience

All students MUST enter information on the experience into the Practicum Web Client (http://www.sph.emory.edu/cms/current_students/login_practicum.php), including site supervisor information. There are no exemptions to this requirement.

The Web Client will require students to input the following:

1. Contact information on their former or current site supervisor
2. The approximate number of hours engaged in the field-based public health experience
3. Goals and objectives for the experience which will be used to ascertain whether the experience represents experience in the application of public health concepts.

The Web Client will also require the supervisor to approve the objectives and evaluate the student's performance. Students will also complete an evaluation to provide feedback on the site and their practicum experience.

The information entered into the Web Client will be reviewed by the Director of Career Services to determine whether the student has applied public health concepts in the field and thus has fulfilled the practicum requirement as delineated by CEPH.

More information about the practicum requirement is available through our Office of Career Services.



ROLLINS
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PRACTICUM HANDBOOK

A Guide for Site Supervisors

2012 Version



ROLLINS
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THE PRACTICUM

WHAT IS A PRACTICUM?

A practicum is a unique opportunity for graduate students to integrate and apply practical skills and training learned through coursework and prior experiences in a professional public health work environment. The Rollins School of Public Health (RSPH) requires all students to participate in a practicum experience, as required by the Council on Education for Public Health (CEPH). Public health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms. A typical practicum experience requires students to work 200-400 hours under the direct supervision of a site preceptor/supervisor and the guidance of the student's department and Career Services.

A PRACTICUM EXPERIENCE MUST INCLUDE:

- Project-oriented work in a public health site
- Application of graduate level skills in a public health context
- Opportunities to engage in activities that will advance a student's career potential and goals

ROLES AND RESPONSIBILITIES OF SITE SUPERVISOR AND ORGANIZATION

- A site supervisor should:
 - have a Master of Public Health degree or a Master's degree in a related field, or the equivalent combination of education and experience
 - synthesize the association between a student's academic learning and hands-on experience within your organization
 - remain available to supervise and direct students during the experience
- For more specific information, please see *Practicum Process* on the next page

WHAT ARE THE BENEFITS OF BECOMING A SITE SUPERVISOR?

- Aid students in fulfilling their practicum requirement
- Benefit from students offering support on your current projects
- Raise awareness of your organization
- Reserve the opportunity to hire the best
- Serve as a valuable mentoring resource to RSPH
- Contribute to the development of new public health professionals

PRACTICUM PROCESS

1. Initial Contact

Either the student contacts a potential site supervisor to discuss the possibility of a practicum experience or the site supervisor locates a student to offer a practicum opportunity. For information on how Career Services can help you, please see the next page.

2. Establish Practicum Objectives/Strategies

All practicum experiences require objectives that are mutually agreed upon between the site supervisor and the student. The time frame to complete the objectives is the length of time the student will work for your organization. We have included examples of objectives/strategies that RSPH students have submitted in the past on the page titled *Examples of Objectives & Strategies*.

3. Data Input by Student

RSPH has developed an online Practicum Web Client that allows students to submit their practicum information online and serves as a repository of practicum information for all students. The student will complete the site information inclusive of the organization name, practicum position title, site supervisor: name, degree, title and contact information, and his or her practicum objectives with strategies for achieving each of the objectives.

5. Student Completes Practicum and Evaluates the Experience

At the end of the practicum period, the student will complete an online evaluation of the practicum experience with self-evaluation.

6. Site Supervisor Evaluation

Once the student has submitted his or her evaluation to the Web Client, the site supervisor will be prompted by email from practicum@sph.emory.edu to log-in to the Practicum Web Client to evaluate the student's practicum performance. The specifics of the log-in and approval process will be provided in the email prompt. *Please remember to update your profile* (educational and current job information), interest (activities in which you would be interested in participating), and *upload your resume*.

8. Discussion of Evaluation

It is recommended that you meet with the student to discuss the completion of objectives and overall evaluation. This provides the student with an experience similar to performance evaluations that typically occur in the workplace.

ESTABLISHING WORK STANDARDS

Students can be valuable contributors in the work setting. They are energetic and eager colleagues. At the same time, they are not full employees in the agency. Because of this, they need clearly defined expectations for their work standards that should both be reasonable and attainable and should include specific directions that are appropriate within your agency

1. **Orientation:** Students need a basic orientation to the agency. Orientation may include: an overview of the mission of the agency or organization; guidelines and resources for performing whatever tasks will be assigned to the student; office policies and procedures, and professional dress code. Additional orientation basics may include: introduction to others in the office with whom the student is likely to interact, a tour of the facilities, library and demonstration on office equipment use.
2. **Adequate work resources:** Students need to have access the resources needed to accomplish the objectives of the practicum. These may include desk and computer, phone with appropriate access to long distance, name badges, access cards, time sheets or other items as deemed necessary.
3. **Assignments:**
 - a) The students need defined timelines. Because they are often balancing school assignments with their practicum experience, they need to be able to assure that both can be completed without jeopardizing either one.
 - b) Students benefit from experiencing the internal operations of the worksite that may go beyond the objectives of the practicum. These include things such as, observing management discussions, participating in strategic planning, and attending seminars.
 - c) Students benefit from being able to apply what they have learned in graduate school to the operations of the agency. They also benefit from trying to perform beyond their own comfort level.
4. **Regular Contact and Supervision:** Student and the site supervisor should have opportunities to meet regularly.
 - a) **Developing Work Plans:** The student should work with the site supervisor to develop objectives for the practicum experience and form a work plan that is achievable. The work plan ideally should expose the student to a broad range of activities and decision-making processes and

give the student some in-depth exposure to issues pertinent to the agency or organization's activities.

- b) **Regular Meetings:** The subject matter of these meetings may include evaluating the student's performance over the course of the prior week, discussing the activities of the agency or organization, and analyzing particular successes and problems that arise in the course of the practicum. The site supervisor might also assist the student in developing insights into public health practice, organization's work, and otherwise provide guidance that can assist the student in launching his or her own career. This kind of mentoring can have tremendous educational value to the student, transcending even the value of the professional practical experience the student gains through the practicum.
- c) **Evaluation:** At the end of the practicum, the site supervisor will be asked to complete an evaluation form assessing the student's performance. These forms are a part of the practicum web client. It is encouraged that the site supervisor and the student meet to discuss the content of the evaluation. This can be a powerful learning experience for the student and it mirrors what will be experienced in the workplace.

HOW SHOULD I ADVERTISE AN OPPORTUNITY?

- Post practicum opportunities directly to the School's Career Services Job database, The Rollins Opportunity Link (ROL), also known as Symplicity, at <https://sph-emory-csm.symplicity.com/employers/index.php?cck=1&au=&ck=>
- Email the practicum opportunity to Career Services for school-wide distribution via an email listserv and posting to the School's Career Services Job Board. Please include the complete job description, location, duration, stipend/salary, and instructions on how to apply.
- Recruit an individual student. You are welcome to work directly with an RSPH student to create a practicum opportunity.
- Contact Career Services. Career Services can advertise, collect, sort, and forward resumes and cover letters of select applicants who best meet your practicum needs and qualifications.
- Work directly with a department by contacting the Academic Advisor.

A listing of contact information can be found on a separate page in this handbook.

GENERAL QUESTIONS

Does a practicum need to be paid?

Ideally, a practicum opportunity will be a paid position for a student. However, depending on financial needs, some students may be willing to work in unpaid opportunities if the project is closely aligned with their career goals and interests. Students' stipends depend on their previous experience, education, and other qualifications. Stipends also vary depending on the type of organization the student will work for. RSPH Career Services can help you in determining what an hourly rate or stipend should be.

When do students usually complete their practicums?

If the position is full time, most students complete their practicum during the summer between their first and second year of graduate school. If the position is part time, positions may be completed at any time.

Will my organization qualify as a potential practicum site?

Your organization will most likely qualify as a practicum site for our students. If you have any questions regarding your site's eligibility, please contact Career Services. Some of the organizations where students have completed their practica are listed below.



What makes a good Practicum objective?

The supervisor and the student should meet, construct and discuss objectives at the beginning of the practicum. It is recommended to use the 'SMART' guidelines in order to assure that each objective is:

- **Specific** - A specific objective has a much greater chance of being accomplished than a general one. To make an objective specific, make sure to include the Who, What, When, Where and Why (e.g. A general objective would be "Get in shape." A specific objective would be "I will join and attend a health club at least three times per week for three months in order to lose 15 pounds.")
- **Measurable** - Establish concrete criteria for measuring progress toward the attainment of each objective. Ask yourself "How much? How many? How will I know when it is accomplished?" In the objective above, the 15 pounds is what makes it measurable.
- **Attainable** -Objectives should be achievable given the resources and time available.
- **Realistic** - Objectives are realistic when the skills needed to reach the objective are available and the goal fits with the overall strategy and goals of the organization.
- **Timely** - When setting objectives, you should ensure that there is an understanding of a begin date, end date, and how much time it will take to reach the objective within the timeframe. In the objective above, the 3 months is the time frame for achieving the goal.

EXAMPLES OF OBJECTIVES & STRATEGIES

Example 1: Financial Consultant in Healthcare

Objective: To learn the methods of auditing a contract between a provider and payer in order to accurately identify risk areas for underpayments.

Strategies:

- Learn through the observation of work completed by the supervisor
- Follow the model for auditing created by the organization

Example 2: Researcher of Maternal and Child Health

Objective: Become proficient in SUDAAN programming

Strategies:

- Learn SUDAAN and use PRAMS weighted data to practice SUDAAN programming
- Review other studies utilizing SUDAAN programming

Example 3: Health Educator

Objective: Encourage students to explore their personal level of health and become the person most actively responsible for their health status.

Strategies:

- Discuss consumer health issues and/or approach all health issues from a consumer point of view.
- Offer extra credit assignments to enhance students' knowledge and awareness of health issues.
- Critique students' personal improvement plans that address improvements to be made in their health status through lifestyle changes.

Example 4: International Hospital Administrator

Objective: Create data collection tool for rapid assessment of hospital based services in Afghanistan

Strategies:

- Engage stakeholders regarding data needs
- Work with data base managers to create forms

CONTACT LIST

Should you have any questions or comments regarding a current or potential Practicum opportunity for our students, please contact the Office of Career Services.

Claudia P. Ellett, MPH
Director of Career Services
Emory University, Rollins School of Public Health
1518 Clifton Road NE, Room 158
Atlanta, GA 30322
404-727-9957
cpaezel@sph.emory.edu

The following list offers contact information for specific departments and offices within the Rollins School of Public Health. Please feel free to contact a department directly if you have an interest in students from a specific department. Included in this packet is a sheet with the listing of skills and competencies of our students by department.

Department	Contact	Phone Number
Behavioral Science and Health Education	Deanne Dunbar & Cami Dettmer	404-727-7877 404-727-3898
Biostatistics	Melissa Sherrer	404-727-3968
Career MPH (Distance Learning Program)	Susan Butler	404-727-9660
Environmental Health	Ariadne Swichtenberg	404-727-7905
Epidemiology	Jena Black	404-727-8729
Global Health	Angela Rozo or Theresa Nash	404-727-0263 404-727-5724
Health Policy and Management	Kathy Wollenzien	404-727-5701
Office of Applied Public Health	Dean Kathy Miner	404-727-8745

PRACTICUM HANDBOOK

A Guide for Students



A guide to Practicum for Students

What is a practicum?

A practicum is a unique opportunity for graduate students to integrate and apply skills and knowledge gained through coursework and prior experiences in a professional public health work environment. Public health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms. The Rollins School of Public Health (RSPH) requires all students to participate in a practicum experience; this standard is set by the Council on Education for Public Health (CEPH). Even students with previous public health experience will benefit from this opportunity to gain additional skills in either their current work environment or a new area of public health.

A typical practicum experience requires students to work a range of **200-400 hours** under the supervision of an experienced site supervisor/practicum preceptor and under the guidance of the student's department and Career Services.

A practicum has the following criteria:

- Project-oriented work in a public health site;
- Application of graduate level skills in a public health context; and
- Opportunity to engage in activities that will advance a student's career potential and goal.

A practicum experience also has at least one tangible final deliverable (e.g. a manuscript/report/evaluation).

Why is a practicum necessary?

A practicum is required by all accredited Schools of Public Health.

According to the Council on Education for Public Health (CEPH), the organization that accredits Schools of Public Health, accreditation Criterion 2.4 states that "all professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization." (CEPH, 2005)

CEPH further interprets this criterion by saying that "The school must provide opportunities for professional degree students to apply the knowledge and skills being acquired through their courses of study. Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a public health professional degree program. These opportunities can take place in a variety of agencies or organizations, but should include especially local and state public health agencies to the extent possible and appropriate. An essential component of the practice experience is supervision by a qualified preceptor (site supervisor) who is a public health professional. Schools must have well-defined learning objectives, procedures, and criteria for evaluation of the practicum." (CEPH,

2005)

Can my Faculty Advisor be my Site Supervisor?

No. A site supervisor, also known as a preceptor or field/practicum supervisor, **oversees and supervises** a student's work **in the field** and **evaluates their work**. Faculty or ADAPS help locate practicum opportunities and possible site preceptors, review learning objectives and certify completion.

I've been working as a public health nurse for 20 years or I'm a physician. Can I waive the practicum experience?

No. Exemptions are not granted for the practicum experience. The practicum is a supervised experience based upon the application of graduate level competencies gained during professional education programs. Your work experience prior to coming to graduate school, while important to a professional place of work, was not by definition guided by the learning that occurred during your educational experiences. Therefore, prior work experience does not substitute for a practicum.

May I use an experience prior to my enrollment in the MPH program as my practicum? OR I am scheduled to enroll in the MPH program in the fall; can I start working on my practicum the summer prior to enrollment?

No. The practicum experience must occur while a student is enrolled in the MPH Program.

Can my thesis, capstone or special studies project (SSP) count as my practicum?

No. The practicum and the thesis, capstone or SSP are different experiences.

What is the difference between a practicum and culminating experience (thesis, capstone or SSP)?

A practicum is a supervised practical experience in the field of public health designed to enhance a student's professional skills and knowledge. The practicum may result in a number of products ranging from a paper, a literature review, a daily log/diary, a poster, a curriculum, applied analytic opportunities, or other documents deemed relevant by the practicum supervisor. Through the culminating experience, students will integrate the broad base of public health knowledge and skills acquired from their coursework, practicum and other learning activities. This synthesis typically results in a product that resembles a written paper with an oral presentation.

There are some situations when a student's practicum and culminating experiences may be related. For example, as part of a student's practicum experience, a student may develop and disseminate a questionnaire on the training needs of people living with lupus. As an SSP, the student may use his or her intellect to analyze the data and develop training recommendations (or an actual training program).

It is important to remember, that even if the practicum and culminating experiences are related to each other, they must be distinct projects that are independent from one another and can be described as such.

Can I do a practicum at my place of employment?

A student can do a practicum at his or her regular place of employment, but the practicum opportunity must extend beyond the student's regular work duties.

Can I complete more than one practicum?

Yes. Many practicum experiences are in-depth enough to provide the student the required 200-400 hours. Many students choose to complete more than one practicum experience in order to gain additional skills and experiences.

What makes a good practicum experience?

The definition of a good practicum experience varies according to the needs of the student. If the experience provides the student with an opportunity to explore new areas and enhance the student's professional skills and knowledge, then it's a good practicum experience. What's appropriate for one student may not work for another. As a student begins to think about a practicum experience, it is important that the student think about his or her career goals. The practicum is a wonderful way to broaden skills for future career goals, whether it is growth in one's current position or a career transition to a new field. As students consider the skills they want to further develop, it may be helpful to review the Council on Linkages Core Competencies for Public Health Professionals (http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx).

Be aware that some practicum environments may have specific requirements, such as a background check (e.g. government clearance) or a memorandum of understanding with Emory.

How do I find a practicum experience?

The idea for a practicum experience can come from many places. Some students know there is an organization with which they want to work. Other students know there is a specific content area they want to explore and they seek out agencies in those content areas.

The RSPH Office of Career Services has several resources that may provide practicum ideas for students:

- Sample list of internships
<http://www.sph.emory.edu/CAREER/internships.php>
- Symplicity/NACElink which lists work-study and part-time positions
<https://sph-emory-csm.symplicity.com/students/>

- Practicum Web Client which can be searched
http://www.sph.emory.edu/cms/current_students/login_practicum.php

Attached at the end of this guide is a list of practicum ideas in various venues to get you started.

Does the practicum show up on my transcript?

Yes. Students must register for the practicum. This can be done through OPUS, just like registering for other classes. Please see your ADAP for more information.

How do I document my practicum?

The Rollins School of Public Health has a Practicum Web Client (http://www.sph.emory.edu/cms/current_students/login_practicum.php) that all students use to document their practicum experience(s).

Each student will enter the following information into the Practicum Web Client:

(ALL FIELDS ARE REQUIRED)

1. Demographic data

Contact Information
Degree
Program
Concentration
Expected graduation date
ADAP, Faculty Advisor

(*NOTE: Usually a Faculty Advisor and/or ADAP is one who help locate practicum opportunities and possible site preceptors, review learning objectives and certify completion.)

2. Student's Resume

3. Site Information

Practicum Position Title
Semester of Practicum
Organization
Site Supervisor – Name, Title, Degree, Contact Information

(*NOTE: A site supervisor/preceptor is one who oversees and supervises a student's work in the field)

4. Objectives

Practicum Objectives
Strategies for achieving each of the objectives

(*NOTE: Objectives must be SMART (specific, measurable, attainable, realistic, timely)

5. Student Evaluation

At the conclusion of the practicum experience, students will be asked to evaluate the experience. They will also input the number of hours spent on the practicum.

Once I have documented my practicum in the RSPH Practicum Web Client, have I completed the practicum requirement?

Once a student has evaluated their practicum experience, an email will be sent to the Site-Supervisor asking that individual to complete an evaluation.

The student and site supervisor evaluations are reviewed by the department ADAP, faculty advisor and Career Services, who certifies that the practicum requirement was met. The Office of Career Services reviews and approves the practicum completion, assigning a grade once all components are finished. It is finally approved by the director of enrollment and financial aid services as the person who certifies that students have completed requirements for graduation.

GLOSSARY

- **Practicum**
 - A practicum is a practice-based opportunity for graduate students to integrate and apply skills and training learned through coursework and prior experiences in a professional public health work environment. The practicum is required for all RSPH students and typically is 200-400 hours in duration. Public health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms

- **Practicum Web Client**
 - The Practicum Web Client is an electronic database that includes the sites, objectives and student and preceptor's evaluations of the experience. The database is available as a reference for the school and for students who may be seeking future practicum opportunities.

- **Preceptor- also *Site Supervisor***
 - A preceptor is an on-site supervisor that manages the practicum experience of a student. This individual helps to mentor, supervise and direct the student's practicum experience. The preceptor is not a faculty member and cannot be remote to the location of the practicum.

- **SMART Objectives**
 - **Specific** - A specific objective has a much greater chance of being accomplished than a general one. To make an objective specific, make sure to include the Who, What, When, Where and Why (e.g. A general objective would be "Get in shape." A specific objective would be "I will join and attend a health club at least three times per week for three months in order to lose 15 pounds.")
 - **Measurable** - Establish concrete criteria for measuring progress toward the attainment of each objective. Ask yourself "How much? How many? How will I know when it is accomplished?" In the objective above, the 15 pounds is what makes it measurable.
 - **Attainable** -Objectives should be achievable given the resources and time available.
 - **Realistic** - Objectives are realistic when the skills needed to reach the objective are available and the goal fits with the overall strategy and goals of the organization.

- **T**imely - When setting objectives, you should ensure that there is an understanding of a begin date, end date, and how much time it will take to reach the objective within the timeframe. In the objective above, the 3 months is the time frame for achieving the goal.

- **Site Supervisor-** also *Preceptor*

- A site supervisor is an on-site supervisor that manages the practicum experience of a student. This individual helps to mentor, supervise and direct the student's practicum experience. The site supervisor is not a faculty member and cannot be remote to the location of the practicum.

Sample Practicum Ideas

Sector	Core Public Health Competency Domains	Practicum Idea
ACADEMIA	Communication Skills Leadership and Systems Thinking Skills	Organize a specific lecture series for public health students
ACADEMIA	Communication Skills Leadership and Systems Thinking Skills	Present/direct seminars on public health for medical students, nursing students, etc.
ACADEMIA	Communication Skills	Participate in a graduate school exchange -- medical, veterinary, education, or other field the student hopes to collaborate with toward the public's health -- to learn the language, culture, issues, attitudes, motivations, etc. prevalent in that field, and to develop alliances
ACADEMIA	Leadership and Systems Thinking Skills Communication Skills	Speak to high school or college students about careers in public health
ACADEMIA	Leadership and Systems Thinking Skills Communication Skills	Solicit alumni to offer practicum opportunities, suggestions and connections; ask them to be practicum supervisors
ACADEMIA	Leadership and Systems Thinking Skills Policy Development/Program Planning Skills	Serve on a planning or advisory committee for RSPH or other local school of public health
ACADEMIA	Leadership and Systems Thinking Skills Policy Development/Program Planning Skills	Help a university develop a dual professional degree program; e.g., MD/MPH, JD/MPH, PharmD/MPH, RN/MPH
ACADEMIA	Public Health Sciences Skills Communication Skills	Fact-check health-related stories in popular media and furnish feedback to authors/publishers
ACADEMIA	Public Health Sciences Skills Communication Skills	Fact-check student discussion board postings and provide feedback
ACADEMIA	Public Health Sciences Skills Communication Skills	Design public health course for students
ACADEMIA	Public Health Sciences Skills Leadership and Systems Thinking Skills	Provide teaching assistance in a completed CMPH course to demonstrate mastery, share learning and outside experience
ACADEMIA	Public Health Sciences Skills	Write tests for professor of a recently completed course
COMMUNITY	Analytic/Assessment Skills Community Dimensions of Practice Skills	Do a community health needs assessment in neighborhood or faith community

Sector	Core Public Health Competency Domains	Practicum Idea
COMMUNITY	Communication Skills Community Dimensions of Practice Skills	Prepare a health promotion presentation, develop speaking opportunities, and deliver to multiple audiences
COMMUNITY	Community Dimensions of Practice Skills Communication Skills	Participate in local health fairs
COMMUNITY	Community Dimensions of Practice Skills Communication Skills	Lead community outreach initiatives
COMMUNITY	Community Dimensions of Practice Skills	Organize community seniors to provide volunteer support in schools, daycare, NICU, etc.
COMMUNITY	Community Dimensions of Practice Skills	Participate in a local health mission through faith community
COMMUNITY	Community Dimensions of Practice Skills	Develop and implement a program to accomplish a health goal for neighborhood, faith community, company or organization
COMMUNITY	Leadership and Systems Thinking Skills Communication Skills	Develop and implement a "Craig's List" for volunteer public health needs and skills; e.g., "I need a survey instrument"/"I can design a survey instrument"
COMMUNITY	Leadership and Systems Thinking Skills Financial Planning and Management Skills	Serve on hospital board or committee
GLOBAL	Cultural Competency Skills Community Dimensions of Practice Skills	Participate in international mission through faith community
GLOBAL	Cultural Competency Skills Community Dimensions of Practice Skills	Work with immigrant population(s) in local area
GLOBAL	Cultural Competency Skills Community Dimensions of Practice Skills	Study, volunteer, or work with a global health initiative such as the Comprehensive Rural Health Project in Jamkhed, India
GLOBAL	Cultural Competency Skills Policy Development/Program Planning Skills	Intern with national public health agencies outside the US; e.g., Finland's National Institute for Health and Welfare
GOVERNMENTAL	Analytic/Assessment Skills Financial Planning and Management Skills	Assist local agency in implementing the National Public Health Performance Standards Program (NPHSP)/Local Health Department Self-Assessment Tool for Accreditation Preparation, and/or quality improvement following assessment
GOVERNMENTAL	Leadership and Systems Thinking Skills Financial Planning and Management Skills	Serve on board or advisory committee to local public health agency

Sector	Core Public Health Competency Domains	Practicum Idea
GOVERNMENTAL	Leadership and Systems Thinking Skills Financial Planning and Management Skills	Collaborate with local health department to design and implement student practicum experiences
GOVERNMENTAL	Public Health Sciences Skills	Intern with the National Network of Public Health Institutes or with a statewide Public Health Institute (or with other public health agencies)
CIVIL SOCIETY ORGANIZATION	Analytic/Assessment Skills	Facilitate an evaluation design for a nonprofit organization
CIVIL SOCIETY ORGANIZATION	Analytic/Assessment Skills	Volunteer to do program evaluations for a foundation (evaluate funding or funded programs)
CIVIL SOCIETY ORGANIZATION	Communication Skills Financial Planning and Management Skills	Assist a nonprofit in developing and preparing a grant proposal for a health project
CIVIL SOCIETY ORGANIZATION	Community Dimensions of Practice Skills	Provide a time-limited service to an agency
CIVIL SOCIETY ORGANIZATION	Community Dimensions of Practice Skills	Serve an internship with a local service agency, such as Men Stopping Violence, Feminist Women's Health Center, Caminar Latino, Women's Resource Center to End Domestic Violence, Raksha
CIVIL SOCIETY ORGANIZATION	Leadership and Systems Thinking Skills Financial Planning and Management Skills	Serve in an active capacity on the board of directors of a nonprofit that promotes health at the community level or beyond
CIVIL SOCIETY ORGANIZATION	Policy Development/Program Planning Skills Public Health Sciences Skills	Help a foundation develop and prepare an RFP or grant program
CIVIL SOCIETY ORGANIZATION	Public Health Sciences Skills Communication Skills	Review grant proposals/abstracts/conference proposals on behalf of sponsoring entity
CIVIL SOCIETY ORGANIZATION	Public Health Sciences Skills Communication Skills	Provide technical assistance to foundation or government grantees
POLICY	Policy Development/Program Planning Skills Communication Skills	Advocate for or testify about a piece of health-relevant legislation at local, state or national level

Sector	Core Public Health Competency Domains	Practicum Idea
POLICY	Policy Development/Program Planning Skills Communication Skills	Organize a summit of health/public health leaders in the community to discuss/plan around a public health topic or policy
POLICY	Policy Development/Program Planning Skills	Conduct a health impact analysis of a health-related piece of legislation under consideration or recently passed
POLICY	Policy Development/Program Planning Skills	Volunteer as a health policy researcher for a legislator, legislative committee or other governmental official or agency
PROFESSIONAL ORGANIZATION	Leadership and Systems Thinking Skills Public Health Sciences Skills	Develop specific field of expertise group within public health organization
PROFESSIONAL ORGANIZATION	Leadership and Systems Thinking Skills Public Health Sciences Skills	Work for a professional organization to help organize a conference.
PROFESSIONAL ORGANIZATION	Leadership and Systems Thinking Skills	Develop public health group within organization
WORKPLACE	Analytic/Assessment Skills	Conduct a workplace health needs assessment
WORKPLACE	Analytic/Assessment Skills	Perform a comprehensive 360 analytic position assessment to use in current position (This would be for people already in top or advanced positions in their field.)
WORKPLACE	Analytic/Assessment Skills	Connect with analytics/outcomes areas to assist with relevant project
WORKPLACE	Leadership and Systems Thinking Skills Financial Planning and Management Skills	Develop a new collaborative partner/partnership for your organization and demonstrate how this will serve public health interests
WORKPLACE	Leadership and Systems Thinking Skills Financial Planning and Management Skills	Supervise traditional student's practicum in your workplace
WORKPLACE	Leadership and Systems Thinking Skills	Serve as a mentor
WORKPLACE	Leadership and Systems Thinking Skills	Take on a new project or role in current job that is a "stretch" and requires explicit use of KSAs developed in CMPH program
WORKPLACE	Public Health Sciences Skills	Job-swap or -loan to work temporarily in a different position, department or agency. In some cases a 1-to-1 swap with another CMPH student might be feasible. A short-term and/or part-time, temporary leave could be arranged with supervisor/employer (with pay on the other position, hopefully)

Career MPH Program
Course Evaluations – CMPH-specific Questions

In addition to the RSPH Course Evaluation instrument, CMPH students also respond to CMPH-specific questions. Below are the questions that are included on the CMPH-specific course evaluation.

Teaching/Course Design Strategies

1. What activities or assignments did you find most useful and engaging in terms of increasing knowledge of the competencies/objectives addressed?
2. If there were activities or assignments you did not find useful or engaging in terms of increasing knowledge of the competencies/objectives addressed what were they?
3. Did this course enable you to learn new knowledge and skills which you can employ in your current job or anticipated employment?
Yes
No
 - Please list the knowledge and skills you learned that you feel are relevant to current/future employment.
 - Please list knowledge and skills you feel were not addressed in this course but should have been.
4. I felt the instructor taught _____ (below, at, above) my knowledge and skill level.
Below
At
Above

Faculty/Student Interaction

5. Faculty in the CMPH program are encouraged to use the discussion boards to guide students in learning by prompting for deeper thought, encouraging multiple ways of viewing issues/concepts, praising insightful comments and so on. In this course do you feel that the faculty member used discussion areas to guide the learning of you and/or your peers?
Very much so
Sometimes
Rarely
Never
6. Is there a specific comment you would like to make about this faculty's engagement of the course through discussion communication?

7. The faculty member designed the course in a manner that encouraged student interaction.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

- In what ways was interaction encouraged?

8. In general, the faculty member was timely in answering my questions?

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Course Logistics

9. Did you feel the class size was:

Too large

Too small

Just right

10. Were further instructions needed to assist you in developing the necessary computer skills required for the course?

Yes

No

- If so, please explain what additional instructions/skills you felt were needed.

11. I would recommend this distance learning course to my classmates

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

12. Additional Comments:

**Career MPH Program
CMPH Faculty Course Evaluation**

CMPH faculty complete a course evaluation at the conclusion of each semester that they teach. Below are the questions from this evaluation.

About Your Course

1. Please select the course you taught this semester.
2. Briefly describe how you set up planned interaction with your students (e.g., scheduled feedback, facilitation of discussion, virtual office hours, blogs, etc.)
3. I felt I had sufficient interaction with students during the course.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
4. What could be done to improve support of faculty/student interaction?
5. Please identify the instructional strategies that were used in the course and rate the effectiveness in supporting the learning objectives.

	Very successful	Successful	Neutral	Barely Successful	Not Successful	N/A (Did not use this strategy)
Group work/ Collaboration						
Case study						
Discussion						
Peer review						
Readings						
simulation/Gaming						
Other (please specify below)						

6. Please identify the assessment strategies that were used in the course and rate the effectiveness at measuring student learning.

	Very successful	Successful	Neutral	Barely Successful	Not Successful	N/A (Did you use this strategy)
Exam/Quiz						
Presentation						
Paper/Report						
Journal/Blog						
Wiki						
Other (please specify below)						

7. Which instructional tools did you use? (Check all that apply.)
- Discussion board
 - Wiki
 - Blog
 - Assignment Tool
 - Reserves Direct
 - Conference call
 - Chat/Virtual classroom
 - Other (please specify)
8. This course was effective at meeting the course objectives.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
9. How could the course have been more effective at meeting the course objectives?
10. Were students academically prepared for this course?
- Yes
 - No (Skip to Question 12)
11. Please explain what prerequisite knowledge was missing from the students who were NOT academically prepared for this course.
12. What were the overall strengths of this course?
13. What were the overall weaknesses of this course?
14. What ideas do you have for improving this course?

Instructional Designers

15. Did you have an Instructional Designer for your course?
 - Yes
 - No (Slip to Question 24)

16. The suggestions on course design provided by my Instructional Designer were helpful in improving the effectiveness of the course and in meeting my course learning objectives.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

17. What suggestions do you have for improving support in terms of providing course design guidance?

18. My Instructional Designer provided sufficient support to implement the suggested course strategies successfully.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

19. What suggestions do you have for improving support in terms of implementing course strategies?

20. My Instructional Designer provided me with needed support on how to use Blackboard's tools (e.g., blogs, wikis, discussion boards, etc.).
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

21. What suggestions do you have for the improvement in the area of support for technology tools in Blackboard?

22. My Instructional Designer was responsive throughout the semester.
 - Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

23. What suggestions do you have for improving Faculty/Instructional Designer communication?

Graduate Assistants

24. Did you have a Graduate Assistant for your course?

- Yes
- No (Slip to Question 29)

25. What kind of support did you receive from your Graduate Assistant?

26. I was satisfied with the assistance received from the Graduate Assistant assigned to me.

27. Please explain why you were NOT satisfied with the assistance received from your Graduate Assistant.

28. How could your Graduate Assistant better assist you with your course in the future?

Other Career MPH Business

29. Did you feel that sufficient support was available from the Career MPH Program staff to meet your on-campus needs?

- Yes
- No (Slip to Question 31)

30. Please explain why you felt that sufficient support was NOT provided by the Career MPH Program staff.

31. Did you feel that you were well informed about Career MPH policies, procedures, and schedules?

- Yes
- No (Slip to Question 33)

32. Please explain why you did NOT feel that you were well informed about Career MPH policies, procedures, and schedules.

33. What suggestions do you have for future Career MPH faculty trainings?

34. I would be interested in teaching another distance-learning course in the Career MPH Program.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

35. Please provide any additional comments in the space below.

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Enhancing The Effectiveness Of A Culturally Sensitive Organ And Tissue Donation Intervention	Arriola, K.	National Institutes Of Health	8/1/2007	7/31/2012	\$213,665	Y (domestic)	Y
Risk, Resilience, And Disorder: African Americans Transitioning To Adulthood	Brody, G.	University Of Georgia	1/1/2009	7/31/2009	\$10,811	Y (domestic)	N
Vulnerability And Resilience In African American Parents	Brody, G.	Iowa State University Sponsored Programs Admin	1/1/2009	6/30/2009	\$9,266	Y (domestic)	N
International Health Policy And Reform Network	Conis, E.	Bertelsmann Stiftung	1/1/2009	12/31/2009	\$8,800	N	N
Spatial Variations In Idu Hiv Risk: Relationship To Structural Interventions	Cooper, H.	National Institutes Of Health	9/1/2007	8/31/2009	\$11,530	Y (domestic)	N
Community Vulnerability And Responses To Idu-Related Hiv	Cooper, H.	National Development and Research Institutes	4/1/2009	9/30/2010	\$308,680	Y (domestic)	N
Public Housing Relocations Impact On Healthcare Access, Drug Use & Sexual Health	Cooper, H.	National Institutes Of Health	9/5/2007	8/31/2010	\$177,295	Y (domestic)	Y
Exploring Hiv Risk In Drug-Using Black Women With An Incarcerated Partner	Cooper, H.	National Institutes Of Health	9/1/2009	8/31/2011	\$231,840	Y (domestic)	N
A Partnership Approach To Reducing Hiv Disparities Among Latino Men	Diclemente, R.	Wake Forest University	9/21/2004	7/31/2010	\$191,833	Y (domestic)	N
Hiv Prevention Maintenance For African American Teens Continuation	Diclemente, R.	National Institutes Of Health	9/30/2003	6/30/2012	\$983,159	Y (domestic)	Y
Girls On Guard	Diclemente, R.	Merck & Company, Inc.	9/30/2003	6/30/2012	\$1,012,138	Y (domestic)	N
Adapting Sihle For Detained African American Adolescent Females	Diclemente, R.	Centers For Disease Control	3/13/2009	2/28/2011	\$77,500	Y (domestic)	Y
Hpv Vaccine Acceptance Among College Males	Diclemente, R.	Merck & Company, Inc.	9/30/2006	8/31/2010	\$331,702	Y (domestic)	Y
A Multilevel Hiv-Prevention Strategy For High-Risk Youth	Diclemente, R.	National Institutes Of Health	1/1/2008	12/31/2009	\$26,532	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Hiv Prevention Maintenance For African American Teens Continuation	Diclemente, R.	National Institutes Of Health	9/26/2003	7/31/2009	\$19,712	Y (domestic)	Y
Adapting Sihle For Detained African American Adolescent Females	Diclemente, R.	Centers For Disease Control	4/1/2009	3/31/2014	\$142,181	Y (domestic)	N
A Partnership Approach To Reducing Hiv Disparities Among Latino Men	Diclemente, R.	Wake Forest University	3/10/2009	3/9/2011	\$69,436	Y (domestic)	N
HIV Prevention For Adolescents With Severe Mental Illness	Diclemente, R.	Rhode Island Hospital	12/14/2008	9/30/2010	\$925,454	Y (domestic)	Y
Longitudinal Analysis Of Transactional Sex, Violence & HIV/Hsv2 In South	Dunkle, K.	National Institutes Of Health	6/1/2002	4/30/2010	\$102,556	Y (international)	N
Social Epidemiology And Behavioral Prevention Of Hiv In Soweto	Dunkle, K.	Wits Health Consortium	9/3/2007	9/29/2011	\$567,240	Y (international)	N
Emory University Prevention Research Center (Sip 25-04) Quality Of Life For Men With Localized Prostate Cancer	Glanz, K.	Centers For Disease Control	9/30/2007	9/29/2011	\$412,782	Y (domestic)	Y
Telephone E Health Communication On Improving Glaucoma Treatment	Glanz, K.	National Institutes Of Health	8/9/2008	3/31/2013	\$37,066	Y (domestic)	Y
Child Weight Status And Neighborhood Physical Activity And Nutrition	Glanz, K.	Children's Hospital & Regional Medical Center	8/9/2008	3/31/2013	\$37,035	Y (domestic)	N
Emory University Prevention Research Center (Asthma Supplement) Effects Of Concentrated Ambient Particle Exposure On Airway	Glanz, K.	Centers For Disease Control	5/22/2008	5/21/2011	\$26,736	Y (domestic)	Y
Improving Self-Monitoring In Weight Loss With Technology	Glanz, K.	University Of Pittsburgh	9/20/2008	6/30/2013	\$540,969	Y (domestic)	N
Scientific Review Of Skin-Cancer Prevention Interventions	Glanz, K.	American Cancer Society	2/1/2009	11/30/2012	\$527,158	N	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Investigating Communication Strategies Among HIV Discordant Couples In Africa: Barriers To Consistency	Hageman, K.	National Institutes Of Health	9/20/2008	6/30/2013	\$643,920	Y (international)	N
Research On The Scope And Causes Of Stillbirth In The United States	Hogue, C.	National Institutes Of Health	9/30/2006	1/31/2010	\$45,521	Y (international)	N
Doctoral Dissertation Research: Contextual Influences On Intimate Partner Violence Among Displaced Women Colombia	Hynes, M.	National Science Foundation	10/1/2008	5/31/2010	\$67,029	Y (domestic)	N
Ta To The Rapide's Foundation	Morris, D.	The Rapides Foundation	9/30/2006	1/31/2010	\$409,693	N	N
California Peer To Peer Year 2	Redmon, P.	University Of California - San Fran	7/1/2005	6/30/2009	\$18,349	Y (domestic)	N
Preventing Violence Against Women: A Web-Based Approach	Salazar, L.	Centers For Disease Control	5/11/2009	9/29/2009	\$17,500	Y (domestic)	Y
Behavioral Surveillance In The Atlanta Metro Area	Salazar, L.	Georgia Department Of Human Resources	10/1/2006	7/31/2009	\$29,269	Y (domestic)	Y
National HIV Behavioral Surveillance	Salazar, L.	Georgia Department Of Human Resources	9/30/2004	9/29/2009	\$335,000	Y (domestic)	Y
Factors Associated With Teens Non Responsiveness To HIV Intervention	Sales, J.	National Institutes Of Health	9/30/2004	12/31/2008	\$10,000	Y (domestic)	N
Survey Of HIV-Related Behaviors Of The Maasai Of Tanzania	Siegler, A.	National Institutes Of Health	4/1/2002	3/31/2010	\$229,117	Y (international)	N
Neighborhood Effects On Drug Use Among African American Adults	Sterk, C.	National Institutes Of Health	4/1/2002	3/31/2010	\$25,458	Y (domestic)	N
Neighborhood Effects On HIV Risk Taking	Sterk, C.	National Institutes Of Health	9/1/2009	2/28/2011	\$11,980	Y (domestic)	Y
Neighborhood Effect On HIV Risk Taking	Sterk, C.	National Institutes Of Health	7/1/2009	6/30/2010	\$114,676	Y (domestic)	Y
2005 Distinguished Cancer Scientist	Stryker, J.	Georgia Cancer Coalition	7/1/2008	6/30/2010	\$119,548	N	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Vulnerability Factors And Adulthood	Windle, M.	National Institutes Of Health	7/1/2008	11/30/2008	\$401,018	Y (domestic)	N
Vulnerability Factors And Adulthood	Windle, M.	National Institutes Of Health	2/1/2003	12/31/2009	\$254,093	Y (domestic)	N
Age 17 Follow-Up Of Home Visiting Intervention	Wingood, G.	University Of Rochester	9/1/2006	8/31/2009	\$281,977	Y (domestic)	N
Elimination Of Health Disparities Through Translation Research	Wingood, G.	Centers For Disease Control	7/1/2005	6/30/2010	\$50,000	Y (domestic)	N
Hiv Sexual Risk-Reduction For African-American Couples	Wingood, G.	National Institutes Of Health	9/30/2008	9/29/2011	\$449,999	Y (domestic)	Y
Hiv Sexual Risk-Reduction For African-American Couples	Wingood, G.	National Institutes Of Health	6/1/2009	9/30/2009	\$51,910	Y (domestic)	Y
Elimination Of Health Disparities Through Translation Research	Wingood, G.	Centers For Disease Control	9/30/2008	9/29/2011	\$450,004	Y (domestic)	N
Evaluation Of Abstinence Only And Abstinence-Plus Programs For Hiv Prevention	Wingood, G.	University Of Texas - Houston	5/1/2008	2/28/2013	\$209,802	Y (domestic)	N
Age 17 Follow-Up Of Home Visiting Intervention	Wingood, G.	University Of Rochester	5/1/2008	2/28/2013	\$244,826	Y (domestic)	N
Men Of Asia Testing For Hiv	Wong, F.	Georgetown University	3/1/2009	6/30/2009	\$16,954	Y (international)	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Biostatistics and Bioinformatics

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Analytic Methods For Functional Neuroimaging Data	Bowman, F.	National Institutes Of Health	7/15/2007	6/30/2011	\$267,750	N	Y
Statistical Methods Of Hiv/Aids Research	Huang, Y.	Johns-Hopkins University	6/1/2004	5/31/2014	\$743,495	N	N
Statistical Methods For Hiv/Aids Research	Huang, Y.	Johns-Hopkins University	8/1/2003	6/30/2012	\$279,000	N	N
Coordinating Center For Infant Aphakia Treatment Study	Lynn, M.	National Institutes Of Health	4/1/2008	3/31/2011	\$279,000	N	Y
Intracranial Stents For Arterial Stenosis	Lynn, M.	Medical University Of South Carolina	8/1/2003	6/30/2012	\$279,000	N	N
Intracranial Stents For Arterial Stenosis	Lynn, M.	Medical University Of South Carolina	7/5/2008	5/31/2012	\$59,257	N	N
Sammpris Stenting Vs Aggressive Medical Management For Preventing Analytical Methods: Environmental/Reproductive Epidemiology	Lynn, M.	Medical University Of South Carolina	7/5/2008	5/31/2012	\$52,785	N	N
Method Development Of Agreement Measures And Application In Mental Health	Manatunga, A.	National Institutes Of Health	1/15/2008	11/30/2011	\$33,078	N	Y
Analytical Methods: Environmental/Reproductive Epidemiology	Manatunga, A.	National Institutes Of Health	3/1/2008	11/30/2008	\$18,566	N	Y
Containing Bioterrorist And Emerging Infectious Diseases	Manatunga, A.	National Institutes Of Health	12/1/2008	11/30/2009	\$8,779	N	Y
Quantile Regression With Time-To-Event Data	Nizam, A.	Fred Hutchinson Cancer Research Center	5/1/2008	4/30/2010	\$653,150	N	N
Distinguished Cancer Clinicians And Scientists Program	Peng, L.	National Science Foundation	1/15/2008	11/30/2011	\$297,711	N	N
Spatial Statistic For Disease Ecology	Rogatko, A.	Georgia Cancer Coalition	5/1/2008	4/30/2009	\$193,955	N	N
	Waller, L.	National Institutes Of Health	7/1/2007	6/30/2010	\$24,073	N	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Biostatistics and Bioinformatics

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Spatial Statistic For Disease Ecology	Waller, L.	National Institutes Of Health	7/1/2005	6/30/2010	\$150,000	N	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Improving Misr's Capability Of Predicting Ground Level Pm2.5 Concentrations With Observed Aerosol Vertical Profiles	Liu, Y.	California Institute Of Technology	8/1/2009	4/30/2013	\$37,381	Y (domestic)	N
Effect Of Air Pollution And Traffic On Birth Outcomes	Liu, Y.	Harvard University	1/19/2009	9/30/2009	\$37,000	Y (domestic)	N
Improving Misr's Capability Of Predicting Ground Level Pm2.5 Concentrations With Observed Aerosol Vertical Profiles	Liu, Y.	California Institute Of Technology	1/19/2009	9/30/2009	\$35,955	Y (domestic)	N
Emory Parkinson's Disease Collaborative Environmental Research Center	Miller, G.	National Institutes Of Health	9/24/2007	8/31/2011	\$375,301	N	N
Neurotoxicity Of Nanomaterials Evaluation Of Subcellular Redox	Miller, G.	National Institutes Of Health	9/15/2008	6/30/2013	\$1,301,452	N	Y
Behavioral Evaluation Of Novel Therapeutics In The Mptp Model Of Parkinson's Disease	Miller, G.	Omeros Corporation	9/15/2008	6/30/2013	\$1,324,812	N	Y
Emory Parkinson's Disease Collaborative Environmental Research Center	Miller, G.	National Institutes Of Health	5/13/2009	4/30/2011	\$145,764	N	N
The Influence Of Environmental Change On Parasite Diffusion Through	Remais, J.	University Of California - Berkeley	1/1/2005	12/31/2009	\$165,180	Y (international)	Y
The Influence Of Environmental Change On Parasite Diffusion	Remais, J.	University Of California - Berkeley	12/1/2008	3/31/2010	\$ -	Y (international)	Y
The Influence Of Environmental Change On Parasite Diffusion	Remais, J.	University Of California - Berkeley	1/1/2005	12/31/2009	\$68,058	Y (international)	Y
Early Pesticide Exposure And Neurodevelopmental Outcomes In A Retrospective Exposure Assessment For Pfoa In Eastern Ohio And West	Ryan, P.	National Institutes Of Health	8/1/2008	9/30/2011	\$27,909	Y (domestic)	N
	Ryan, P.	Garden City Group, Inc.	8/1/2008	9/30/2011	\$167,445	N	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Perfluorooctanoate Half-Life Study	Ryan, P.	Garden City Group, Inc.	8/1/2008	9/30/2011	\$172,479	N	N
Atlanta Commuters Exposures (Ace) Study Examining In-Vehicle Exposures To Particulate And Gaseous Pollutants	Sarnat, J.	Scimetrika Llc	3/1/2007	2/28/2012	\$178,619	Y (domestic)	N
A Longitudinal Assessment Study Of Human Exposure To Pesticides Due To Variations Of Dietary Consumption Patterns	Sarnat, J.	Us Epa	3/1/2007	2/28/2010	\$344,482	Y (domestic)	N
Investigation Of Associations Between Air Pollution And Health	Sarnat, S.	Us Epa	12/1/2008	7/31/2010	\$65,016	Y (domestic)	Y
St Louis Air Pollution Epidemiology Study	Sarnat, S.	Electric Power Research Institute	2/21/2005	2/20/2010	\$487,139	Y (domestic)	Y
T (14:18) Translocations In Dioxin Exposed Workers From Ufa	Steenland, N.	University Of Illinois	10/15/2008	8/31/2010	\$199,944	Y (domestic)	N
Mortality And Renal Disease In A Cohort Study Of Lead Exposed Workers	Steenland, N.	Centers For Disease Control	9/1/2007	12/31/2011	\$166,747	N	N
Protocol For Community-Based Cohort Study Of Disease Incidence	Steenland, N.	Garden City Group, Inc.	9/1/2009	8/31/2012	\$387,500	Y (domestic)	Y
A Cohort Study Of Disease Incidence Among C-8 Exposed Workers At A Chemical Plant	Steenland, N.	Garden City Group, Inc.	8/1/2008	7/31/2009	\$17,670	Y (domestic)	N
Air Pollution And Birth Defects In Atlanta, 1968-2002 (Supplement)	Tolbert, P.	National Institutes Of Health	4/1/2007	3/31/2012	\$435,854	Y (domestic)	N
Air Pollution And Birth Defects In Atlanta, 1968-2002	Tolbert, P.	National Institutes Of Health	4/1/2007	3/31/2012	\$555,614	Y (domestic)	N
Development Of Environmental Health Outcome Indicators	Tolbert, P.	Georgia Tech	7/1/1998	12/31/2010	\$237,359	N	N
Particulate Pollution And Cardio Illness In Atlanta	Tolbert, P.	Electric Power Research Institute	10/1/2007	9/30/2010	\$42,890	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Melatonin And Nighttime Blood Pressure In African Americans	Abramson, J.	National Institutes Of Health	10/1/2007	9/27/2010	\$207,072	Y (domestic)	N
Genetic And Environmental Risk Factors For Venous Thromboembolism	Austin, H.	Association Of Schools Of Public Health	11/1/2008	10/31/2009	\$20,000		N
Emory Preparedness And Emergency Response Center	Berkelman, R.	Centers For Disease Control	9/30/2008	9/29/2013	\$1,562,676	Y (domestic)	Y
Q-Fever In Animal Care Workers In Us Research Facilities	Berkelman, R.	Aclam Foundation	11/1/2003	7/31/2009	\$214,047	Y (domestic)	N
Colorectal Chemoprevention With Calcium And Vitamin D	Bostick, R.	Dartmouth College	7/1/2005	6/30/2010	\$150,000	N	N
Vitamin D/Calcium, Oxidative Stress And Inflammation Biomarkers	Bostick, R.	National Institutes Of Health	5/1/2008	6/30/2009	\$18,000	N	Y
Calcium/Vitamin D Biomarkers & Colon Polyp Prevention	Bostick, R.	National Institutes Of Health	1/1/2003	6/30/2009	\$25,000	N	
Genuine Distinguished Cancer Clinicians And Scientists Program	Bostick, R.	Georgia Cancer Coalition	5/1/2008	4/30/2009	\$12,000	N	Y
Family Connection Partnership-Georgia Kids Count	Carter, J.	Georgia Family Connection Partnership, Inc	7/1/2009	6/30/2010	\$25,000	Y (domestic)	N
Georgia Family Connection Partnership Contract - John Carter	Carter, J.	Georgia Family Connection Partnership, Inc	7/1/2009	6/30/2010	\$8,000	Y (domestic)	Y
Department Of Driver Services	Carter, J.	Georgia Department Of Driver Services	7/1/2009	6/30/2010	\$12,000	Y (domestic)	N
Georgia Family Connection Partnership Contract	Carter, J.	Georgia Family Connection Partnership, Inc	3/1/2008	2/28/2009	\$24,000	N	N
Child Advocate Amendment Contract	Carter, J.	Office Of The Child Advocate	3/1/2002	4/14/2010	\$95,410	Y (domestic)	N
Child Fatality Review Contract-Continuation	Carter, J.	Office Of The Child Advocate	9/1/2002	8/31/2009	\$37,312	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Center For Aids Research (Pilot) Incidence Of Non-Aids Associated Cancer And Survival In The Era Of Haart	Curran, J.	National Institutes Of Health	9/28/2008	9/27/2009	\$109,750	Y (domestic)	N
Center For Aids Research	Curran, J.	National Institutes Of Health	6/1/2008	6/30/2009	\$4,089	Y (domestic)	N
Acs Prostate Cancer Screening Literature Review	Dash , C.	American Cancer Society	4/15/2009	9/29/2009	\$15,120	Y (domestic)	Y
Training In Reproductive, Perinatal, Pediatric Epidemiology	Drews-Botsch, C.	National Institutes Of Health	9/17/2003	7/31/2009	\$250,763	N	N
Acs Service Agreement	Flanders, W. .	American Cancer Society	8/1/2007	7/31/2010	\$70,406	N	N
Cdc Ipa W. Dana Flanders	Flanders, W. .	Centers For Disease Control	5/15/2008	2/28/2024	\$9,200	N	N
Wic Farmer's Markets' Cost And Influence On Fruit And Vegetable	Gazmararian, J.	Association Of Schools Of Public Health	6/1/2005	5/31/2009	\$21,598	Y (domestic)	Y
Vaccine & Immunization Program	Gazmararian, J.	America's Health Insurance Plans	4/1/2009	3/31/2010	\$124,507	Y (domestic)	N
Colorectal Chemoprevention With Calcium And Vitamin D	Goodman, M.	Dartmouth College	3/1/2009	2/29/2012	\$117,521	N	Y
A Feasibility Study To Create An Inventory Of Cfc Screening Studies	Goodman, M.	American Cancer Society	4/15/2009	6/5/2009	\$14,500	Y (domestic)	Y
Race Comorbidity & Long Term Prostate Cancer Outcomes	Goodman, M.	University Of Southern California	7/1/2009	6/30/2012	\$232,500	Y (domestic)	N
Oxidative Stress, Dna Repair & Colorectal Adenoma Risk	Goodman, M.	National Institutes Of Health	8/1/2006	7/31/2010	\$473,938	N	N
Acs Contract #8588-Project 29079	Goodman, M.	American Cancer Society	2/20/2009	1/31/2011	\$77,500	N	N
Research On The Scope And Causes Of Stillbirth In The United States	Hogue, C.	National Institutes Of Health	7/1/2007	6/30/2012	\$50,000	Y (domestic)	N
National Children Study (Baldwin County)	Hogue, C.	National Institutes Of Health	9/30/2002	7/31/2009	\$46,500	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
National Children Study (Bradley County)	Hogue, C.	National Institutes Of Health	9/30/2002	7/31/2012	\$1,917,457	Y (domestic)	N
Research On The Scope And Causes Of Stillbirth In The United States	Hogue, C.	National Institutes Of Health	5/1/2006	4/30/2011	\$309,841	Y (domestic)	N
Melatonin Supplementation And The Metabolic Syndrome	Kutner, M.	National Institutes Of Health	5/1/2007	4/30/2010	\$286,249	N	N
Continuation Of Analytical Project With Network 6	Mcgowan, J.	Southeastern Kidney Council	9/26/2003	7/31/2010	\$57,840	N	Y
Interaction Of Static And Dynamic Markers In Defining Pathway	Menon, R.	March Of Dimes	7/1/2007	6/30/2010	\$64,944	N	N
Who Contract For Ramkumar Menon	Menon, R.	World Health Organization	8/1/2008	3/31/2009	\$7,312	N	N
Nichd Perinatal Research Proposal	Menon, R.	Wayne State University	9/1/2006	8/31/2011	\$550,000	N	N
Distinguished Cancer Clinicians And Scientists Program	Mink, P.	Georgia Cancer Coalition	9/1/2006	8/31/2011	\$550,000	N	N
Schizophrenia Biomarkers Discerned By Cellular Networks In Digeorge Syndrome	Pearce, B.	National Institutes Of Health	9/1/2006	8/31/2011	\$130,000	N	N
Esc: Models Of Identifying Hiv Infected Jail Inmates, Enhancing Linkages	Spaulding, A.	Health Resources & Serv Admini	9/26/2008	9/27/2013	\$461,112	Y (domestic)	Y
Study Of Gonorrhea And Chlamydia Testing In Large Jails Current State	Spaulding, A.	Centers For Disease Control	9/26/2003	7/31/2010	\$134,327	Y (domestic)	N
Esc Models Of Identifying Hiv Infected Jail Mates Enhancing Linkages	Spaulding, A.	Health Resources & Serv Admini	9/28/2008	9/27/2013	\$382,369	Y (domestic)	Y
Pfizer Scholars Grant In Public Health	Spaulding, A.	Pfizer, Inc.	7/1/2009	6/30/2012	\$232,500	N	Y
Enhancing Linkages To Hiv Primary Care In A Jail Setting	Spaulding, A.	Health Resources & Serv Admini	5/1/2009	4/30/2011	\$232,500	Y (domestic)	N
Expert For Behavioral Assessment	Sullivan, P.	Global Evaluation Applied Research Solutions Inc	8/11/2009	7/31/2011	\$357,170	N	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Adaptation Of Couples Voluntary Counseling And Testing (Cvct) For Us Msm	Sullivan, P.	National Institutes Of Health	11/1/2008	9/14/2011	\$60,000	Y (domestic)	N
Explaining Differences In Hiv Prevalence And Incidence Black And White Msm	Sullivan, P.	National Institutes Of Health	9/1/2007	8/31/2010	\$10,000	Y (domestic)	N
Polybrominated Biphenyl Exposure And Reproductive Hormone Levels	Taylor, K.	Us Epa	7/16/2009	5/31/2014	\$661,624	N	N
Genuine Distinguished Cancer Clinicians And Scientists Program	Terry, P.	Georgia Cancer Coalition	7/1/2005	6/30/2010	\$50,000	N	N
Multi-Registry Analyses Of Pre-And Perinatal Risk Factors For Autism	Thorsen, P.	Autism Speaks	5/1/2009	4/30/2012	\$113,607	N	N
Surveillance, Epidemiology And End Results (Seer) Program	Ward, K.	National Institutes Of Health	8/1/2003	7/31/2010	\$1,300,000	Y (domestic)	N
Operation Of Statewide Georgia Comprehensive Cancer Registry	Ward, K.	Georgia Department Of Human Resources	9/30/2008	7/31/2010	\$50,528	Y (domestic)	N
Seer Rapid Response Surveillance Studies	Young, J.	National Institutes Of Health	7/1/2008	6/30/2010	\$714,122	Y (domestic)	N
Budget Renewal Georgia Comprehensive Cancer Registry	Young, J.	Georgia Department Of Human Resources	1/1/1995	6/30/2009	\$714,122	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Medical Assistance Program	Becker, E.	University Of South Florida	6/30/2008	6/29/2011	\$825,494	N	N
An Electronic Personal Health Record For Mental Health Consumers	Druss, B.	Agency For Healthcare Research And Quality	8/4/2008	9/11/2009	\$53,866	Y (domestic)	N
Mending The Public Safety Net: Improving Linkages Between Chs's And Cmhc's	Druss, B.	National Institutes Of Health	7/11/2008	7/11/2009	\$68,009	Y (domestic)	N
Adapting A Medical Self Management Program For A Community Mental	Druss, B.	National Institutes Of Health	11/2/2008	10/31/2009	\$100,000	Y (domestic)	Y
Mental Comorbidity And Chronic Illness In The National Medicaid System	Druss, B.	Agency For Healthcare Research And Quality	7/1/2008	6/30/2009	\$107,996	Y (domestic)	N
Mental Comorbidity And Chronic Illness In The National Medicaid System	Druss, B.	Agency For Healthcare Research And Quality	7/1/2009	6/30/2012	\$223,611	Y (domestic)	N
Mending The Public Safety Net: Improving Linkages Between Chs's And Cmhc's	Druss, B.	National Institutes Of Health	7/10/2009	12/10/2009	\$97,684	Y (domestic)	N
An Electronic Personal Health Record For Mental Health Consumers	Druss, B.	Agency For Healthcare Research And Quality	6/1/2006	12/31/2009	\$125,000	Y (domestic)	N
Translating A Weight Management Program To Worksites	Goetzel, R.	University Of Georgia	12/1/2008	8/31/2009	\$25,000	N	N
Bms Depression Resistant Study	Goetzel, R.	Thomson Reuters	1/1/2009	12/31/2009	\$70,000	N	N
Return On Investment Modeling	Goetzel, R.	Thomson Reuters	2/18/2008	10/31/2008	\$6,215	N	N
Burden Of Acute Coronary Syndrome To Employers	Goetzel, R.	Thomson Reuters	10/1/2006	2/28/2011	\$14,457	N	N
Conduct Advanced Health And Economic Analyses Of Prudential Financial's Health And Productivity Management Programs	Goetzel, R.	Thomson Reuters	6/1/2009	8/31/2009	\$29,330	N	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Analyze Health Risk Medical Utilization And Cost And Productivity Trends And Relationships Compared To Benchmarks	Goetzel, R.	Thomson Reuters	2/5/2005	6/30/2009	\$143,120	N	N
The Use And Cost Of Long-Acting Opioids And Potential Diversion	Goetzel, R.	Thomson Reuters	9/1/2001	3/31/2010	\$36,040	N	N
Implementing And Evaluating Evidence-Based Obesit Management Progrms In Real World Employer Settings	Goetzel, R.	Centers For Disease Control	5/22/2009	4/30/2011	\$24,189	N	Y
Update Software Modeling The Return-On-Investment Potential Of Smoking Cessation, Weight Mgt, And Other Risk-Reduced	Goetzel, R.	Thomson Reuters	11/1/2007	6/30/2010	\$37,251	N	N
CDC Healthiest Nation Initiative In The Planning Phases	Goetzel, R.	Partnership For Prevention	5/1/2008	4/30/2011	\$224,647	N	N
Estimating Relationships Between Health Risks And Medical Expenditures	Goetzel, R.	Thomson Reuters	1/15/2009	7/14/2009	\$33,783	N	N
Consulting On Plans To Develop And Implement A Coordinated Health Promotion	Goetzel, R.	Smithsonian Institution	1/20/1997	12/31/2011	\$176,199	N	N
Bms-Depression Resistant Study	Goetzel, R.	Thomson Reuters	4/8/2009	3/31/2011	\$232,500	N	N
Conduct Advanced Health & Economic Analyses Of Prudential Financial's Health & Productivity Management Program	Goetzel, R.	Thomson Reuters	9/1/2007	8/31/2010	\$74,970	N	N
The Impact Of Prognosis On The Treatment Of Patients With Localized Tumors	Howard, D.	American Cancer Society	8/15/2008	8/14/2010	\$77,250	N	Y
Kaiser Permanente Subcontract With Emory University For Research	Lipscomb, J.	Kaiser Permanente	7/22/2008	4/30/2010	\$40,663	N	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Building Capacity For Quality Improvement	Rask, K.	Johnson (Robert Wood) Foundation	7/22/2008	4/30/2009	\$60,262	N	N
Center For Entitlement Reform	Thorpe, K.	Peter G Peterson Foundation	5/1/2009	12/31/2010	\$100,000	N	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Latent Tuberculosis Infection Among Hiv-Infected Individuals In Georgia	Del Rio, C.	Us Civilian Research & Dev Foundation	10/9/2006	10/9/2011	\$4,369,953	Y (domestic)	N
Prevention Among Hiv + Crack Users In The Hospital	Del Rio, C.	University Of Miami	9/30/2007	8/31/2010	\$199,042	Y (domestic)	N
Prevention Of Hiv Crack Users In The Hospital - Qualitative Supplement	Del Rio, C.	University Of Miami	7/1/2009	6/30/2011	\$222,196	Y (domestic)	N
Strengthening Measurement Of Empowerment In International Health Development Programs	Hennink, M.	Map International	6/1/2009	5/31/2010	\$98,500	Y (international)	N
Activity Of Ceftibiprole Against A Panel Of Fully Cephalosporin-Resistant	Klugman, K.	Johnson & Johnson	3/1/2009	2/28/2010	\$103,022	N	N
Icare Phase Vi: Improving Recognition Of Selected Multi-Drug Resistant Bacteria Of Clinical Importance	Klugman, K.	Johnson & Johnson	7/7/2008	6/30/2010	\$25,000	N	Y
Establishment Of A Global Streptococcus Pneumoniae Strain Bank And Database	Klugman, K.	Path Foundation	8/1/2008	4/30/2010	\$105,626	N	N
Smallpox Eradication Commemoration Secretariat	Koplan, J.	Tides Foundation	9/30/2008	9/29/2011	\$434,586	N	N
International Association Of National Public Health Institutes	Koplan, J.	Gates (Bill & Melinda) Foundation	9/30/2008	9/29/2011	\$386,133	N	N
Smallpox Eradication Commemoration 2010	Koplan, J.	Rockefeller Foundation	8/1/2008	4/30/2010	\$93,205	N	N
Impact Of The General Electric System Level-Upgrade Investment In Two Rural Hospitals In Honduras	Martorell, R.	General Electric Company	2/1/2009	9/30/2009	\$68,016	Y (international)	Y
Nutrition Sciences And Health	Martorell, R.	National Institutes Of Health	10/1/2008	9/30/2010	\$499,996	Y (international)	N
Measure Of Distribution System Water Quality And Their Relation	Moe, C.	Us Epa	1/1/2009	12/31/2009	\$26,072	Y (international)	N

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Information Collection And Implementation Planning For Field Evaluation Of The Efficacy Of Antiviral Lotion Against Human Norovirus	Moe, C.	General Electric Company	9/1/2008	5/31/2009	\$23,532	Y (international)	Y
Norovirus Fingerprint Test	Moe, C.	Ecolab	7/1/2008	12/31/2009	\$15,054	Y (international)	Y
Ethiopia Baseline Follow-Up	Moe, C.	Gojo Industries	9/1/2008	12/31/2009	\$16,800	Y (international)	Y
School Wash Learning Consortium	Rheingans, R.	Coop Asst Relief Evrywhre-Care	8/12/2008	6/30/2009	\$44,409	Y (international)	N
Economic Burden Of Diarrheal Diseases And Cost Effectiveness Of Wsup Ref No: 0339/Pm+E/Idlg/Ant/Img/Bmg	Rheingans, R.	Global Water Challenge	9/1/2008	8/31/2009	\$25,000	Y (international)	Y
Resources Flows Among Three Generations In Guatemala	Rheingans, R.	University Of Maryland	10/1/2008	5/31/2009	\$10,002	Y (international)	N
Prenatal Under Nutrition And Mortality Through Age 63 Project	Rheingans, R.	Water And Sanitation For The Urban Poor	9/1/2008	2/28/2009	\$20,000	Y (international)	N
Consequences Of Unwanted Children For The Health Of Rural Indian Determinants And Consequences Of Domestic Violence	Stein, A.	International Food Policy Research Institute	9/1/2008	8/31/2009	\$65,956	Y (international)	N
A Culturally Tailored Lifestyle Intervention To Prevent Diabetes In	Stein, A.	Columbia University	10/1/2008	5/31/2009	\$25,000	Y (international)	N
Centre For Prevention And Control Of Diabetes And Cardio-Metabolic	Stephenson, R.	Johns-Hopkins University	7/1/2009	8/31/2009	\$9,910	Y (domestic)	N
A Translation Randomized Trial Of A Culturally Specific Lifestyle Intervention For Diabetes Prevention In India	Stephenson, R.	Johns-Hopkins University	9/30/2007	9/29/2010	\$20,000	Y (domestic)	N
Hiv/Aids Through The Eyes Of Young Africans: An Analysis Of Their Narrative	Venkat Narayan, K.	National Institutes Of Health	1/1/2006	12/31/2010	\$126,959	Y (international)	Y
	Venkat Narayan, K.	Center For Chronic Disease Control	5/1/2008	4/30/2010	\$15,346	Y (international)	N
	Venkat Narayan, K.	International Diabetes Federation	1/1/2009	12/31/2010	\$349,476	Y (international)	Y
	Winskell, S.	National Institutes Of Health	10/1/2008	9/30/2009	\$600,000	Y (international)	Y

Research Activity of Primary and Secondary Faculty from 2008 – 2009*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Methods For Assessing Attitudes Towards Intimate Violence In Rural Bangladesh	Yount, K.	Academy For Educational Devel.	9/1/2006	6/30/2011	\$170,461	Y (inter-national)	Y
Methods For Assessing Attitudes Towards Intimate Violence In Rural Bangladesh	Yount, K.	Academy For Educational Devel.	9/1/2006	7/31/2010	\$164,355	Y (inter-national)	Y
Gender Gaps In Primary Schooling In India	Yount, K.	National Institutes Of Health	9/1/2006	6/30/2011	\$156,783	Y (inter-national)	Y

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Telephone E-Health Communication On Improving Glaucoma Treatment Compliance	Beck, A.	University Of Pennsylvania	1/1/2010	8/31/2011	\$261,879	Y (domestic)	Y
Market Segmentation In Young Adults' Responses To Minnesota's Freedom To Breathe Act	Berg, C.	University Of Minnesota	6/1/2009	12/31/2009	\$33,287	Y (domestic)	Y
Development Of Ehealth Smoking Intervention For Community Colleges	Berg, C.	Nih Natl Institute Of Health	5/19/2010	4/30/2015	\$127,075	Y (domestic)	N
Distinguished Cancer Clinicians And Scientists Program	Berg, C.	Georgia Cancer Coalition	7/1/2009	6/30/2014	\$50,000	N	N
Factors Influencing The Health Behaviors Of Young African American Adults	Brody, G.	Dartmouth College	1/1/2009	12/31/2012	\$14,850	Y (domestic)	Y
Genetic Studies Of Caregivers In The Family And Community	Brody, G.	University Of Iowa	2/1/2009	1/31/2012	\$31,919	Y (domestic)	Y
Economic Evaluation Of Drug Abuse Prevention With Rural	Brody, G.	University Of Georgia	1/1/2009	6/30/2011	\$18,532	Y (domestic)	N
Stress And Drug Use Vulnerability In Rural African Americans	Brody, G.	University Of Georgia	9/1/2009	8/31/2011	\$15,244	Y (domestic)	N
Factors Influencing The Health Behaviors Of Young African American Adults	Brody, G.	Dartmouth College	1/1/2009	12/31/2012	\$14,850	Y (domestic)	Y
Risk, Resilience, And Disorder: African Americans Transi	Brody, G.	University Of Georgia	1/1/2009	6/30/2011	\$19,360	Y (domestic)	N
Vulnerability And Resilience In African American Parents	Brody, G.	Iowa State Univ Sponsored Programs Admin	1/1/2009	7/31/2012	\$12,400	Y (domestic)	N
Genetic Studies Of Caregivers In The Family And Community	Brody, G.	University Of Iowa	2/1/2009	1/31/2012	\$37,065	N	Y
Community Context & Violence: African American Youth Tr	Brody, G.	University Of Georgia	9/1/2009	8/31/2012	\$13,719	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Economic Evaluation Of Drug Abuse Prevention With Rural	Brody,G.	University Of Georgia	1/1/2009	6/30/2011	\$38,110	Y (domestic)	N
Public Housing Relocations Impact On Healthcare Access.	Cooper,H.	Nih Natl Institute Of Health	4/1/2009	9/30/2011	\$115,088	Y (domestic)	N
Exploring Hiv Risk In Drug-Using Black Women With An Inc	Cooper,H.	Nih Natl Institute Of Health	9/1/2009	8/31/2011	\$191,159	Y (domestic)	Y
Community Vulnerability And Responses To Idu-Related Hiv	Cooper,H.	Natl Development And Research Institutes	9/1/2007	8/31/2011	\$17,650	Y (domestic)	N
Public Housing Relocations: Impact On Hiv Risk And Drug Use	Cooper,H.	Nih Natl Institute Of Health	8/1/2010	5/31/2014	\$696,513	Y (domestic)	N
Public Housing Relocations Impact On Healthcare Access.	Cooper,H.	Nih Natl Institute Of Health	4/1/2009	9/30/2011	\$ -	Y (domestic)	N
HIV Prevention For Youth With Severe Mental Illness	Diclemente,R.	Rhode Island Hospital	6/1/2008	4/30/2012	\$ -	Y (domestic)	N
Adapting Sihle For Detained African American Adolescent	Diclemente,R.	Centers For Disease Control	9/30/2007	9/29/2012	\$418,800	Y (domestic)	Y
A Multilevel Hiv Prevention Strategy For High-Risk Youth	Diclemente,R.	Nih Natl Institute Of Health	9/30/2009	9/29/2011	\$223,748	Y (domestic)	N
A Partnership Approach To Reducing Hiv Disparities Among	Diclemente,R.	Wake Forest University	8/9/2008	3/31/2011	\$35,687	Y (domestic)	N
Hiv Prevention For Youth With Severe Mental Illness	Diclemente,R.	Rhode Island Hospital	6/1/2008	4/30/2012	\$98,650	Y (domestic)	N
Preventing Substance Use & High Risk Behavior Among Rura	Diclemente,R.	University Of Georgia	9/30/2006	5/31/2012	\$89,306	Y (domestic)	N
Preventing Substance Use & High Risk Behavior Among Rura	Diclemente,R.	University Of Georgia	9/30/2006	5/31/2012	\$77,504	Y (domestic)	N
Hiv Prevention Maintenance For African American Teens Co	Diclemente,R.	Nih Natl Institute Of Health	9/30/2003	2/28/2013	\$232,326	Y (domestic)	N
A Transdisciplinary Prevention Center Focused On Rural A	Diclemente,R.	University Of Georgia	9/1/2009	6/30/2014	\$149,440	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Longitudinal Analysis Of Transactional Sex, Violence & H	Dunkle,K.	Nih Natl Institute Of Health	3/13/2009	2/28/2012	\$77,500	Y (inter-national)	N
Administrative Supplement For Enhancing The Effectiveness	Jacob Arriola,K.	Nih Natl Institute Of Health	9/30/2009	8/31/2011	\$65,946	Y (domestic)	Y
Enhancing The Effectiveness Of A Culturally Sensitive Or	Jacob Arriola,K.	Nih Natl Institute Of Health	8/1/2007	7/31/2011	\$211,529	Y (domestic)	Y
Emory Prevention Research Center - Category 1	Kegler,M.	Centers For Disease Control	9/30/2009	9/29/2014	\$99,038	Y (domestic)	N
Emory Prevention Research Center - Category 1	Kegler,M.	Centers For Disease Control	9/30/2009	9/29/2014	\$2,201,736	Y (domestic)	N
Strategies For Large Scale Islet Replacement	Larsen,C.	Juvenile Diabetes Research Foundation	10/1/2009	9/30/2013	\$1,505,747	N	N
Destination Public Health: Locally, Nationally, Globally	Miner,K.	Assoc Of Schools Of Public Health	1/15/2010	12/31/2010	\$30,000	N	N
Behavioral Surveillance In The Atlanta Metro Area	Salazar,L.	Georgia Department Of Human Resources	7/1/2008	12/31/2010	\$393,500	Y (domestic)	Y
Factors Associated With Teens Non Responsiveness To Hiv	Sales, J.	Nih Natl Institute Of Health	4/1/2009	1/31/2014	\$144,600	Y (domestic)	Y
Survey Of Hiv-Related Behaviors Of The Maasai Of Tanzani	Siegler,A..	Nih Natl Institute Of Health	5/22/2008	5/21/2011	\$26,940	Y (inter-national)	N
Neighborhood Effects On Drug Use Among African American	Sterk,C.	Nih Natl Institute Of Health	2/1/2009	11/30/2012	\$659,990	Y (domestic)	Y
Neighborhood Effect On Hiv Risk Taking	Sterk,C.	Nih Natl Institute Of Health	9/20/2008	6/30/2013	\$659,990	Y (domestic)	N
Neighborhood Effects On Drug Use Among African American	Sterk,C.	Nih Natl Institute Of Health	2/1/2009	11/30/2012	\$625,178	Y (domestic)	Y
Neighborhood Effects On Drug Use Among African American	Sterk,C.	Nih Natl Institute Of Health	2/1/2009	11/30/2012	\$	Y (domestic)	Y
Neighborhood Effects On Drug Use Among African American	Sterk,C.	Nih Natl Institute Of Health	2/1/2009	11/30/2012	(\$659,990)	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Preventing Depression I People With Epilepsy	Thompson,N.	Nih Natl Institute Of Health	9/20/2009	6/30/2012	\$491,782	Y (domestic)	Y
Preventing Depression I People With Epilepsy	Thompson,N.	Nih Natl Institute Of Health	9/20/2009	6/30/2012	\$475,237	Y (domestic)	Y
Vulnerability Factors And Adulthood	Windle,M.	Nih Natl Institute Of Health	9/30/2006	1/31/2012	\$387,500	Y (domestic)	N
Faith Based Hiv Prevention For Women	Wingood,G.	Nih Natl Institute Of Health	9/25/2009	4/30/2014	\$387,500	Y (domestic)	N
Elimination Of Health Disparities Through Translation Re	Wingood,G.	Centers For Disease Control	9/30/2008	9/29/2011	\$449,999	Y (domestic)	N
Risks For Hiv/Stis And Their Psychological Correlates Am	Wong, F.	Nih Natl Institute Of Health	3/1/2009	6/30/2011	\$598,803	Y (inter-national)	N
Men Of Asia Testing For Hiv	Wong, F.	Georgetown University	3/1/2009	6/30/2010	\$50,860	Y (inter-national)	Y
Risks For Hiv/Stis And Their Psychological Correlates Am	Wong, F.	Nih Natl Institute Of Health	3/1/2009	6/30/2011	\$319,524	Y (inter-national)	N
Risks For Hiv/Stis And Their Psychological Correlates Am	Wong, F.	Nih Natl Institute Of Health	3/1/2009	6/30/2011	\$591,766	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Biostatistics

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Analytic Methods For Functional Neuroimaging Data	Bowman, Frederick	Nih Natl Institute Of Health	7/15/2007	6/30/2012	\$ -	N	Y
Analytic Methods For Functional Neuroimaging Data	Bowman, Frederick	Nih Natl Institute Of Health	7/15/2007	6/30/2012	\$267,750	N	Y
Tamof Data Coordinating Center	Easley, Kirk Anthony	Childrens Healthcare Of Atlanta	1/1/2010	12/31/2010	\$30,124	N	N
Statistical Methods For Hiv/Aids Research	Huang, Yijian	Johns Hopkins University	7/1/2008	5/31/2012	\$56,000	N	N
Sammpris	Lynn, Michael J	Medical University Of South Carolina	5/1/2008	4/30/2011	\$653,150	N	N
Coordinating Center For Infant Aphakia Treatment Study	Lynn, Michael J	Nih Natl Institute Of Health	6/1/2009	5/31/2014	\$737,405	N	N
Analytical Methods: Environmental/Reproductive Epidemio	Manatunga, Amita	Nih Natl Institute Of Health	9/12/2008	6/30/2012	\$276,210	N	Y
Method Development Of Agreement Measures And Application	Manatunga, Amita	Nih Natl Institute Of Health	4/1/2008	3/31/2012	\$279,000	N	N
Epidemiology And Ecology Of Vibrio Cholera In Bangladesh	Nizam, Azhar	Johns Hopkins University	6/15/2010	5/31/2011	\$182,553	N	N
Method Development For Censored Quantile Regression	Peng, Limin	Natl Science Foundation	8/1/2010	7/31/2013	\$37,961	N	N
Neuroactive Steroids And Seizure Control During Pregnancy	Peng, Limin	Brigham And Womens Hospital	9/1/2009	8/31/2011	\$9,686	N	N
Spatial Statistic For Disease Ecology	Waller, Lance A	Nih Natl Institute Of Health	1/15/2008	11/30/2011	\$296,025	N	N
Spatial Statistic For Disease Ecology	Waller, Lance A	Nih Natl Institute Of Health	1/15/2008	11/30/2011	\$29,602	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
International Health Policy & Reform Network	Conis,E.	Bertelsmann Stiftung	1/1/2010	12/31/2010	\$5,280	N	N
Ambient Air Pollution And Respiratory Outcomes In Childr	Darrow,L.	Nih Natl Institute Of Health	4/15/2010	3/31/2012	\$77,500	Y (domestic)	N
Nsf Ecology Of Infectious Diseases Grant # 0811934	Levy,K.	University Of Michigan	1/1/2010	8/31/2011	\$4,647	N	N
Nsf Ecology Of Infectious Diseases Grant # 0811934	Levy,K.	University Of Michigan	1/1/2010	8/31/2011	\$43,924	N	N
Satellite And Model Assisted Accountability Research To	Liu,Y.	Nasa	9/1/2009	12/31/2010	\$75,986	N	N
Assessing The Cumulative Climate-Related Health Risks In	Liu,Y.	Centers For Disease Control	9/30/2009	9/29/2012	\$299,725	N	N
Enhancing Environmental Public Health Tracking With Sate	Liu,Y.	Nasa	10/1/2009	9/30/2012	\$191,871	N	N
Enhancing Environmental Public Health Tracking With Sate	Liu,Y.	Nasa	10/1/2009	9/30/2012	\$183,549	N	N
Improving Misr's Capability Of Predicting Ground Level P	Liu,Y.	California Institute Of Technology	1/19/2009	1/31/2012	\$37,924	N	N
Emory Parkinson's Disease Collaborative Environmental Research Center (Arra Supp.)	Miller,G.	Nih Natl Institute Of Health	8/1/2010	7/31/2011	\$77,449	N	N
Neurotoxicity Of Nanomaterials Evaluation Of Subcellular	Miller,G.	Nih Natl Institute Of Health	9/1/2007	8/31/2012	\$385,151	N	Y
Emory Parkinson's Disease Collaborative Environmental Research Center (A)	Miller,G.	Nih Natl Inst Of Environmental Hlth Scie	8/1/2010	7/31/2011	\$116,250	N	N
Emory Parkinson's Disease Collaborative Environmental Re	Miller,G.	Nih Natl Institute Of Health	9/15/2008	6/30/2013	\$1,292,846	N	N
Emory Parkinson's Disease Collaborative Environmental Re	Miller,G.	Nih Natl Institute Of Health	9/15/2008	6/30/2013	\$ -	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Early Pesticide Exposure And Neurodevelopmental Outcomes	Ryan, P.	Nih Natl Institute Of Health	5/13/2009	4/30/2012	\$130,310	Y (domestic)	N
Validation & Pilot Testing Of Methods For Assessing	Ryan, P.	Nih Natl Institute Of Health	9/21/2009	6/30/2012	\$259,069	N	Y
Atlanta Commuters Exposures (Ace) Study Examining In-Vehi	Sarnat, J.	Scimetrika	12/1/2008	9/12/2011	\$108,959	Y (domestic)	Y
Characterization Of Traffic Related Air Pollution In Elementary Schools And Its Im	Sarnat, J.	University Of Texas El Paso	2/1/2010	8/31/2010	\$56,779	Y (domestic)	N
Dallas Air Pollution Epidemiology Study (Epri)	Sarnat, S.	Electric Power Research Institute	3/8/2010	2/28/2014	\$229,519	Y (domestic)	N
Data Analysis For Retrospective Characterization Of Climate And Acute Morbidity	Sarnat, S.	Tkc Integration Services	1/1/2010	10/15/2010	\$128,840	N	N
Investigation Of Associations Between Air Pollution And	Sarnat, S.	Us Environmental Protection Agency	10/15/2008	8/31/2011	\$26,571	Y (domestic)	N
A Cohort Study Of Disease Incidence Among C-8 Exposed Wo	Steenland, N.	Garden City Group	4/1/2007	3/31/2012	\$614,427	Y (domestic)	N
T (14:18) Translocations In Dioxin Exposed Workers From	Steenland, N.	University Of Illinois	8/1/2008	7/31/2011	\$18,259	N	N
Mortality And Renal Disease In A Cohort Study Of Lead Ex	Steenland, N.	Centers For Disease Control	9/1/2009	8/31/2012	\$232,500	N	Y
Trihalomethane Exposures In Nhanes 1999-2001	Steenland, N.	Nih Natl Institute Of Health	8/1/2010	7/31/2012	\$77,500	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Emory Preparedness And Emergency Response Center	Berkelman, R.	Centers For Disease Control	10/1/2008	9/29/2013	\$1,576,364	Y (domestic)	N
Colorectal Chemoprevention With Calcium And Vitamin D	Bostick, R.	Dartmouth College	9/1/2008	7/31/2010	\$1,000	Y (domestic)	Y
Genuine Distinguished Cancer Clinicians And Scientists P	Bostick, R.	Georgia Cancer Coalition	7/1/2005	7/31/2010	\$150,000	N	N
Colorectal Chemoprevention With Calcium And Vitamin D	Bostick, R.	Dartmouth College	9/1/2008	7/31/2010	\$209,961	N	Y
Vitamin D/Calcium, Oxidative Stress And Inflammation Bio	Bostick, R.	Nih Natl Institute Of Health	2/20/2009	1/31/2011	\$77,500	N	N
Ginger For Colorectal Cancer	Bostick, R.	University Of Michigan	4/23/2010	4/22/2011	\$45,985	N	N
Heart Of Georgia Healthy Start Community-Based Doula Program	Carter, J.	Laurens County Board Of Health	9/1/2010	8/31/2011	\$12,000	Y (domestic)	N
Cjaac Child Advocate Justice Act Contract	Carter, J.	Office Of The Child Advocate	7/15/2010	9/30/2010	\$40,000	Y (domestic)	N
Family Connection Partnership-Georgia Kids Count	Carter, J.	Georgia Family Connection Partnership	1/1/2003	6/30/2009	\$10,000	Y (domestic)	N
Healthy Start - Augusta/Richmond County	Carter, J.	Augusta Richmond Cty Comm Part Child Fam	6/1/2009	5/31/2010	\$25,415	Y (domestic)	N
Healthy Start - Laurens County	Carter, J.	Laurens County Board Of Health	6/1/2009	5/31/2011	\$23,000	Y (domestic)	N
Children's Healthcare Of Atlanta Service Agreement	Carter, J.	Childrens Healthcare Of Atlanta	12/30/2009	3/31/2010	\$16,837	Y (domestic)	N
Cdc/Office Of The Child Advocate	Carter, J.	Office Of The Child Advocate	7/15/2010	6/30/2011	\$6,000	Y (domestic)	N
Office Of The Child Advocate	Carter, J.	Office Of The Child Advocate	7/15/2010	6/30/2011	\$6,000	Y (domestic)	N
Child Advocate Amendment Contract	Carter, J.	Office Of The Child Advocate	7/1/2009	6/30/2010	\$ -	Y (domestic)	N
Center For Aids Research (Pilot) Incidence Of Non-Aids A	Curran, J.	Nih Natl Institute Of Health	8/1/2002	7/31/2012	\$ -	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Cfar Fy2010 Gra Funding	Curran,J.	Georgia Research Alliance	3/17/2010	6/30/2010	\$290,000	N	N
Center For Aids Research (Pilot) Incidence Of Non-Aids A	Curran,J.	Nih Natl Institute Of Health	8/1/2002	7/31/2012	\$47,612	Y (domestic)	N
Center For Aids Research (Pilot) Incidence Of Non-Aids A	Curran,J.	Nih Natl Institute Of Health	8/1/2002	7/31/2012	\$38,632	Y (domestic)	N
Acs Service Agreement	Flanders,W.	Amer Cancer Society	9/1/2002	8/31/2011	\$46,209	N	N
Vaccine & Immunization Program	Gazmararian,J.	Amer Health Insurance Plans	6/1/2008	8/31/2009	\$5,000	Y (domestic)	N
Wic Farmer's Markets' Cost And Influence On Fruit And Ve	Gazmararian,J.	Assoc Of Schools Of Public Health	9/28/2008	9/27/2011	\$15,351	Y (domestic)	Y
Comparative Effectiveness Of Treatments For Localized Prostate Cancer	Goodman,M.	Vanderbilt University	8/1/2009	7/31/2012	\$70,449	N	N
Colorectal Chemoprevention With Calcium And Vitamin D	Goodman,M.	Dartmouth College	8/1/2008	7/31/2010	\$249,534	N	Y
Colorectal Chemoprevention With Calcium And Vitamin D	Goodman,M.	Dartmouth College	8/1/2008	7/31/2010	\$1,000	N	Y
Training In Reproductive, Perinatal, Pediatric Epidemiolog	Hogue,C.	Nih Natl Institute Of Health	5/1/2006	4/30/2011	\$154,316	N	N
National Children Study (Bradley County)	Hogue,C.	Nih Natl Institute Of Health	9/26/2008	9/25/2013	\$67,642	Y (domestic)	N
Social Mobility And Racial Disparities In Adverse Pregnancy Outcomes	Kramer,M.	Health Resources And Services Admin	2/1/2010	1/31/2012	\$90,043	Y (domestic)	Y
Melatonin Supplementation And The Metabolic Syndrome	Kutner,M.	Nih Natl Institute Of Health	7/1/2009	6/30/2011	\$191,813	N	N
Brominated Flame Retardants: Multigenerational Endocrin	Marcus,M.	Nih Natl Institute Of Health	6/15/2010	3/31/2015	\$658,150	N	N
Who Contract For Ramkumar Menon	Menon,R.	World Health Organization	2/1/2010	7/31/2010	\$14,500	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Interaction Of Static And Dynamic Markers In Defining Pa	Menon,R.	March Of Dimes	3/1/2009	2/29/2012	\$6,673	N	N
Distinguished Cancer Clinicians And Scientists Program	Mink,P.	Georgia Cancer Coalition	7/1/2007	6/30/2011	\$50,000	N	N
Integrating Infectious Disease Detection At Entry And Linkage Into Jail Care	Spaulding,A.	Centers For Disease Control	9/1/2010	8/31/2011	\$950,934	Y (domestic)	N
Esc Models Of Identifying Hiv Infected Jail Mates Enhanc	Spaulding,A.	Health Resources And Services Admin	9/1/2006	8/31/2011	\$120,000	Y (domestic)	N
Improved Methods For Including Racial/Ethnic Minorities	Sullivan,P.	Nih Natl Institute Of Health	9/24/2009	8/31/2012	\$499,456	Y (domestic)	Y
Sexual Networks And Concurrency Of Black And White Msm	Sullivan,P.	Nih Natl Institute Of Health	8/1/2010	5/31/2013	\$627,469	Y (domestic)	N
Adaptation Of Couples Voluntary Counseling And Testing (Sullivan,P.	Nih Natl Institute Of Health	8/11/2009	7/31/2012	\$348,851	Y (domestic)	N
Hiv Atlas 2.0 (Aidsvu)	Sullivan,P.	Gilead Sciences	3/1/2010	2/29/2012	\$445,876	N	N
Improved Methods For Including Racial/Ethnic Minorities	Sullivan,P.	Nih Natl Institute Of Health	9/24/2009	8/31/2012	\$499,526	Y (domestic)	Y
Expert For Behavioral Assessment	Sullivan,P.	Global Evaluation Applied Research Solut	11/1/2008	9/14/2011	\$42,580	N	N
Expert For Behavioral Assessment	Sullivan,P.	Global Evaluation Applied Research Solut	11/1/2008	9/14/2011	\$8,314	N	N
Polybrominated Biphenyl Exposure And Reproductive Hormon	Taylor,K.	Us Environmental Protection Agency	9/1/2007	8/31/2010	\$577	N	N
Genuine Distinguished Cancer Clinicians And Scientists P	Terry,P.	Georgia Cancer Coalition	7/1/2005	9/30/2010	\$50,000	N	N
Mind Body Interactions In Cardiovascular Disease	Vaccarino,L.	Nih Natl Institute Of Health	9/1/2009	5/31/2014	\$180,570	N	N
Genetic Variations In The Hpa Axis And Comorbidity Of Depression	Vaccarino,L.	Oklahoma University Health Sciences	9/30/2009	8/31/2011	\$7,088	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Mind Body Interactions In Cardiovascular Disease	Vaccarino, L.	Nih Natl Institute Of Health	9/1/2009	5/31/2014	\$176,882	N	
Sex Differences In Myocardial Ischemia Triggered By Emot	Vaccarino, L.	Nih Natl Institute Of Health	4/15/2009	3/31/2012	\$193,750	N	Y
Mechanisms Linking Depression To Cardiovascular Risk	Vaccarino, L.	Nih Natl Institute Of Health	8/17/2009	7/31/2012	\$763,719	N	N
Surveillance, Epidemiology And End Results (Seer) Progra	Ward, K.	Nih Natl Institute Of Health	8/1/2003	7/31/2010	\$215,564	Y (domestic)	N
Surveillance, Epidemiology And End Results (Seer) Program	Ward, K.	Nih Natl Cancer Institute	8/1/2010	7/31/2017	\$2,238,488	Y (domestic)	N
Surveillance, Epidemiology And End Results (Seer) Progra	Ward, K.	Nih Natl Institute Of Health	8/1/2003	7/31/2010	\$604,540	Y (domestic)	N
Operation Of Statewide Ga Comprehensive Cancer Registry	Ward, K.	Georgia Department Of Community Health	7/1/2010	6/30/2012	\$714,122	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Expanding Medicaid Coverage And Time To Treatment: Efficacy	Adams,E.	Amer Cancer Society	7/1/2009	6/30/2011	\$171,804	N	Y
Health Economic And Policy Impact Of Chronic Disease Risk Factors On Pregnancy	Adams,E.	Centers For Disease Control	9/30/2009	9/29/2011	\$69,921	N	N
Incidence Of Financing Healthcare Spending In The Us	Adams,E.	Georgia State University	3/1/2009	8/31/2010	\$11,835	N	N
Medicaid Family Planning Waivers: Service Delivery, Use,	Adams,E.	Us Dept Of Health And Human Services	9/30/2007	9/29/2011	\$199,624	N	Y
Psychosocial Effects On Patient Adherence Allostastic Load	Becker,E.	Kaiser Foundation Research	9/1/2009	8/31/2011	\$31,802	N	N
Medical Assistance Program	Becker,E.	University Of South Florida	7/7/2008	6/30/2010	\$26,393	N	N
Translational Research For The Prevention And Control Of	Culler,S.	University Of Texas San Antonio	5/1/2007	4/30/2012	\$35,421	N	N
Improving Primary Care Of Patients With Mental Disorders	Druss,B.	Nih Natl Institute Of Health	1/1/2010	12/31/2014	\$618,130	Y (domestic)	N
Mending The Public Safety Net: Improving Linkages Between	Druss,B.	Nih Natl Institute Of Health	9/1/2006	6/30/2011	\$170,733	Y (domestic)	N
Mending The Public Safety Net: Improving Linkages Between	Druss,B.	Nih Natl Institute Of Health	9/1/2006	6/30/2011	\$11,150	N	N
Usc Subcontract	Druss,B.	University Of South Carolina	8/15/2009	5/31/2012	\$192,535	Y (domestic)	N
Preventive Psychological Health Demonstration Projects	Goetzel,R.	Oak Ridge Inst For Science And Education	1/25/2010	9/30/2011	\$320,802	N	N
Comprehensive Evaluation Support For The Federal Employee Worksite Health And Well	Goetzel,R.	Human Resources Research Organization	1/29/2010	6/30/2011	\$62,869	N	N
Analyze Health Risk Medical Utilization And Cost And Pro	Goetzel,R.	Thomson Reuters	9/1/2008	1/31/2010	\$31,000	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Comprehensive Evaluation Support For The Federal Employee Worksite Health And Well	Goetzel,R.	Human Resources Research Organization	1/29/2010	6/30/2011	\$58,583	N	N
A Proposal To Develop An Evaluation Plan For The Health Risk Management (Wellness)	Goetzel,R.	Pinnacol Assurance	7/1/2009	4/30/2010	\$9,695	N	N
A Proposal To Develop An Evaluation Plan For The Health Risk Management (Wellness)	Goetzel,R.	Pinnacol Assurance	7/1/2009	4/30/2010	\$13,752	N	N
Translating A Weight Management Program To Worksites	Goetzel,R.	University Of Georgia	9/30/2007	9/29/2011	\$10,000	N	N
Bms-Depression Resistant Study	Goetzel,R.	Thomson Reuters	9/1/2008	12/31/2010	\$25,000	N	N
The Impact Of Prognosis On The Treatment Of Patients Wit	Howard,D.	Amer Cancer Society	1/1/2006	12/31/2010	\$127,131	N	Y
Breast And Prostate Cancer Data Quality And Patterns Of	Lipscomb, J.	Centers For Disease Control	9/30/2005	9/29/2011	\$26,666	N	N
Augmenting Georgia Cancer Registry Data To Track Measure	Lipscomb, J.	Assoc Of Schools Of Public Health	9/28/2009	9/27/2011	\$249,984	Y (domestic)	N
Alliance Consultant Agreement	Thorpe,K.	Alliance For Healthier Generation	9/18/2009	12/31/2011	\$50,000	N	N
Alliance Consultant Agreement	Thorpe,K.	Alliance For Healthier Generation	9/18/2009	12/31/2011	\$100,000	N	N

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Friendships And Risk Of Overweight Among Diverse-Origin	Argeseanu,S.	University Of South Florida	7/20/2009	6/30/2011	\$81,786	Y (domestic)	Y
Do State-Level School Nutrition Requirements Promote Hea	Argeseanu,S.	Nih Natl Institute Of Health	4/1/2010	3/31/2012	\$84,202	Y (domestic)	Y
Friendships And Risk Of Overweight Among Diverse-Origin	Argeseanu,S.	University Of South Florida	7/20/2009	6/30/2011	\$81,403	Y (domestic)	Y
Prevention Among Hiv + Crack Users In The Hospital	Del Rio,C.	University Of Miami	6/6/2005	5/31/2011	\$174,486	Y (domestic)	N
Strengthening Measurement Of Empowerment In International	Hennink,M.	Map International	10/1/2008	9/30/2011	\$7,777	Y (inter-national)	N
Strengthening Measurement Of Empowerment In International	Hennink,M.	Map International	10/1/2008	9/30/2011	\$7,777	Y (inter-national)	N
Intimate Partner Violence In Colombia Do The Effects Of	Hynes,M.	Nih Natl Institute Of Health	9/30/2009	8/29/2011	\$34,813	Y (domestic)	Y
Optimal Trachoma Control After Mass Antibiotic Distributions	Klugman,K.	University Of California San Francisco	4/1/2010	7/31/2011	\$18,000	N	N
Establishment Of A Global Streptococcus Pneumoniae Strai	Klugman,K.	Path Foundation	6/30/2008	4/30/2012	\$841,340	N	Y
A Multidisciplinary Approach To Prevent Pneumonia In Peruvian Children	Klugman,K.	Vanderbilt University	6/1/2010	12/31/2011	\$114,077	N	N
International Association Of National Public Health Inst	Koplan,J.	Bill And Melinda Gates Foundation	10/9/2006	10/9/2012	\$4,137,873	Y (inter-national)	N
Identification And Control Of Micorbiological Hazards In	Leon,J.	Us Department Of Agriculture	7/1/2010	6/30/2014	\$359,949	Y (inter-national)	N
Examining The Efficacy Of Disinfectants Against Human Norovirus Using Imc Methods	Liu,P.	Kim Laboratories	3/25/2010	12/31/2010	\$49,746	N	N
Improving Birth Outcomes Through Better Designed Policie	Martorell,R.	Bill And Melinda Gates Foundation	10/14/2009	8/31/2011	\$2,005,746	N	Y

Research Activity of Primary and Secondary Faculty from 2009 – 2010*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Cohorts Sub-Contractual Agreements For Emory - Guatemala Site	Martorell, R.	Human Sciences Research Council	10/1/2009	9/30/2012	\$46,059	Y (international)	N
Evaluation Of The Efficacy Of Antiviral Lotion Against H	Moe, C.	Ecolab	7/10/2009	8/31/2010	\$35,105	N	Y
Evaluation Of The Efficacy Of Antiviral Lotion Against H	Moe, C.	Ecolab	7/10/2009	8/31/2010	\$25,000	N	Y
Norovirus Fingerprint Test	Moe, C.	Gojo Industries	6/22/2006	12/31/2011	\$125,000	N	Y
Sustaining And Scaling School Water, Sanitation, And Hyg	Moe, C.	Care	9/1/2006	8/31/2011	\$14,942	Y (international)	Y
Information Collection And Implementation Planning For F	Moe, C.	General Electric Company	12/1/2008	7/31/2010	\$100,000	N	Y
Measure Of Distribution System Water Quality And Their	Moe, C.	Us Environmental Protection Agency	7/1/2009	6/30/2011	\$206,585	Y (international)	Y
Sustaining And Scaling School Water, Sanitation, And Hyg	Moe, C.	Care	9/1/2006	8/31/2011	\$697,447	Y (international)	Y
Measuring The Benefits Of Sanitation, Water Quality, And Handwashing Interventions	Null, A.	University Of California Berkeley	9/17/2009	9/30/2014	\$66,905	Y (international)	N
Water, Sanitation, And Hygiene (Wash) Program In Kenya	Null, A.	Millennium Water Alliance ("Mwa")	5/1/2010	3/14/2012	\$72,818	Y (international)	N
Effects Of Prenatal Dha Suppements On Infant Development	Ramakrishnan, U.	Nih Natl Institute Of Health	9/15/2009	8/31/2013	\$511,304	Y (international)	N
Effects Of Prenatal Dha Suppements On Infant Development	Ramakrishnan, U.	Nih Natl Institute Of Health	9/15/2009	8/31/2013	\$494,239	Y (international)	N
Economic Burden Of Diarrheal Diseases And Cost Effective	Rheingans, R.	University Of Maryland	10/1/2006	2/28/2011	\$14,890	Y (international)	N
Evaluation And Learning Strategy Development For The Dubai Cares School Wash	Rheingans, R.	Dubai Cares	9/1/2009	12/31/2010	\$24,223	Y (international)	N
Prenatal Under Nutrition And Mortality Through Age 63 Pr	Stein, A.	Columbia University	9/1/2001	3/31/2012	\$34,125	Y (international)	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Distinguished Cancer Clinicians And Scientists Program	Berg,C.	Georgia Cancer Coalition	7/1/2009	6/30/2014	\$50,000	Y (domestic)	N
Development Of Ehealth Smoking Intervention For Community Colleges	Berg,C.	Nih Natl Institute Of Health	5/19/2010	4/30/2015	\$129,915	Y (domestic)	N
Economic Evaluation Of Drug Abuse Prevention With Rural	Brody,G.	University Of Georgia	1/1/2009	6/30/2012	\$12,401	Y (domestic)	N
Economic Evaluation Of Drug Abuse Prevention With Rural	Brody,G.	University Of Georgia	1/1/2009	6/30/2012	\$12,400	Y (domestic)	N
Risk, Resilience, And Disorder: African Americans Transi	Brody,G.	University Of Georgia	1/1/2009	8/31/2012	\$19,895	Y (domestic)	N
Risk, Resilience, And Disorder: African Americans Transi	Brody,G.	University Of Georgia	1/1/2009	8/31/2012	\$19,516	Y (domestic)	N
Stress And Drug Use Vulnerability In Rural African Ameri	Brody,G.	University Of Georgia	9/1/2009	8/31/2011	\$15,477	Y (domestic)	N
Factors Influencing The Health Behaviors Of Young African American Adults	Brody,G.	Dartmouth College	1/1/2009	12/31/2012	\$1,040	Y (domestic)	Y
Hiv-Related Behavior Among Rural African American Young Adult Men	Brody,G.	University Of Georgia	2/1/2011	1/31/2012	\$17,955	Y (domestic)	N
Community Context & Violence: African American Youth Tr	Brody,G.	University Of Georgia	9/1/2009	8/31/2012	\$14,052	Y (domestic)	N
Vulnerability And Resilience In African American Parents	Brody,G.	Iowa State Univ Sponsored Programs Admin	1/1/2009	7/31/2012	\$12,408	Y (domestic)	N
Factors Influencing The Health Behaviors Of Young African American Adults	Brody,G.	Dartmouth College	1/1/2009	12/31/2012	\$13,365	Y (domestic)	Y
Genetic Studies Of Caregivers In The Family And Communit	Brody,G.	University Of Iowa	2/1/2009	1/31/2012	\$31,919	Y (domestic)	Y
Public Housing Relocations: Impact On Hiv Risk And Drug Use	Cooper,H.	Nih Natl Institute Of Health	8/1/2010	5/31/2014	\$651,837	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Community Vulnerability And Responses To Idu-Related Hiv	Cooper, H.	Natl Development And Research Institutes	9/1/2007	8/31/2012	\$18,180	Y (domestic)	N
Reducing Alcohol-Related Hiv Risk In African American Females	Diclemente, R.	Nih Natl Institute Of Health	9/30/2010	8/31/2015	\$701,999	Y (domestic)	N
Hiv Prevention Maintenance For African American Teens Co	Diclemente, R.	Nih Natl Institute Of Health	9/30/2003	2/28/2013	\$91,842	Y (domestic)	N
Reducing Alcohol-Related Hiv Risk In African American Females	Diclemente, R.	Nih Natl Institute Of Health	9/30/2010	8/31/2015	\$760,010	Y (domestic)	N
HIV Prevention Maintenance For African American Teens Co	Diclemente, R.	Nih Natl Institute Of Health	9/30/2003	2/28/2013	\$918,423	Y (domestic)	N
A Transdisciplinary Prevention Center Focused On Rural A	Diclemente, R.	University Of Georgia	9/1/2009	6/30/2014	\$111,997	Y (domestic)	N
Hiv Prevention For Youth With Severe Mental Illness	Diclemente, R.	Rhode Island Hospital	6/1/2008	4/30/2012	\$26,911	Y (domestic)	N
A Transdisciplinary Prevention Center Focused On Rural A	Diclemente, R.	University Of Georgia	9/1/2009	6/30/2014	\$216,666	Y (domestic)	N
Health Empowerment For Msm In South Africa	Dunkle, K.	University Of California San Francisco	7/1/2010	6/30/2012	\$18,431	Y (international)	N
Social And Behavioral Interventions To Increase Organ And Tissue Donation	Jacob Arriola, K.	Health Resources And Services Admin	9/1/2010	8/31/2013	\$341,808	Y (domestic)	N
Enhancing The Effectiveness Of A Culturally Sensitive Or	Jacob Arriola, K.	Nih Natl Institute Of Health	8/1/2007	7/31/2012	\$209,413	Y (domestic)	N
Social And Behavioral Interventions To Increase Organ And Tissue Donation	Jacob Arriola, K.	Health Resources And Services Admin	9/1/2010	8/31/2013	\$330,508	Y (domestic)	N
Emory Prevention Research Center - Category 1	Kegler, M.	Centers For Disease Control	9/30/2009	9/29/2014	\$2,746,668	Y (domestic)	Y
California Peer To Peer Year 2	Morris, D.	University Of California San Francisco	7/1/2008	6/30/2011	\$20,000	Y (domestic)	N
Factors Associated With Teens Non Responsiveness To Hiv	Sales, J.	Nih Natl Institute Of Health	4/1/2009	1/31/2014	\$150,437	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Behavioral Sciences and Health Education

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Neighborhood Effect On Hiv Risk Taking	Sterk,C.	Nih Natl Institute Of Health	9/20/2008	6/30/2013	\$646,215	Y (domestic)	Y
Neighborhood Effects On Drug Use Among African American	Sterk,C.	Nih Natl Institute Of Health	2/1/2009	11/30/2012	\$576,375	Y (domestic)	Y
Strengthening Bridges: A Navigation Plan For Survivors	Thompson,W.	Georgia Cancer Coalition	2/1/2011	1/31/2012	\$49,849	Y (domestic)	N
Age 17 Follow-Up Of Home Visiting Intervention Subsequent Children	Wingood,G.	University Of Rochester	4/15/2010	2/28/2013	\$68,851	Y (domestic)	N
Age 17 Follow-Up Of Home Visiting Intervention	Wingood,G.	University Of Rochester	5/1/2008	2/28/2012	\$4,728	Y (domestic)	Y
Age 17 Follow-Up Of Home Visiting Intervention	Wingood,G.	University Of Rochester	5/1/2008	2/28/2012	\$60,790	Y (domestic)	Y
Faith Based Hiv Prevention For Women	Wingood,G.	Nih Natl Institute Of Health	9/25/2009	4/30/2014	\$383,625	Y (domestic)	Y
Evaluation Of Abstinence Only And Abstinence-Plus Progra	Wingood,G.	University Of Texas Houston	6/1/2009	3/31/2011	\$32,713	Y (domestic)	N
Age 17 Follow-Up Of Home Visiting Intervention Subsequent Children	Wingood,G.	University Of Rochester	4/15/2010	2/28/2013	\$5,084	Y (domestic)	N
Evaluation Of Abstinence Only And Abstinence-Plus Progra	Wingood,G.	University Of Texas Houston	6/1/2009	3/31/2011	(\$25,684)	Y (domestic)	N
Age 17 Follow-Up Of Home Visiting Intervention	Wingood,G.	University Of Rochester	5/1/2008	2/28/2012	\$133,604	Y (domestic)	Y
Age 17 Follow-Up Of Home Visiting Intervention Subsequent Children	Wingood,G.	University Of Rochester	4/15/2010	2/28/2013	\$65,360	Y (domestic)	N
Risks For Hiv/Stis And Their Psychological Correlates Am	Wong,F.	Nih Natl Institute Of Health	3/1/2009	6/30/2012	\$643,355	Y (international)	Y

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Biostatistics and Bioinformatics

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Tamof Data Coordinating Center	Easley, K.	Childrens Healthcare Of Atlanta	1/1/2010	12/31/2011	\$30,770	N	N
Statistical Analyses For Sage Analytica	Haber, M.	Sage Analytica, Llc	12/1/2010	12/1/2011	\$14,548	N	N
Distinguished Cancer Clinician Scientists Program	Kowalski, J.	Georgia Cancer Coalition	7/1/2010	6/30/2015	\$100,000	N	N
Design And Analysis Of Cancer Stem Cell Trials	Kowalski, J.	Leukemia And Lymphoma Society	10/1/2010	9/30/2012	\$200,000	N	N
Accessible Handling Of Misclassified Or Missing Binary Variables In Cer Studies	Lyles, R.	Nih Natl Institute Of Health	9/24/2010	8/30/2013	\$441,691	N	Y
Coordinating Center For Infant Aphakia Treatment Study	Lynn, M.	Nih Natl Institute Of Health	6/1/2009	5/31/2014	\$759,095	N	Y
Sammpriis	Lynn, M.	Medical University Of South Carolina	5/1/2008	4/30/2012	\$698,572	N	Y
Mechanisms Of Stroke In Intracranial Stenosis And Stenin	Lynn, M.	University Of Miami	4/15/2010	3/31/2014	\$22,398	N	
Sammpriis	Lynn, M.	Medical University Of South Carolina	5/1/2008	4/30/2012	\$671,479	N	Y
Analytical Methods: Environmental/Reproductive Epidemio	Manatunga, A.	Nih Natl Institute Of Health	9/12/2008	6/30/2012	\$273,448	N	Y
Epidemiology And Ecology Of Vibrio Cholera In Bangladesh	Nizam, A.	Johns Hopkins University	6/15/2010	5/31/2012	\$173,895	Y (international)	Y
Neuroactive Steroids And Seizure Control During Pregnanc	Peng, L.	Brigham And Womens Hospital	9/1/2009	8/31/2011	\$10,525	N	N
Method Development For Censored Quantile Regression	Peng, L.	Natl Science Foundation	8/1/2010	7/31/2013	\$37,504	N	Y
Model-Based Methods Of Analyzing Chip Sequencing Data	Qin, Z.	Nih Natl Human Genome Research Institute	8/1/2010	6/30/2013	\$292,421	N	Y
Spatial Model-Based Methods For Rna -Seq Analysis	Qin, Z.	Natl Science Foundation	10/1/2010	9/30/2013	\$119,243	N	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Biostatistics and Bioinformatics

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Model-Based Methods Of Analyzing Chip Sequencing Data	Qin,Z.	Nih Natl Human Genome Research Institute	8/1/2010	6/30/2013	\$294,839	N	Y
Statistical Methods To Analyze Resequencing Data	Qin,Z.	Nih Natl Institute Of Health	9/27/2010	7/31/2012	\$192,719	N	Y
Spatial Model-Based Methods For Rna -Seq Analysis	Qin,Z.	Natl Science Foundation	10/1/2010	9/30/2013	\$123,082	N	N
Statistical Methods To Analyze Resequencing Data	Qin,Z.	Nih Natl Institute Of Health	9/27/2010	7/31/2012	\$192,719	N	Y
Spatial Statistic For Disease Ecology	Waller,L.	Nih Natl Institute Of Health	1/15/2008	11/30/2011	\$29,323	N	N
Spatial Statistic For Disease Ecology	Waller,L.	Nih Natl Institute Of Health	1/15/2008	11/30/2011	\$293,232	N	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Determination Of The Pharmacokinetics Of Atrazine After A Single Oral Dose To Adult Floriculturists	Barr,D.	Syngenta Crop Protection, Lic	6/9/2011	7/31/2012	\$304,110	N	Y
Pesticide Exposure In Ecuadorian Floriculturists	Barr,D.	University Of New Mexico	7/1/2011	8/31/2012	\$28,500	N	N
Ex-R Study: Exposure Reconstruction Of Dose	Barr,D.	Us Environmental Protection Agency	11/1/2010	10/31/2011	\$100,000	N	Y
Vesicular Monoamine Transporter 2 As A Mediator Of Pbde Neurotoxicity	Caudle,W.	Nih Natl Institute Of Health	9/3/2010	5/31/2013	\$247,546	N	N
Vesicular Monoamine Transporter 2 As A Mediator Of Pbde Neurotoxicity	Caudle,W.	Nih Natl Institute Of Health	9/3/2010	5/31/2013	\$247,653	N	N
Ambient Air Pollution And Respiratory Outcomes In Childr	Darrow,L.	Nih Natl Institute Of Health	4/15/2010	3/31/2012	\$69,750	Y (domestic)	N
Pbde Body Burdens, House Dust Concentrations And Associations With Thyroid Hormone	Darrow,L.	Nih Natl Institute Of Health	12/15/2010	11/30/2012	\$316,419	N	Y
Study Of Air Pollution And Physical Activity	Greenwald,R.	Health Systems Institute	8/1/2010	6/30/2011	\$22,991	Y (domestic)	N
Strategic Environmental Research And Development Programs	Greenwald,R.	Georgia Institute Of Technology	9/1/2010	12/31/2011	\$79,646	N	N
Study Of Air Pollution And Physical Activity	Greenwald,R.	Health Systems Institute	8/1/2010	6/30/2011	\$25,000	N	N
Nsf Ecology Of Infectious Diseases Grant # 0811934	Levy,K.	University Of Michigan	1/1/2010	8/31/2011	\$58,561	N	Y
Assessing The Cumulative Climate-Related Health Risks In	Liu,Y.	Centers For Disease Control	9/30/2009	9/29/2012	\$272,619	Y (domestic)	Y
Effect Of Air Pollution And Traffic On Birth Outcomes	Liu,Y.	Harvard University	8/1/2009	4/30/2011	\$29,244	Y (domestic)	N
Improving Misr's Capability Of Predicting Ground Level P	Liu,Y.	California Institute Of Technology	1/19/2009	1/31/2012	\$10,000	N	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Improving Satellite Aerosol Remote Sensing Data For Air Pollution Health Research	Liu, Y.	Nasa	5/12/2011	5/11/2016	\$148,729	N	N
Improving Mir's Capability Of Predicting Ground Level P	Liu, Y.	California Institute Of Technology	1/19/2009	1/31/2012	\$30,512	N	N
Emory Parkinson's Disease Collaborative Environmental Re	Miller, G.	Nih Natl Institute Of Health	9/15/2008	6/30/2013	\$1,262,086	N	N
Emory Parkinson's Disease Collaborative Environmental Re	Miller, G.	Nih Natl Institute Of Health	9/15/2008	6/30/2013	\$11,967	N	N
Neurotoxicity Of Nanomaterials Evaluation Of Subcellular	Miller, G.	Nih Natl Institute Of Health	9/1/2007	8/31/2012	\$391,312	N	Y
Emory Parkinson's Disease Collaborative Environmental Re	Miller, G.	Nih Natl Institute Of Health	9/15/2008	6/30/2013	\$ -	N	N
Ascb/Mac Visiting Professor Support Funding (Jacqueline Jordan)	Miller, G.	American Society For Cell Biology	5/1/2011	8/31/2011	\$4,550	N	N
Models For Improving Surveillance Of Environmentally-Mediated Infectious Diseases	Remais, J.	Nih Natl Institute Of Health	2/1/2011	1/31/2012	\$129,141	Y (inter-national)	N
The Influence Of Environmental Change On Parasite Diffus	Remais, J.	University Of California Berkeley	8/1/2008	9/30/2012	\$177,653	Y (inter-national)	Y
Consultation On Sampling Methods To Utilize For The National Children'S Study	Ryan, P.	Battelle	7/1/2010	9/17/2010	\$13,150	N	N
Perfluorooctanoate Half-Life Study	Ryan, P.	Garden City Group	3/1/2007	2/28/2012	\$186,724	N	N
Retrospective Exposure Assessment For Pfoa In Eastern Oh	Ryan, P.	Garden City Group	3/1/2007	9/30/2011	\$20,000	N	Y
Perfluorooctanoate Half-Life Study	Ryan, P.	Garden City Group	3/1/2007	2/28/2012	\$112,098	N	N
Validation & Pilot Testing Of Methods For Assessing	Ryan, P.	Nih Natl Institute Of Health	9/21/2009	6/30/2012	\$238,013	N	Y
Atlanta Commuters Exposures (Ace) Study Examining In-Vehi	Sarnat, J.	Scimetrika	12/1/2008	9/12/2011	\$95,358	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Atlanta Commuters Exposures (Ace) Study Examining In-Vehi	Sarnat, J.	Scimetrika	12/1/2008	9/12/2011	\$4,883	Y (domestic)	Y
St Louis Air Pollution Epidemiology Study	Sarnat, S.	Electric Power Research Institute	9/1/2007	9/30/2012	\$264,713	Y (domestic)	N
Dallas Air Pollution Epidemiology Study (Epri)	Sarnat, S.	Electric Power Research Institute	3/8/2010	2/28/2014	\$35,000	Y (domestic)	Y
St Louis Air Pollution Epidemiology Study	Sarnat, S.	Electric Power Research Institute	9/1/2007	9/30/2012	\$47,000	Y (domestic)	N
A Cohort Study Of Disease Incidence Among C-8 Exposed Wo	Steenland, N.	Garden City Group	4/1/2007	3/31/2012	\$912,280	Y (domestic)	N
A Cohort Study Of Disease Incidence Among C-8 Exposed Wo	Steenland, N.	Garden City Group	4/1/2007	3/31/2012	\$170,511	Y (domestic)	N
Protocol For Community-Based Cohort Study Of Disease Inc	Steenland, N.	Garden City Group	4/1/2007	3/31/2012	\$331,251	Y (domestic)	N
Protocol For Community-Based Cohort Study Of Disease Inc	Steenland, N.	Garden City Group	4/1/2007	3/31/2012	\$2,359,713	Y (domestic)	N
Trihalomethane Exposures In Nhanes 1999-2001	Steenland, N.	Nih Natl Institute Of Health	8/1/2010	7/31/2012	\$76,725	N	Y
Translocations In Dioxin Exposed Workers From Ufa	Steenland, N.	University Of Illinois	8/1/2008	7/31/2011	\$5,366	N	N
Mortality And Renal Disease In A Cohort Study Of Lead Ex	Steenland, N.	Centers For Disease Control	9/1/2009	8/31/2012	\$74,400	N	Y
Relationships Between Air Pollutants And Asthma Exacerba	Strickland, M.	Nih Natl Institute Of Health	9/10/2010	4/30/2015	\$125,686	Y (domestic)	N
Tracking Air Pollution Health Effects: Health Impact Assessment	Strickland, M.	Tkc Global Solutions	5/1/2010	9/28/2011	\$189,582	Y (domestic)	N
Tracking Air Pollution Health Effects: Health Impact Assessment	Strickland, M.	Tkc Global Solutions	5/1/2010	9/28/2011	\$204,750	Y (domestic)	N
Relationships Between Air Pollutants And Asthma Exacerba	Strickland, M.	Nih Natl Institute Of Health	9/10/2010	4/30/2015	\$128,250	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Environmental Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Development Of Environmental Health Outcome Indicators	Tolbert, P.	Georgia Institute Of Technology	10/1/2007	9/30/2011	\$65,597	Y (domestic)	N
Particulate Pollution And Cardio Illness In Atlanta	Tolbert, P.	Electric Power Research Institute	1/1/2008	12/31/2012	\$99,812	Y (domestic)	N
Epa Clean Air Research Centers	Tolbert, P.	Us Environmental Protection Agency	1/1/2011	12/31/2015	\$1,607,159	Y (domestic)	N
Improving Particulate Matter Source Apportionment For Health Studies:	Tolbert, P.	Georgia Institute Of Technology	11/1/2009	9/30/2012	\$194,649	N	N
Uncertainties In Modeling Spatially-Resolved Climate Change Health Impact	Zhou, Y.	Nih Natl Institute Of Health	8/1/2011	7/31/2013	\$232,500	N	N

Research Activity of Primary and Secondary Faculty from 2010– 2011*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Genetic And Environmental Risk Factors For Venous Thromb	Austin,H.	Assoc Of Schools Of Public Health	10/1/2007	9/27/2012	\$116,022	N	N
Emory Preparedness And Emergency Response Center	Berkelman,R.	Centers For Disease Control	10/1/2008	9/29/2013	\$1,577,675	Y (domestic)	Y
Emory Preparedness And Emergency Response Center	Berkelman,R.	Centers For Disease Control	10/1/2008	9/29/2013	\$ -	N	Y
Kidney Function With Vitamin D/Calcium (Kfs)	Bostick,R.	Albert Einstein College Of Medicine	9/1/2010	9/1/2011	\$7,875	N	N
Colorectal Chemoprevention With Calcium And Vitamin D	Bostick,R.	University Of North Carolina Chapel Hill	9/15/2010	7/31/2011	\$202,449	N	N
Pilot Study Of Automated Multiplex Quantum Dot Immunohistochemistry Nanotechnology	Bostick,R.	Amer Cancer Society	1/1/2011	12/31/2013	\$109,000	N	Y
Healthy Start - Laurens County	Carter,J.	Laurens County Board Of Health	6/1/2009	5/31/2011	\$23,000	N	N
Georgia Family Health Evaluation Support	Carter,J.	Georgia Dept Of Public Health	7/22/2011	10/31/2011	\$44,118	Y (domestic)	N
Georgia Family Connection Partnership Contract	Carter,J.	Georgia Family Connection Partnership	7/1/2009	6/30/2011	\$25,000	Y (domestic)	N
Healthy Start-Augusta/Richmond County	Carter,J.	Augusta Richmond Cty Comm Part Child Fam	6/1/2010	5/31/2011	\$23,502	Y (domestic)	N
Family Connection Partnership-Georgia Kids Count	Carter,J.	Georgia Family Connection Partnership	1/1/2003	6/30/2009	\$ -	Y (domestic)	N
Melatonin And Nighttime Blood Pressure In African Americ	Chapman,A.	Nih Natl Institute Of Health	7/1/2009	6/30/2011	\$191,813	N	N
Center For Aids Research (Pilot) Incidence Of Non-Aids A	Curran,J.	Nih Natl Institute Of Health	8/1/2002	7/31/2012	\$1,683,833	Y (domestic)	N
Center For Aids Research (Pilot) Incidence Of Non-Aids A	Curran,J.	Nih Natl Institute Of Health	8/1/2002	7/31/2012	\$1,696,277	Y (domestic)	N
Center For Aids Research (Pilot) Incidence Of Non-Aids A	Curran,J.	Nih Natl Institute Of Health	8/1/2002	7/31/2012	\$120,472	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2010– 2011*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Acs Service Agreement	Flanders,W.	Amer Cancer Society	9/1/2002	8/31/2011	\$46,300	N	N
Annual Estimates Of Flu Vx Effectiveness For Preventing	Flanders,W.	Marshfield Clinic	11/1/2009	7/31/2010	\$18,670	N	N
Contract With Scimetrika For Dana Flanders	Flanders,W.	Scimetrika	4/15/2011	9/10/2011	\$50,332	N	N
Annual Estimates Of Flu Vx Effectiveness For Preventing	Flanders,W.	Marshfield Clinic	11/1/2009	7/31/2010	\$19,809	N	N
Pilot Evaluation Of Text4babies	Gazmararian,J.	De Beaumont Foundation	8/1/2010	1/31/2012	\$54,516	N	Y
Comparative Effectiveness Of Treatments For Localized Prostate Cancer	Goodman,M.	Vanderbilt University	9/1/2010	8/31/2013	\$827,914	N	N
Colorectal Chemoprevention With Calcium And Vitamin D	Goodman,M.	University Of North Carolina Chapel Hill	9/15/2010	7/31/2011	\$231,412	N	N
Study Of Race, Stress And Hypertension (SrsH)	Goodman,M.	Kaiser Permanente	5/1/2011	1/31/2012	\$88,000	Y (domestic)	N
Comparative Effectiveness Of Treatments For Localized Prostate Cancer	Goodman,M.	Vanderbilt University	9/1/2010	8/31/2013	\$ -	N	N
Kidney Function With Vitamin D/Calcium (Kfs)	Goodman,M.	Albert Einstein College Of Medicine	9/1/2010	9/1/2011	\$10,125	N	N
Effectiveness Of Screening Colonoscopy In Reducing Deaths From Colorectal Cancer	Goodman,M.	Kaiser Permanente	9/1/2010	2/28/2012	\$54,467	Y (domestic)	N
National Children Study (Bradley County)	Hogue,C.	Nih Natl Institute Of Health	9/26/2008	9/25/2013	\$3,656,266	Y (domestic)	Y
An Evaluation Of Vaccination Practices Of Nursing Home Resident And Staff	Howard,D.	Centers For Disease Control	9/1/2010	8/31/2012	\$298,209	Y (domestic)	Y
An Evaluation Of Vaccination Practices Of Nursing Home Resident And Staff	Howard,D.	Centers For Disease Control	9/1/2010	8/31/2012	\$280,832	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2010– 2011*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
A Population-Based Study Of Fertility In Female Survivors Of Young Adult Cancers	Howards,P.	Nih Natl Institute Of Health	9/29/2010	7/31/2015	\$500,676	N	Y
A Population-Based Study Of Fertility In Female Survivors Of Young Adult Cancers	Howards,P.	Nih Natl Institute Of Health	9/29/2010	7/31/2015	\$737,617	Y (domestic)	Y
Melatonin Supplementation And The Metabolic Syndrome	Kutner,M.	Nih Natl Institute Of Health	7/1/2009	6/30/2012	\$189,894	N	Y
Brominated Flame Retardants: Multigenerational Endocrine Disruption?	Marcus,M.	Nih Natl Institute Of Health	6/15/2010	3/31/2015	\$623,676	N	N
Diversity & Racial Disparity In Fetal Membrane Cytokine Signature During Infection	Menon,R.	Nih Natl Institute Of Health	3/8/2011	2/28/2013	\$86,891	N	N
Interaction Of Static And Dynamic Markers In Defining Pa	Menon,R.	March Of Dimes	3/1/2009	7/31/2011	\$11,490	N	N
Interaction Of Static And Dynamic Markers In Defining Pa	Menon,R.	March Of Dimes	3/1/2009	7/31/2011	\$117,521	N	N
Distinguished Cancer Clinicians And Scientists Program	Mink,P.	Georgia Cancer Coalition	7/1/2007	6/30/2011	\$50,000	N	N
Statins & Lymphoid Malignancy Risk In A Large Multi-Site Population-Based Cohort	Mink,P.	Kaiser Permanente	2/1/2011	1/31/2012	\$16,264	Y (domestic)	N
Schizophrenia Biomarkers Discerned By Cellular Networks	Pearce,B.	Nih Natl Institute Of Health	5/1/2009	4/30/2012	\$193,750	N	N
2/2 Schizophrenia Heterogeneity And Toxoplasma Exposure	Pearce,B.	Nih Natl Institute Of Health	12/1/2010	11/30/2013	\$164,688	N	N
Esc Models Of Identifying Hiv Infected Jail Mates Enhanc	Spaulding,A.	Health Resources And Services Admin	9/1/2006	8/31/2012	\$137,500	N	Y
Esc Models Of Identifying Hiv Infected Jail Mates Enhanc	Spaulding,A.	Health Resources And Services Admin	9/1/2006	8/31/2012	\$550,000	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2010– 2011*

Department of Epidemiology

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Esc Models Of Identifying Hiv Infected Jail Mates Enhanc	Spaulding,A.	Health Resources And Services Admin	9/1/2006	8/31/2012	\$550,000	Y (domestic)	Y
Identification Of Common Genes Related To Depression And	Su,S.	Amer Heart Association	7/1/2009	6/30/2013	\$77,000	N	N
Comprehensive Hiv Prevention Package For Msm In Southern Africa	Sullivan,P.	Nih Natl Inst Of Allergy And Infectious	4/4/2011	3/31/2015	\$914,671	Y (domestic)	N
Explaining Differences In Hiv Prevalence And Incidence B	Sullivan,P.	Nih Natl Institute Of Health	7/16/2009	5/31/2014	\$614,953	Y (domestic)	N
Sexual Networks And Concurrency Of Black And White Msm	Sullivan,P.	Nih Natl Institute Of Health	8/1/2010	5/31/2013	\$64,319	Y (domestic)	Y
Msm Behavioral Surveillance	Sullivan,P.	Manila Consulting Group, Inc.	9/30/2010	9/29/2011	\$145,837	Y (domestic)	Y
Explaining Differences In Hiv Prevalence And Incidence B	Sullivan,P.	Nih Natl Institute Of Health	7/16/2009	5/31/2014	\$619,514	Y (domestic)	N
Sexual Networks And Concurrency Of Black And White Msm	Sullivan,P.	Nih Natl Institute Of Health	8/1/2010	5/31/2013	\$667,827	Y (domestic)	Y
Mind Body Interactions In Cardiovascular Disease	Vaccarino,L.	Nih Natl Institute Of Health	9/1/2009	5/31/2014	\$183,128	N	Y
Operation Of Statewide Ga Comprehensive Cancer Registry	Ward,K.	Georgia Department Of Community Health	7/1/2010	6/30/2012	\$714,122	Y (domestic)	N
Surveillance, Epidemiology And End Results (Seer) Program	Ward,K.	Nih Natl Cancer Institute	8/1/2010	7/31/2017	\$143,881	Y (domestic)	Y
Patient And Provider Influences On Disparities In Colorectal Cancer Care	Ward,K.	University Of Michigan	7/1/2011	6/30/2012	\$154,969	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Evaluation Of The Planning For Healthy Babies (P4hb) Family Planning Waiver Progra	Adams,E.	Georgia Department Of Community Health	1/7/2011	6/30/2012	\$190,468	N	N
Evaluation Of The Planning For Healthy Babies (P4hb) Family Planning Waiver Progra	Adams,E.	Georgia Department Of Community Health	1/7/2011	6/30/2012	\$75,400	N	N
Policy Analysis Of The Equity In The Financing Of Medicaid	Adams,E.	Georgia State University	2/1/2011	1/31/2012	\$29,998	N	N
Medical Assistance Program	Becker,E.	University Of South Florida	8/1/2010	6/30/2012	\$55,000	N	N
Psychosocial Effects On Patient Adherence Allostatic Loa	Becker,E.	Kaiser Foundation Research	9/1/2009	8/31/2011	\$39,720	N	N
Translational Research For The Prevention And Control Of	Culler,S.	University Of Texas San Antonio	5/1/2007	4/30/2012	\$48,188	N	N
Translational Research For The Prevention And Control Of	Culler,S.	University Of Texas San Antonio	5/1/2007	4/30/2012	\$46,891	N	N
Kaiser Permanente Sub Contract With Emory University For Research-Cummings	Cummings,J.	Kaiser Permanente	1/1/2011	7/31/2012	\$17,786	N	N
A Peer-Led, Medical Disease Self-Management Program For Mental Health Consumers	Druss,B.	Nih Natl Institute Of Health	6/15/2011	3/31/2016	\$663,254	Y (domestic)	N
An Electronic Personal Health Record For Mental Health C	Druss,B.	Agency For Healthcare Res And Quality	9/30/2008	9/29/2011	\$372,414	Y (domestic)	Y
Clinical And Policy Implications Of A Statewide Emergency Telepsychiatry Program	Druss,B.	University Of South Carolina	8/15/2009	5/31/2012	\$192,800	Y (domestic)	N
Improving Primary Care Of Patients With Mental Disorders	Druss,B.	Nih Natl Institute Of Health	1/1/2010	12/31/2014	\$553,389	Y (domestic)	Y
Improving Primary Care Of Patients With Mental Disorders	Druss,B.	Nih Natl Institute Of Health	1/1/2010	12/31/2014	\$44,008	Y (domestic)	Y

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
What New Moms Need To Know	Gaydos, L.	Georgia Department Of Community Health	6/10/2011	6/30/2012	\$287,777	N	N
What New Moms Need To Know	Gaydos, L.	Georgia Department Of Human Resources	6/10/2011	6/30/2012	\$287,777	N	N
Evaluating Kaiser Permanente Northern California's Employee Wellness Program	Goetzel, R.	Thomson Reuters	4/1/2011	12/31/2011	\$12,000	N	N
Proposal For The Bcbsa Healthcare Delivery Initiatives Measurement Project	Goetzel, R.	Thomson Reuters	2/13/2011	6/15/2012	\$54,397	N	N
Proposal To Provide Consulting Support For Development Of An Epidemiological...	Goetzel, R.	Thomson Reuters	9/1/2010	12/31/2011	\$31,670	N	N
Preventive Psychological Health Demonstration Projects	Goetzel, R.	Oak Ridge Inst For Science And Education	10/1/2010	9/30/2011	\$341,050	N	N
Proposal To Provide Consulting Support For Development Of An Epidemiological...	Goetzel, R.	Thomson Reuters	9/1/2010	12/31/2011	\$14,134	N	N
Proposal To Provide Consulting Support For Development Of An Epidemiological...	Goetzel, R.	Thomson Reuters	9/1/2010	12/31/2011	\$31,051	N	N
Thomas Reuters Sub-Contract-Care Continuum56\	Goetzel, R.	Thomson Reuters	1/11/2011	4/29/2011	\$8,000	N	N
Thomson Reuters Value Based Benefit Design Study (Bms-Vbbd)	Goetzel, R.	Thomson Reuters	6/22/2011	6/21/2013	\$60,000	N	N
Kaiser Permanente Subcontract With Emory University For	Lipscomb, J.	Kaiser Permanente	5/1/2008	4/30/2012	\$15,754	N	N
Kaiser Permanente Subcontract With Emory University For	Lipscomb, J.	Kaiser Permanente	5/1/2008	4/30/2012	\$23,697	N	N
Breast And Prostate Cancer Data Quality And Patterns Of	Lipscomb, J.	Centers For Disease Control	9/30/2005	9/29/2011	\$26,666	N	Y

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Department of Health Policy and Management

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Using Cancer Registry And Other Data Sources To Track Measures Of Care In Georgia	Lipscomb, J.	Assoc Of Schools Of Public Health	9/28/2009	9/27/2012	\$250,000	N	N
Proposal To Assess Current Information On Value-Drivers For Optumhealth Care Solut	Phillips, V.	United Healthcare Services Corporation	10/1/2010	12/31/2011	\$85,135	N	Y
Proposal To Assess Current Information On Value-Drivers For Optumhealth Care Solut	Phillips, V.	United Healthcare Services Corporation	10/1/2010	12/31/2011	\$135,000	N	Y
Maintain And Expand The Healthcare Cost And Utilization Project (Ahrq-Hcup)	Roemer, E.	Thomson Reuters	4/1/2011	9/26/2011	\$350,000	N	N
A Health Policy Network Stimulating Innovation And Policy Options	Saltman, R.	Vardal Fdtn	1/3/2011	12/31/2011	\$51,160	N	N
Alliance Consultant Agreement	Thorpe, K.	Alliance For Healthier Generation	9/18/2009	12/31/2011	\$126,000	N	Y
Cobb County Community Service Board Sub Contract	Von Esenwein, S.	Cobb County	9/30/2010	9/30/2011	\$53,231	N	N
Snap Participation, Food Choices, Nutritional & Health Outcomes Among Low Income	Yang, Z.	University Of Wisconsin	7/1/2011	12/31/2012	\$37,480	N	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Do State-Level School Nutrition Requirements Promote Health	Argeseanu,S.	Nih Natl Institute Of Health	4/1/2010	3/31/2012	\$5,064	Y (domestic)	Y
Do State-Level School Nutrition Requirements Promote Health	Argeseanu,S.	Nih Natl Institute Of Health	4/1/2010	3/31/2012	\$75,964	Y (domestic)	Y
Family Life And Child Obesity: Interactions That Matter	Argeseanu,S.	Nih Natl Institute Of Health	1/1/2011	12/31/2012	\$77,500	Y (domestic)	Y
Ctn Florida Node Alliance Cooperative Research Agreement	Del Rio,C.	University Of Miami	9/1/2010	8/31/2011	\$20,775	Y (domestic)	N
Prevention Among Hiv + Crack Users In The Hospital	Del Rio,C.	University Of Miami	6/6/2005	5/31/2011	\$63,227	Y (domestic)	N
Ctn0049	Del Rio,C.	University Of Miami	9/1/2010	8/31/2011	\$9,472	N	N
Strengthening Measurement Of Empowerment In International	Hennink,M.	Map International	10/1/2008	9/30/2011	\$7,777	Y (international)	N
Field Study In Africa Of Maternal Influenza Immunization	Klugman,K.	Wits Health Consortium	1/1/2011	12/31/2014	\$143,358	Y (international)	N
Optimal Trachoma Control After Mass Antibiotic Distributions	Klugman,K.	University Of California San Francisco	4/1/2010	7/31/2011	\$12,000		N
International Association Of National Public Health Inst	Koplan,J.	Bill And Melinda Gates Foundation	10/9/2006	10/9/2012	\$ -	Y (international)	N
International Association Of National Public Health Inst	Koplan,J.	Bill And Melinda Gates Foundation	10/9/2006	10/9/2012	\$4,340,963	Y (international)	N
Identification And Control Of Microbiological Hazards In	Leon,J.	Us Department Of Agriculture	7/1/2010	6/30/2014	(\$180,483)	Y (domestic)	Y
Identification And Control Of Microbiological Hazards In	Leon,J.	Us Department Of Agriculture	7/1/2010	6/30/2014	\$180,483	Y (domestic)	Y
Identification And Control Of Microbiological Hazards In	Leon,J.	Us Department Of Agriculture	7/1/2010	6/30/2014	\$136,218	Y (domestic)	Y
Identification Of Routes Of Microbial Contamination On Fresh Fruits And Vegetables	Leon,J.	Us Department Of Agriculture	8/15/2011	8/14/2013	\$130,000	Y (domestic)	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Identification And Control Of Microbiological Hazards In	Leon,J.	Us Department Of Agriculture	7/1/2010	6/30/2014	\$573,350	Y (domestic)	Y
Identification And Control Of Microbiological Hazards In	Leon,J.	Us Department Of Agriculture	7/1/2010	6/30/2014	\$180,483	Y (domestic)	Y
Cohorts Sub-Contractual Agreements For Emory - Guatemala Site	Martorell,R.	Human Sciences Research Council	10/1/2009	9/30/2012	\$50,550	Y (international)	N
Economic Burden Of Malaria	Mcfarland,D.	Abt Associates	9/1/2010	8/31/2011	\$35,039	N	N
Water Industry Contribution To Epidemiological And Health Effects Studies Involvin	Moe,C.	Water Research Foundation	4/1/2011	7/1/2013	\$155,000	Y (international)	N
Assessment Of Fecal Exposure Pathways In Low-income Urban Settings	Moe,C.	Bill And Melinda Gates Foundation	11/9/2010	5/31/2014	\$2,499,890	Y (international)	N
Mechanisms Of Action Study	Moe,C.	Ecolab	9/20/2010	3/20/2012	\$393,773	Y (international)	Y
Measure Of Distribution System Water Quality And Their	Moe,C.	Us Environmental Protection Agency	7/1/2009	6/30/2012	\$169,560	Y (international)	Y
Prospective Evaluation Of Membrane Filtration For Water Purification In Rwandan He	Moe,C.	Ge Foundation	1/1/2011	6/30/2013	\$323,063	Y (international)	N
Wash In Schools And Equity Research Project	Moe,C.	United Nations Childrens Fund	5/1/2011	3/31/2012	\$90,000	Y (international)	N
Measuring The Benefits Of Sanitation, Water Quality, And Handwashing Interventions	Null,A.	University Of California Berkeley	9/17/2009	9/30/2014	\$75,678	Y (international)	Y
Vaccine Safety Datalink	Omer,S.	Kaiser Foundation Research	10/1/2010	9/30/2011	\$182,492	Y (international)	Y
Maternal, Fetal, And Infant Effects Of Maternal Influenza Immunization In A Develo	Omer,S.	Kaiser Foundation Research	9/1/2010	12/31/2011	\$100,000	Y (international)	N

Research Activity of Primary and Secondary Faculty from 2010 – 2011*

Hubert Department of Global Health

Project Name	Principal Investigator	Funding Source	Funding Period		Amount Current Year	Community-Based Y/N	Student Participation Y/N
			Start Date	End Date			
Infant Effects Of Maternal Influenza Immunization: A Randomized Double Blind Contr	Omer, S.	Nih Natl Institute Of Health	9/23/2010	8/31/2012	\$230,253	N	N
Effects Of Prenatal Dha Suppmements On Infant Developmen	Ramakrishnan, U.	Nih Natl Institute Of Health	9/15/2009	8/31/2013	\$562,904	Y (international)	Y
Impact Of Pre-Pregnancy Micronutrient Supplementation On Maternal & Child Outcomes	Ramakrishnan, U.	Micronutrient Initiative	3/21/2011	12/31/2014	\$1,374,761	Y (international)	N

FACULTY WHO DID NOT SUPPORT THE RESEARCH PROGRAM IN 2010 - 2011

Alexander, Martha E	Gross, Robert E.	Lynch, Michael R	Shaw, Frederic Elijah
Allen, Susan	Guest, Jodie L	Maisonet, Mildred	Soucie, John M
Anderson, Gregory James	Gwinn, Marta	Malik, Fauzia Aman	Suchhev, Parminder Singh
Baldwin, Grant T.	Haberling, Dana Lynn	Martel, Lise	Superak, Hillary
Barker, Nancy D	Hamby, Leigh Scott	Mccarthy, Mary Jeanne	Surbey, Paul Dean
Bern, Caryn	Hankin-Wei, Abigail Dorit	Mccllellan, William M	Swerdlow, David L
Brown, Peter J	Harrell, David Edwin	Mcgee, Lesley	Talley, Leisel Emerson
Buckner, Ayanna Virginia	Hatcher, Robert A	Mcnabb, Scott J	Teunis, Peter
Burnett, Walter M	Hertzberg, Richard Carl	Merritt, Robert Kenneth	Vazquez Prokopec, Gonzalo Martin
Carlson, Lisa M	Hess, Jeremy Johnson	Millette, M. Deborah	Vernon, Andrew Anthony
Cavallo, Daniele	Higgins, Melinda Kay	Moorhead, Joel F	Vidakovic, Brani
Churchill, R. Elliott	Hinman, Alan R	Myers, Melvin L.	White, Mary Claire
Clennon, Julie Anne	Hinman, Johanna Mary	Ngowe, Karen Kanne	Wollenzien Jr., Jon
Comeau, Dawn Leslie	Houry, Debra Elaine	Noonan, Rita Z	
Creanga, Andreea	Idler, Ellen Louise	O'connor, Jean C	
Devine, Owen John	Johnson, Barry Lee	Ogden, Lydia Lee	
Downs, Fred H	Johnson, Ted	Osburne, Robert Carl	
Downs, Myra Jane	Joski, Peter J.	Overcash, Marc James	
Evans, Dabney Page	Kamke, Brooke N.	Page, Michael Chance	
Filipowicz, Rebecca Tomlin	Keim, Mark Edward	Perez, Sebastian Daniel	
Florence li, Curtis S.	Khan, Ali Shan	Pluhar, Erika	
Flores-Ayala, Rafael	Khoury, Muin J	Queen li, Edward L	
French, Jennifer Katherine Nichols	Kiser, Miriam	Rutz, Daniel C.	
Galloway, Fiona McLaren	Kitron, Uriel D.	Sanchez, Travis	
Gangarosa, Eugene	Kochtitzky, Christopher	Sanders Jr., Lawrence	
Gletsu, Nana	Konradsen, Flemming	Sanders, Richard D.	
Goldman, Allan Barry	Koplan, Carol	Schroeder, Dirk G	
Gordon, Frank Jeffrey	Lathrop, Eva	Semaan, Salaam	

RSPH Faculty Awards and Honors for 2008 - 2011

2010 – 2011 Faculty Awards and Honors		
Name	Department	Award or Honor
David Chae	BSHE	Meritorious Paper Distinction, Society of Behavioral Medicine
Michelle Kegler	BSHE	Research Best Practice Award, EPRC, CDC Prevention Research Center
		Larry W. Green Paper of the Year, Health Education and Behavior, National Advisory Mental Health Council
Kutner, Michael	BIOS	Dixon Award for Excellence in Statistical Consulting, American Statistical Association
Barr, Dana	EH	CDC Honor Award (2010) for Excellence in Epidemiology - International
Sarnat, Jeremy	EH	ISES Award (2011), Joan M. Daisy Outstanding Young Scientist
Curran, James	EPI	Ryan White Distinguished Leadership Award
Oakley, Godfrey	EPI	Recipient of 2010 Bock Prize and Lectureship in Developmental Biology and Genetics; Department of Pediatrics, Jefferson Medical College and the Alfred I. DuPont Hospital for Children of The Nemours Foundation—September 29, 2010
		Bronze Life Master—American Contract Bridge League—500 master point milestone—April 2011
del Rio, Carlos	GH	"14th Annual Paul J. Galkin Lectureship" Brown University
Klugman, Keith	GH	Recipient of the 2011 John F.W. Herschel Medal by the Royal Society of South Africa
Martorell, Reynaldo	GH	Recipient of the 2011 Carlos Slim Award in Health
Narayan, Venkat	GH	Recipient of the Dr. Mohan's Diabetes Specialties Centre (DMDC) Gold Medal Oration and Distinguished Scientist Award
2009 - 2010 Faculty Awards and Honors		
Name	Department	Award or Honor
Berg, Carla	BSHE	Fellow, NIH/Office of Behavioral and Social Sciences Research
		Georgia Cancer Coalition Distinguished Cancer Scholar
DiClemente, Ralph	BSHE	Public Health Sciences Distinguished Speaker, Wake Forest University, NC, June 29, 2010.
		Visiting Distinguished Professor, Department of Psychology, University of Spain, 2010.
Kutner, Michael	BIOS	Mu Sigma Rho Statistical Education Award
Miller, Gary	EH	Achievement Award, 2010 Society of Toxicology National Meeting
Goyal, Abhinav	EPI	Fellow, American College of Cardiology
Kramer, Michael	EPI	1st Place for Best Scientific Poster at American College of Epidemiology Annual Meeting
Young, John	EPI	National Cancer Registrars Association Educational Achievement Award
del Rio, Carlos	GH	"Tim Gills Visiting Professorship" University of Colorado at Denver
Foster, Stanley	GH	Emory Williams Teaching Award
Moe, Christine	GH	Adjunct Professorship of Xí an Jiaotong University, College of Medicine, Xí an China
Omer, Saad	GH	Infectious Disease Society of America Program Choice Award

Webb-Girard, Amy	GH	Canadian Institutes of Health and Research, Initiative in Global Health Research Fellowship
Yount, Kathryn	GH	University Research Board Scholar, American University in Beirut
Adams, Kathleen	HPM	Outstanding Abstract, Academy Health, 2010 Annual Research Meeting
Besker, Edmund	HPM	2009 Alumni Citation Award, Westminster College
Cummings, Janet	HPM	Outstanding Dissertation Award, Academy Health
Druss, Benjamin	HPM	Florida Mental Health Institute Distinguished Lecture Series May 2010
Saltman, Richard	HPM	Visiting Professor, London School of Economics and Political Science
		Visiting Professor, Braun School of Public Health, Hebrew University
2008 – 2009 Faculty Awards and Honors		
Name	Department	Award or Honor
Curran, James	EPI	James W. Curran Endowed Dean, Rollins School of Public Health, Emory University
Dunkle, Kristin	BSHE	Albert E. Levy Award for Excellence in Scientific Research
Flanders, Dana	EPI	NCEH/ATSDR group award Superior Mission Resource
Foster, Stanley	GH	Dory Storms Child Health Recognition Award
Glanz, Karen	BSHE	Institute for Scientific Information, Most Highly Cited Researcher (top 0.5% over 20 year period)
		Georgia Cancer Coalition Distinguished Research Scholar
Goyal, Abhinav	EPI	Recipient, American Association of Cardiologists of Indian Origin Young Investigator Award
Kutner, Michael	BIOS	Mu Sigma Pho Statistical Award (teaching)
Leon, Juan	GH	FASEB Outstanding Achievement by an Early Career Stage Life Scientist Award
Lipscomb, Joseph	HPM	Georgia Cancer Coalition Distinguished Cancer Scholar
McFarland, Deborah	GH	Emory Williams Distinguished Teaching Award
Miner, Kathleen	BSHE	ASPH/Pfizer Faculty Award for Excellence in Academic Public Health Practice
Moe, Christina	GH	Adjunct Professorship of Xian Jiaotong University, College of Medicine, Xian China
Mink, Pamela	EPI	Georgia Cancer Coalition Distinguished Cancer Scholar
Omer, Saad	GH	Maurice R. Hilleman Early-Stage Career Investigators Award
Sales, Jessica	BSHE	American Public Health Association, HIV/AIDS Section's award for "Best Overall Abstract Among All Submissions to HIV/AIDS"
Sarnat, Jeremy	EH	ORISE Fellowship
Spaulding, Anne	EPI	Armand Start Award for Excellence in Correctional Medicine, Society of Correctional Physicians
Thorpe, Kenneth	HPM	Opening Keynote Panelist: World Leadership Summit on Medicare
Waller, Lance	BIOS	2nd Place for "Pandemic Blues", Get Ready for Flu Songwriting Contest, American Public Health Association
Wingood, Gina	BSHE	Allen Edwards Endowed Lectureship in Psychology, University of Washington
		John P. McGovern Award in Health Promotion, University of Texas at Houston, School of Public Health
Yang, Zhou	HPM	Finalist, National Institute for Health Care Management Foundation 15th Annual Health Care Research Award

Accreditation Service Activities 2008-2009		
Last Name/Dept	Community Group	Nature of Activity
Arriola, Kimberly/BSHE	National Kidney Foundation of Michigan	Consultant
	University of South Carolina Institute for Partnerships to Eliminate Health Disparities	Consultant
Cooper, Hannah/BSHE	Atlanta Harm Reduction Coalition	Board Member
DiClemente, Ralph/BSHE	CDC , Continuum of HIV Prevention Services for African American Women	Consultant
Dilorio, Colleen/BSHE	Epilepsy Foundation of Georgia, Professional Advisory Board	Member
Dunkle, Kristin/BSHE	Support for International Change, Board of Advisors	Member
	Perinatal HIV Research Unit, South Africa	Consultant
Escoffery, Cam/BSHE	Cancer Prevention and Control Research Network	Technical Assistance and Training
Lang, Delia/BSHE	Miami Dade County Health Department	Consulted on HIV prevention intervention
Kegler, Michelle/BSHE	CDC, Office on Smoking and Health	Consultant
	CDC Center for Chronic Disease Prevention and Health Promotion, Evaluation Advisory Group	Member
	Oklahoma Institute for Child Advocacy	Consultant
	Research Triangle Institute	Senior Advisory Member for Evaluation
Thompson, Nancy/BSHE	CDC , Expert Panel on Fire Safety	Consultant
	CDC, Sports and Recreational Injuries, National Working Group	Member
	Hughston Sports Medicine Foundation	Technical Assistance
Wingood, Gina/BSHE	CDC , Continuum of HIV Prevention Services for African American Women	Consultant
Kutner, Michael/BIOS	Eagle Pharmaceuticals	Consultant
Nizam, Azhar/BIOS	Ontario Agency for Health Promotion and Protection	Consultant
Weiss, Paul/BIOS	CDC , MMR and Herpes Branch	Consultant
Miller, Gary/EH	Preparedness and Emergency Response Research Center, Advisory Board	Member
Riederer, Anne/EH	Blacksmith Institute, Technical Advisory Board	Member

Ryan, P. Barry/EH	Massachusetts Port Authority	Consultant
Sarnat, Jeremy/EH	The Georgia Conservancy, Air Pollution Health Advisory Task Force	Member
Buehler, James/EPI	CDC, National Center for Public Health Informatics	Member
	Division of Integrated BioDefense, Georgetown University Medical Center, Advisory Board	Member
Carter, John/EPI	Georgia Injury Control Advisory Council	Member
	GA Infant Safe Sleep Coalition, Data Subcommittee	Chairman
	Voices for Georgia's Children, Health Advisory Committee	Member
	Barton Clinic on Child Law and Policy, Advisory Committee	Member
Curran, James/EPI	Atlanta Speech School, Board of Advisors	Member
	American Council on Science and Health, Board of Scientific and Policy Advisors	Member
	Pfizer Fellowship in Public Health, Advisory Committee	Member
	Greenwall Faculty Scholars Program in Bioethics, Advisory Board	Member
	Physicians for Human Rights, Health Action AIDS Advisory Board, Executive Committee	Member
	ConAgra Foods, Food Safety Council	Member
	International AIDS Trust, Advisory Board of Directors	Member
	Rotarian Fellowship for Fighting AIDS, Board of Advisors	Member
Flanders, Dana/EPI	American Cancer Society	Consultant
	CDC	Consultant
Kleinbaum, David/EPI	CDC	Consultant
Liff, Jonathan/EPI	New York City Board of Health and Mental Health, World Trade Center Health Registry	Scientific Advisor
Marcus, Michele/EPI	Endometriosis Association	Scientific Advisor
McClellan, William/EPI	CDC , Cardiovascular Health Program	Co-Chair Expert Panel
McGowan, John/EPI	Subcommittee on Antimicrobial Susceptibility Testing	Advisory Member

Sullivan, Patrick/EPI	Chicago Department of Health	Training in couples counseling and testing
	CDC	Technical Assistance, Couples HIV Counseling and Testing
Spaulding, Anne/EPI	Georgia Department of Corrections	Consultant
Ali, Mohammed K./GH	Madras Diabetes Research Foundation	Technical Advisor
Del Rio, Carlos/GH	CDC, Advisory Committee on HIV/STD Prevention and Treatment	Member
	IAS-US, Board of Directors	Member
	CDC, Influenza A(H1N1) Task Force	Member
Foster, Stanley/GH	Community Transformation Workshop for Guatemalan Women	Leader
	USAID Grant to WHO Africa	Team Leader of Evaluation
Klugman, Keith/GH	National Institute for Communicable Diseases, Johannesburg, South Africa	Consultant
	WHO, Department of Vaccines and Other Biologicals	Advisor
	WHO, Pneumonia Vaccine Trialists Group	Member
	POPS Clinical Trial Steering Committee, Johannesburg	Consultant
	Wellcome Trust Malawi Conjugate Pneumococcal Vaccine Trial Steering Group	Chairperson
	WHO, Initiative for Vaccine Research	Expert
	Wellcome Trust, London, UK	Consultant
	Gates Foundation, Pneumonia Program	Consultant
	Canada Foundation for Innovation, Vancouver, Canada, Infectious Disease and Immunology Expert Committee	Member
	Leon, Juan/GH	Rotavirus Surveillance Vaccine Program, Bolivia
CERUJEM-Bolivian faith-based NGO		Technical Support
Martorell, Reynaldo/GH	International Foundation for Developing Countries, Board of Directors	Member
	National Institute of Public Health, Cuernavaca, Mexico, Global Health Technical Advisory Group	Member
	Institute of Medicine, Committee on Childhood Obesity Prevention	Member
	XV Latin American Nutrition	Member

	Congress, International Advisory Committee	
	Institute of Medicine, Food and Nutrition Board	Member
	US School of Global Health, External Review Committee	Member
	Pan American Health Organization	Consultant
	Indonesian Institute of Life Sciences	Consultant
McFarland, Deborah/GH	WHO, Tropical Disease Research, Scientific Advisory Committee	Member
	Mectizan Expert Committee	Member
	Gates Foundation	Consultant
Moe, Christine/GH	Institute for Public Health and Water Research, Health and Scientific Advisory Board	Member
	USEPA, Science Advisory Board	Member
	WHO, Working Group on Safe Drinking Water	Member
	Bill and Melinda Gates Foundation	Consultant
	PathCon Laboratories	Consultant on norovirus outbreaks
Narayan, K.M. Venkat/GH	Public Health Foundation of India, Academic Committee	Member
	American Diabetes Association, Scientific Review Committee	Member
	Aga Khan University, Karachi	MSc Examiner
	Ministry of Health, Pakistan	Consultant
	Canadian Institute of Health Research	Consultant
Omer, Saad/GH	Global Burden of Disease Expert Group, Croatia	Consultant
Rheingans, Richard/GH	Global Water Challenge	Advisor
	Dubai Cares	Advisor
	Water and Sanitation for the Urban Poor, Mozambique, Kenya, Bangladesh, India	Advisor
	CARE	Consultant on water and sanitation programs
	Millennium Water Alliance, Ethiopia	Consultant
	World Bank	Consultant
	Save the Children in Ethiopia and Mozambique	Consultant
	AMREF in Tanzania	Consultant
	Population Services International	Consultant
Rochat, Roger/GH	CDC, MCHEPI, Advisory Committee	Member
	Midwives Alliance of North America, Advisory Board	Member
	Montana State Health Department	Consultant

	CDC	Consultant
Stein, Aryeh/GH	Dunkin Brands, Inc., Nutrition Advisory Board	Member
Stephenson, Robert/GH	CARE International	Consultant on design of the evaluation for Results Initiative Projects in Kenya, Rwanda, and Ethiopia
Yount, Kathryn/GH	Measure DHS	Consultant
Adams, Kathleen/HPM	Georgia Health Policy Center on PeachCare Studies	Technical Assistance
	American Cancer Society	Technical Assistance
Becker, Edmund/HPM	Philadelphia School District, Accountability Review Council	Member
Gaydos, Laura/HPM	Healthy Mothers, Healthy Babies for Georgia	Board Member
	Planned Parenthood of GA	Consultant
	Planned Parenthood Federation of America	Consultant
Jacobson, Kara/HPM	Pfizer, National Health Literacy Initiative	Advisor
	GA Department of Human Resources	Trained teachers of adult literacy on adult literacy
Lipscomb, Joseph/HPM	American Cancer Society, Health Services Research Advisory Committee	Chair
	American Cancer Society, Quality of Life Science Advisory Committee	Member
	Northern California Cancer Center, External Advisory Board	Member
Saltman, Richard/HPM	Finnish Ministry of Health	Technical Assistance
	Estonian Ministry of Health	Technical Assistance
	Swedish Ministry of Health	Technical Assistance
	Research Council of Norway	Technical Assistance
Thorpe, Kenneth/HPM	House of Representatives Subcommittee on Health, Employment, Labor, and Pension	Consultant
	Senate Committee on Health, Education, Labor, and Pensions	Consultant
Accreditation Service Activities 2009-2010		
Last Name/Dept	Community Group	Nature of Activity
Berg, Carla/BSHE	Lung Cancer Association of Georgia, Steering Committee	Member
	Leukemia and Lymphoma Society, Steering Committee	Member
	Georgia Breast Cancer Coalition Fund, Board of Directors	Member

Dilorio, Colleen/BSHE	Neuroscience Nursing Foundation, Research Priority Panel	Member
	Epilepsy Foundation of Georgia, Professional Advisory Board	Member
Miner, Kathleen/BSHE	Georgia Public Health Workforce Assessment Committee	Member
Barr, Dana Boyd/EH	Thailand	Consultant to reduce pesticide exposures
Darrow, Lyndsey/EH	Georgia Conservancy and Mothers and Others for Clean Air	Participant
Riederer, Anne/EH	Blacksmith Institute, Technical Advisory Board	Member
Ryan, P. Barry/EH	Massachusetts Port Authority	Consultant
Sarnat, Jeremy/EH	Mothers and Others for Clean Air, Steering Committee	Member
Steenland, Kyle/EH	World Trade Center Expert Panel	Consultant
	EPA	Consultant for ethylene oxide risk assessment
	OSHA	Consultant for silica risk assessment
Tolbert, Paige/EH	Children's Healthcare of Atlanta, Environmental Health Working Group	Member
Austin, Harland/EPI	CDC , Cancer Surveillance Branch	Consultant
Buehler, James/EPI	CDC	Consultant for CDC's capacity to monitor influenza like illness
Curran, James/EPI	Georgia Free Clinic Network, Board of Advisors	Member
	AIDS Leadership Team, Community Foundation of Greater Atlanta	Member
	Office of AIDS Research Advisory Council, National Institutes of Health	Chair
	CDC, Coordinating Office for Terrorism Preparedness and Emergency Response, Board of Scientific Counselors	Liaison
	National Institute of Mental Health Summit on Impacting HIV/AIDS	Chair
	Social and Scientific Systems, Inc., Strategic Advisory Board	Member
	India China America Institute, Advisory Board	Member
	Doris Duke Charitable Foundation, International Advisory Panel	Member
	Public Health Foundation of India, Governing Board	Member
Flanders, Dana/EPI	American Cancer Society	Consultant
	CDC	Consultant

Gazmararian, Julie/EPI	Robert Wood Johnson Foundation	Consultant
	CDC, National Center for Health Marketing on Health Literacy	Consultant
	America's Health Insurance Plans	Consultant for immunization related activities
	Healthcare Georgia Foundation, Advisory panel	Member
Hogue, Carol/EPI	Junior League of Atlanta, Community Advisory Board	Member
	National March of Dimes, Perinatal Data Center Advisory Committee	Member
	Institute for the Study of Disadvantage and Disability, Advisory Council	Member
	Georgia Children's Health Alliance	Founding Member, Cabinet
Kleinbaum, David/EPI	Statistical Solutions, Inc.	Consultant
	Medco, Inc.	Consultant
	CDC	Consultant for issues in EPI/BIOS methods
Kramer, Michael/EPI	Avon Foundation	Consultant for treatment care and breast cancer survival
Marcus, Michele/EPI	Endometriosis Association	Scientific Advisor
Spaulding, Anne/EPI	Georgia Correctional Healthcare	Infectious Disease Consultant
Sullivan, Kevin/EPI	Higher Education for Development, Paraguay	Collaborative Partnership
Sullivan, Patrick/EPI	Chinese Ministry of Health	Consultant for couples counseling and testing
	CDC in Los Angeles, San Diego, Houston, Washington DC, and Little Rock, AK	Technical Assistance to grantees
	CDC, Behavioral Assessment and Rapid HIV Testing Program	Technical support
Ward, Kevin/EPI	Georgia Department of Community Health, Enhanced Georgia State Cancer Registry	Member
Young, John Jr./EPI	Georgia Department of Human Resources/Community Health, Enhanced Georgia State Cancer Registry	Member
Ali, Mohammed K./GH	CDC, Division of Diabetes Translation	Consultant
	Madras Diabetes Research Foundation	Technical Advisor
Argeseanu-Cunningham, Solveig/GH	HealthMPowers, Evaluation Committee	Member
	Global Health Action	Consultant

	University of Barcelona	Consultant
Del Rio, Carlos/GH	CDC, Advisory Committee on HIV/STD Prevention and Treatment	Member
	WHO, Clinical Advisory Group	Member
	CDC, Influenza A(H1N1) Task Force	Member
Evans, Dabney/GH	CDC	Consultant for CDC employee specialized training
Foster, Stanley/GH	GAVI, Education Advisory Committee	Member
	James P. Grant School of Public Health, Dhaka, Bangladesh	Consultant on Evaluation
Hughes, James/GH	Henry L. Stimson Center	Consultant
	CDC, National Biosurveillance Advisory Committee	Consultant
	CDC, Advisory Committee to the Director	Consultant
Kiser, Mimi/GH	Dekalb Board of Health, Advisory Council	Member
	Atlanta Faith and Health AIDS Alliance	Participant
	Dekalb Board of Health	Consultant for project with Women's Refugee Network
Klugman, Keith/GH	WHO, Working Group on Ammonia Vaccines	Member
	American Society for Microbiology, International Board	Chair
	CDC, VRSA Review Committee	Member
	CDC National Immunization Program, Data Safety Monitoring Board	Member
	Sabin Institute, Pneumococcal Awareness Council of Experts	Member
	Gates Foundation, APUA Antimicrobial Use Advisory Committee	Member
	Gates Foundation, GARP Project Scientific Advisory Committee	Chair
Leon, Juan/GH	Rotavirus Surveillance Vaccine Program, Bolivia	Technical Support
	Family Health Program, Brazil	Technical Support
Malik, Fauzia Aman/GH	Rural Support Programmes Network, Pakistan	Technical Assistance
Martorell, Reynaldo/GH	Cornell-Tata Agriculture-Nutrition Initiative, Advisory Board	Member
	United Nations World Food Program, Grupo Tecnico de Alto Nivel	Member
	International Foundation for Developing Countries, Board of Directors	Member
	National Institute of Public Health,	Member

	Cuernavaca, Mexico, Global Health Technical Advisory Group	
McFarland, Deborah/GH	WHO, Scientific Advisory Committee	Member
	WHO, Malaria Evaluation Research Group, Economics Task Group	Chair
	CDC, National Center for Immunization and Respiratory Diseases	Expert Panel
	Center for Interfaith Action on Global Poverty and WHO	Consultant on mapping of religious health assets
Moe, Christine/GH	Institute for Public Health and Water Research, Health and Scientific Advisory Board	Member
	USEPA, Science Advisory Board	Member
	Gates Foundation	Consultant on sanitation research needs
	PathCon Laboratories	Consultant on norovirus outbreaks
Narayan, K.M. Venkat/GH	Public Health Foundation of India, Academic Committee	Member
	IDF-Bridges, Executive Committee	Member
	World Diabetes Congress Committee	Member
	Ministry of Health, Pakistan	Consultant
	American Heart Association	Workgroup on CVD in Asian Americans
Rochat, Roger/GH	CDC, Assignee Selection Advisory Committee	Member
	US Mexico Border Health Commission	Consultant
	Pathfinder International	Medical Advisor
Stein, Aryeh/GH	Dunkin Brands Inc., Nutrition Advisory Board	Member
Stephenson, Robert/GH	CARE International	Consultant on design of the evaluation for Results Initiative Projects in Kenya, Rwanda, and Ethiopia
Webb-Girard, Amy/GH	World Vision Intl	Consultant
Adams, Kathleen/HPM	Georgia Health Policy Center, PeachCare	Technical Assistance
Becker, Edmund/HPM	Philadelphia School District, PA, Accountability Review Council	Member
	Baylor Healthcare System, Physician Resource Utilization Advisory Board	Member
Gaydos, Laura/HPM	Healthcare without Walls Program	Evaluation Consultant
Jacobson, Kara/HPM	Pfizer, Florida Health Literacy Study	Consultant
	GA Dept. of Human Resources	Trained teachers of adult literacy on health literacy
	National Office of the Arthritis Foundation	Expert Reviewer
Lipscomb,	American Cancer Society, Health	Chair

Joseph/HPM	Services Research Advisory Committee	
	American Cancer Society, Quality of Life Committee	Member
	American College of Surgeons, Commission on Cancer	Co-Chair
Raskind-Hood, Cheryl/HPM	Georgia Health Policy Center	Consultant
	RTI International	Consultant
Saltman, Richard/HPM	Israel National Health Policy Institute, International Advisory Board	Chair
	Finnish Ministry of Health	Technical Assistance
Thorpe, Kenneth/HPM	United Health Foundation	Consultant
Accreditation Service Activities 2010-2011		
Last Name/Dept	Community Group	Nature of Activity
Alperin/BSHE	Council on Linkages	ASPH representative
Arriola/BSHE	Families First, Inc.	Evaluation Consultant
	Odyssey Family Counseling Center-Family Support Center and Group Counseling	Evaluation Consultant
Berg/BSHE	Lung Cancer Alliance of Georgia, Steering Committee	Member
	Georgia Breast Cancer Coalition Fund, Board of Directors	Member
	CDC	Evaluation of Training Institute, 2011
Blaise/BSHE	National Diabetes Prevention Program	Member
Butler/BSHE	Georgia Diabetes Coalition	Secretary
Chae/BSHE	Kellogg Foundation Center for Advancement in Health	Participant
Cooper/BSHE	Atlanta Harm Reduction Coalition	Board Member
	CDC	Panel to advise director on syringe exchange program
DiClemente/BSHE	National Campaign to Prevent Teen Pregnancy	Board Member
	CDC	Expert panel on reduction of adolescent sexual risk behavior
	St. Maarten UNFPA	Technical Assistance on pregnancy prevention programs
Dunkle/BSHE	WHO	Expert Panelist on HIV interventions
	CDC, Division of Global HIV/AIDS	Consultant
Escoffery/BSHE	Cancer Prevention and Control Network	Technical Assistance and training to communities
Kegler/BSHE	Georgia Division of Public Health & Georgia Cancer Coalition, Prevention Work Group	Co-Chair
	Georgia Department of Community	Member

	Health, Division of Public Health, Comprehensive Cancer Control Consortium	
	Mississippi State Department of Health	Evaluation Consultant
Miner, Kathleen/BSHE	AMIA, Informatics Education, Professional Training, and Workforce Development Committee	Member
	CDC, National Biosurveillance Advisory Subcommittee	Member
Morris/BSHE	TTAC Activities	Technical Assistance on tobacco programs
	Louisiana Public Health Institute	Technical Assistance on tobacco programs
	Oklahoma Department of Health	Technical Assistance on tobacco programs
	South Dakota American Indian Communities	Technical Assistance on tobacco programs
	Tennessee Tobacco Control Program	Technical Assistance on tobacco programs
Sales/BSHE	Oakhurst Community Garden	Evaluating Consultant
Thompson/BSHE	CDC, Expert Panel on fire safety	Member
	CDC, Working Group on sports and recreational injuries	Member
Wingood/BSHE	Hughston Sports Medicine Foundation	Consultant
	CDC	Technical Assistance on prevention intervention designs (HIV/AIDS)
Guo/BIOS	Children's Neuroimaging Group	Consultant
Greenwald/EH	Mothers and Others for Clean Air, Steering Committee	Advocacy
Tolbert/EH	US Environmental Protection Agency, Advisory Board	Member
Barr/EH	State of Oregon	Technical Assistance on impact of herbicide use
Panuwet/EH	Thailand Ministry of Public Health	Consultant on pesticide exposure impact
Ryan/EH	Massachusetts Port Authority	Consultant, Environmental exposure issues
	EPA America's Children and the Environment	Consultant
Sarnat/EH	Mothers and Others for Clean Air, Steering Committee	Advocacy
Steenland/EH	State of West Virginia, Panel on exposure to PFOA	Member
	NIEHS Gulf Study of Oil Spill, Advisory Panel	Member

	OSHA	Consultant on beryllium risk assessment
	Texas Commission on Environment Quality	Consultant on arsenic risk assessment
Winquist/EH	Freeland Community Garden, Leadership Committee	Member
Carter/EPI	Voices for Georgia's Children, Health Advisory Committee	Member
	Barton Clinic on Child Law Policy, Advisory Committee	Member
	State of Georgia, Preventative Health Block Grant, Advisory Committee	Member
Curran, James/EPI	Advancing Public Health in Georgia Campaign, Advisory Board	Member
	State of Georgia, Board of Public Health	Member
	Agnes Scott College, Public Health Advisory Council	Member
	US Department of State, President's Emergency Plan for AIDS Relief, Scientific Advisory Board	Member
	Pew Charitable Trusts, Protecting Public Health by Protecting Nature Advisory Panel	Member
	HIV/AIDS Expert Panel, US/India Joint Working Group	Member
	Pakistan Commission on Science and Technology, Health Track for US	Member
	Five Year Evaluation of UNITAID, Independent Steering Committee	Member
Darrow/EPI	Mothers and Others for Clean Air	Member
Flanders/EPI	American Cancer Society	Technical Consultant
	CDC	Technical Consultant
Gazmararian/EPI	Robert Wood Johnson Foundation	Consultant on race and ethnicity in managed care organizations
	CDC, National Center for Health Marketing	Consultant on health literacy
	Healthcare Foundation of Georgia, Advisory Panel	Member
Goyal/EPI	Lockheed Martin Corporation	Consultant on employee health
	Kaiser Permanente (Georgia), IRB	Member
Hogue/EPI	Junior League of Atlanta, Community Advisory Board	Member
	National March of Dimes, Advisory Committee	Member
	National Campaign to Prevent Teen and Unintended Pregnancy, Advisory Panel	Member

Kleinbaum/EPI	CDC	Consultant on approving data analysis
Kramer/EPI	CDC, Division of Reproductive Health	Consultant
	Georgia Division of Community Health, Office of Health Indicators Planning	Consultant
Lift/EPI	New York City Board of Health and Mental Health, World Trade Center Registry	Consultant
Marcus/EPI	Israeli Environment and Health Fund	Technical Assistance
	Endometriosis Association	Scientific Advisor
McClellan/EPI	CMS, DHHS, Fistula First Breakthrough Initiative Data Committee	Chair
McGowan/EPI	Pfizer, Inc.	Consultant
Spaulding/EPI	Georgia Correctional Healthcare	Consultant on HIV and HCV infected women in prisons
Oakley/EPI	Sophie's Voice Foundation	Consultant
Sullivan/EPI	Thailand Ministry of Health	Consultant on HIV counseling and testing
Ali/GH	CDC	Consultant on NEXT-D study(Diabetes prevention and control)
Cunningham/GH	HealthMPowers (Atlanta), Education Committee	Member
Blevins/GH	Southeast AIDS Training and Education Center	Consultant
	North Carolina AIDS Education and Training Center	Consultant
	Metropolitan Atlanta Ryan White Planning Council	Consultant
	St. Luke's Training and Counseling Center	Consultant
Del Rio/GH	CDC	Consultant on pandemic influenza prevention
	CDC	Consultant on MSM pre-exposure prophylaxis
Evans/GH	American Public Health Association, International Human Rights Committee	Chair
Foster/GH	Mam Christian Women for Development in Guatemala	Led workshop for 22 village women groups on environment, goldmine toxicity and dental hygiene
Hennink/GH	Millennium Water Alliance Partners (Kenya)	Training on water and sanitation
Hughes/GH	CDC, Advisory Committee on Global and Regional Bio-Surveillance	Chair
	Pew Environment Group, Pew Charitable Trusts, Advisory	Member

	Committee on Loss of Natural Ecosystems and Biodiversity Threats	
	WHO, Global Laboratory Directory	Consultant
	USAID, PREDICT Advisory Committee	Member
Kiser/GH	DeKalb County Board of Health, Advisory Council	Member
	Atlanta Faith and Health AIDS Alliance	Participant
	PEPFAR/HIV Free Generation Mapping and Mobilization (Mukuru, Kenya)	Consultant
Klugman/GH	American Society of Microbiology, International Board	Chair
	Wellcome Trust Clinical Infectious Disease Initiative (Cape Town, Africa), Advisory Board	Chair
	Gates Foundation, GARP Project Advisory Committee	Chair
Leon/GH	National Institute for Food and Agriculture, Review Panel	Member
	Bolivia, Mexico and Brazil-Health Ministries	Training workshops on research methods
Martorell/GH	Public Health Foundation of India, Review Panel for public health nutrition program	Member
McNabb/GH	National Guard Health Affairs, Kingdom of Saudi Arabia	Consultant for assessment of health programs
McFarland/GH	WHO, Tropical Disease Research, Scientific Advisory Committee	Member
	WHO, Malaria Evaluation Research Group, Economics Task Group	Chair
Moe/GH	Institute for Public Health and Water Research, Health and Scientific Advisory Board	Member
Narayan/GH	WHO, Priority-setting panel for MCD	Member
	International Diabetes Federation	Advisor
	Health Authority of Dubai	Advisor/Consultant
	Public Health Foundation of India, Academic Advisory Committee	Member
Omer/GH	Association of State and Territorial Health Officers	Training on H1N1 pandemic-lessons learned
Ramakrishnan/GH	CDC/WHO	Consultation on WHO estimates of vitamin and mineral deficiencies
Stein/GH	International Nutrition Council, American Society of Nutrition	Counselor
	Dunkin Brands, Inc., Nutrition	Member

	Advisory Board	
	Developmental Pathways for Health Research Unit, Univ. Witwatersrand (South Africa)	Consultant
	CARE, Bangladesh	Consultant
Stephenson/GH	CARE, USA and CARE, Mali	Technical Assistance on women and health
Vidal/GH	Government of Mexico National Council of Science and Technology	Consultant
	Secretary of Health, Sinaloa, Mexico	Scientific Advisor
Webb/GH	DeKalb Board of Health, Advisory Committee on Obesity	Member
	Gates Foundation, Task Force for Maternal Health	Member
	World Vision International	Technical Consultant
Yount/GH	Gates Foundation, External Evaluation Team	Member
	Gates Institute of Reproductive Health, Johns Hopkins University, External Evaluation Team	Member
Adams/HPM	Georgia Health Policy Center	Technical Assistance on impact of insurance premium increases
Becker/HPM	Emory Healthcare, Medical Practice Committee	Advisor
Goetzel/HPM	Fries Foundation	Prize Jury Member
	CDC, Task force; Guide to community preventative services	Member
Howard/HPM	Scientific Registry of Transplant Recipients, Scientific and Technical Advisory Board	Member
	National Living Donor Assistance Center, Scientific and Technical Advisory Board	Chair
Jacobson/HPM	CDC	Led 2 day training for employees on clear communication
Lipscomb/HPM	American Cancer Society, Health Services Research Advisory Committee	Chair
	American Cancer Society, Quality of Life Committee	Member
	American Cancer Society, National Survivorship Resource Center	Consultant
	Georgia Comprehensive Cancer Control Plan, Implementation Committee	Member
Raskind-Hood/HPM	RTI International	Consultant

Saltman/HPM	Israel National Health Policy Institute, International Advisory Board	Chair
	Bosnia Herzegovina Ministry of Health	Technical Assistance
	WHO	Regional Director
	Republic of Moldova Ministry of Health	Technical Assistance
Thorpe/HPM	US Congress (Committees)	Consultant on health policy
	State of West Virginia	Consultant on state health policy initiatives
	United Health Foundation and Partnership for Prevention	Consultant on economic cost of obesity

2010-2011 Global Field Experiences

Last Name	First Name	Dept	Faculty Advisor	Country	Title of Project
Appelbaum	Hannah	GH	D. Evans	South Africa	Exploring Traditional African Medicine use in HIV Management at McCord Hospital in Durban, South Africa
Argotsinger	Brittany	GH	R. Rochat	Kenya	Community-based Development of a Prenatal Care Outreach and Referral Tool in Kojwach Location, Kenya
Brenck	Daniel	GH	P. Brachman	China	Emergency Preparedness Planning for U.S. CDC in China
Bulambo	Henriette	CMPH	R. Stephenson	Mali	Examining social change and maternal health in Mali
Cardon	Amelie	GH	S. Foster	Cameroon	Integrated Management of child illness in the Menoua region, Cameroon -- A Program Evaluation
Collender	Phillip	GEH	C. Moe	Bolivia	Assessment of Pathogen Inactivation in a Vermi-composting Sanitation System, La Paz, Bolivia
Czaicki	Nancy	GLEPI	S. Allen	Zambia	Evaluating the Integration of Couples' Voluntary Counseling and Testing (CVCT) into Existing Clinic Services in Government Clinics in Ndola, Zambia
Dickerson	Anissa	GH	K. Andes	Paraguay	Promoting natural childbirth in Asuncion, Paraguay: Assessing the role of midwives
Dutton	Nina	EH	J. Sarnat	India	Prevalence of asthma-like symptoms among schoolchildren in rural Andhra Pradesh, India
Fisher	Sarah	GH	R. Rochat	India	Analysis of Maternal Mortality from 1988-2005 in Rural Gadchiroli, Maharashtra, India
Getachew	Betelihem	BSHE	R. Stephenson	Ethiopia	A cognitive validation research assessing scale item interpretation of Gender equity and Power norms influencing family planning uptake in East and West Hararghe, Ethiopia
Gilbert	Adrienne	BSHE	H. Cooper	Peru	Barriers and Facilitators of forming Mother-to-Mother Support Groups as they relate to infant and Young Child Feeding Practices in Apurimac, Peru. A Formative Qualitative Study with CARE, Women's Window of Opportunity Program
Goldstein	Allison	BSHE	C. Escoffery	Ethiopia	Evaluation of the integration of health extension workers and community volunteer focal persons in Ethiopia
Gondalla	Rahul	GEH	D. Barr	Thailand	Pesticide Exposure Assessment in Chili and Rice Farmers in Ubonratchathani, Thailand
Grossman	Marissa	EH	K. Levy	Ecuador	Environmental reservoirs of antibiotic resistance in rural Ecuador
Hua	Xinwei	EPI	M. Goodman	Ghana	Sanitation Practices and Preferences in Periurban Ghana: A Baseline Study
Jones	Amanda	GH	K. Winskell	Philippines	Evaluating a program for people living with HIV/AIDS, positive living, healthy behaviors, and social support in Manila, Philippines
Kelly	Laura	GH	S. Cunningham	India	Social network influences on CVD risk
Landrith	Tyler	EPI	K. Klugman	South Africa	An analysis of risk factors and descriptive epidemiology for invasive disease due to serotype 1 streptococcus pneumoniae in South Africa from 2003 - 2009
Laurence	Colleen	GH	D. McFarland	Malawi	Assessing the impact of religion and religious entities on health in Malawi using participatory action research methods: religious health assets mapping in Malawi
Lin	Lavinia	BSHE	F. Wong	China	African Diaspora in Guangzhou, China: a healthcare needs assessment
Livingston	Paul	GH	S. Allen	Zambia	Improving diagnostic ability and assessing prevalence of urogenital schistosomiasis in Lusaka, Zambia
Long	Jeanne	GH	K. Andes	Colombia	Major depression and suicide among adolescents in Colombia: Formative research to adapt evidence-based interventions
MacWright	Bill	GH	A. Stein	Sierra Leone	Window of opportunity - CARE - Sierra Leone
Mayne	Patrick	EPI	J. Gazmararian	India	The effects of migration on health-seeking behavior in urban slums in Delhi, India
McCray	Alison	GEH	K. Streenland	Malawi	Assessment of Food Insecurity and Health Outcomes among Moderately Malnourished Children in Southern Rural Malawi
McLean	Kristen	BSHE	B. Druss	Haiti	Nou bezwen anpil chitas: Exploring mental health in rural Haiti
McNeil	Carrie	GEH	S. Butler	USA	Community needs assessment: evaluating strengths and gaps in community programs serving a diverse, impoverished, rural community

2010-2011 Global Field Experiences

Last Name	First Name	Dept	Faculty Advisor	Country	Title of Project
Merai	Rikita	BSHE	N. Thompson	India	Assessing the perceptions of early childhood developmental practices among primary caregivers and child care center workers in Chhattisgarh, India
Newton-Levinson	Anna	GH	R. Stephenson	Ethiopia	Documenting Social Change and Family Planning Use Among Widowed and Divorced Women in Hararghe, Ethiopia
Nguyen	Antoinette	EPI	S. Omar	Guatemala	Clinical Burden of Disease of Pertussis in Pregnancy and Early Infancy in Quetzaltenango and Santa Rosa Departments, Guatemala
Pannemann	Kathryn	EPI	S. McNabb	Saudi Arabia	Determining risk factors for loss-to-follow-up among viral hepatitis patients in the Kingdom of Saudi Arabia
Patel	Anita	GH	B. Kohrt - SOM	Nepal	Mental Health Issues Among Women in Jumla, Nepal: A Mixed-Methods Study
Paulos	Gifti	GH	S. Foster	Ethiopia	Analysis of pregnancy and childbirth practices
Pilloton	Molly	GH	R. Rochat	Indonesia	Barriers and Facilitators to Support Groups and Counseling Services in Promoting Infant and Young Child Feeding Practices in West Timor, Indonesia
Plumlee	Catherine	GH	A. Webb-Girard	Guatemala	Assessing the complementary feeding practices among the community of Calhuitz, Guatemala
Richards	Jennifer	EPI	S. Omar	Bangladesh	Childhood respiratory diseases in Urban Dhaka
Robkin	Navit	GH	D. Evans	Nepal	Mental Health Issues Among Women in Jumla, Nepal: A Mixed-Methods Study
Sanchez	Isabelle	GLEPI	P. Brachman	Kenya	National Influenza Sentinel Surveillance in Kenya: Perspectives from the Patient to the Population
Schaeffner	Danielle	EPI	C. Moe	Bangladesh	Cholera behavior change in Dhaka, Bangladesh with ICDDR, B
Shah	Parini	GH	R. Stephenson	Nepal	Birth Center Study in Doti and Kailali, Nepal
Shapiro	Lauren	GEH	K. Steenland	Ecuador	Cross analysis of exposure assessment of bisdithiocarnates in pregnant floriculturists in Cayambe, Ecuador
Shaw	Alina	GH	K. Andes	Peru	How to combat iron deficiency and anemia in the andean highlands through promotion of iron supplementation and increased animal protein intake in Ayacucho, Peru
Slim	Jessica	GH	J. McGowan	Cameroon	Medical and public health rotation at Kolofata district hospital
Smith	Lizy	GLEPI	J. McGowan	South Africa	Large-scale, retrospective cohort study implementation with the Division of Tuberculosis Elimination in North West province and KwaZulu Natal (KZN) province, South Africa
Spencer	Mary	GH	C. Moe	Ghana	Sanitation Practices and Preferences in Periurban Ghana: A Baseline Study
Spicer	Jennifer	EPI	C. Bern	Bolivia	Evaluating the prevalence of and co-morbidities associated with trypanosoma cruzi and soil-transmitted helminth infection in Camiri, Bolivia
Stegeman	Chad	EPI	S. Allen	Zambia	An evaluation of the government nurses' HIV testing protocol and training for couples voluntary counseling and testing (CVCT) services in Zambia
Swedo	Elizabeth	GH	R. Stephenson	Mali	Changing the maternal health paradigm in Mali: Investigations into social change and maternal health
Tsang	Becky	GH		Kenya	Training Enumerators and Lab Staff for a Nationally Representative Survey in Nairobi, Kenya
Tate	Ashley	GH	J. Leon	Kenya	Emergency Preparedness Planning for CDC-Kenya
Thammaa	Rekha	EPI	S. Cunningham	India	Social network theory applied to urban Indian population to understand risk factors for cardiovascular disease
Tran	Kathy	EH	J. Hess	India	Conducting a Heat Vulnerability Assessment in Ahmedabad, India
Wagenaar	Bradley	GLEPI	P. Sullivan	Haiti	Nou bezwen anpil chitas: Exploring mental health in rural Haiti
Williams	Nicole	GH	A. Webb-Girard	Cambodia	Strengthening Maternal Social Capital through Programming: Operations Research in Battambang Province, Cambodia
Yee	Kristen	GH	R. Stephenson	Zambia	Understanding Clinic User Perceptions of Mobile ART Service Delivery in Rural Zambia
Verian	Sarah	GH	M. Hennick	Kenya	Understanding the role of women in water management and water conflict resolution in Marsabit, Kenya

Preparation

Get ready for hands-on community development work.

Students in the Masters International (MI) program will participate in a weekly service-learning seminar each semester. Using Peace Corps' theory of development, MI students will work with Returned Peace Corps Volunteers (RPCVs) and be matched to a local non-profit organization that works with the refugee population in the Atlanta area. Utilizing Peace Corps strategies, the MI students will use participative strategies to integrate into the refugee community and eventually collaborate with the refugee organizations to create a project addressing a need identified by the refugees.



Benefits

You'll get more than the experience of a lifetime

Your Peace Corps service will also provide you these benefits in the U.S.:

- \$2500 Scholarship in your last semester of coursework at Rollins
- Increased marketability for employers after 2+ years international experience with the Peace Corps
- Non-competitive eligibility for U.S. government jobs
- Ability to connect with RPCVs while in Atlanta and increase your network



Masters International



Let the Masters

International program at RSPH prepare you for the toughest job you'll ever love.



Rollins School of Public Health

ROLLINS
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1518 Clifton Road NE, Atlanta, GA 30322

www.sph.emory.edu/peacecorps

RSPH's Masters International program provides a learning and collaborative environment to connect with other MI students and RPCVs at Rollins through its weekly MI seminar throughout your degree program. This allows students to work as a group to create community development projects with an international community close to campus. RSPH is the only university to win a Presidential Service Award due to an innovative service-learning day for all Rollins students introduced by RPCV Kristin Unzicker (Botswana '04-'06). Unzicker, Director of Leadership and Community Engaged Learning and supervisor of the Masters International and Peace Corps Fellows program at Rollins, has used these community service principles to create unique community development learning opportunities for Masters International students.

Global Done Local at Rollins.

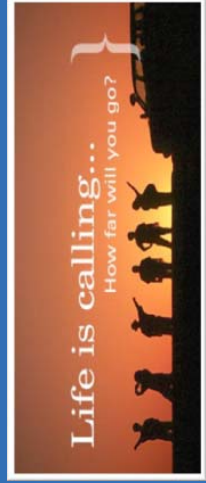
Collaborate

MI students currently partner with eight local community organizations

The goals of the program are to help expand these community organizations' services and develop new projects. MI students design needs assessments, conduct community mapping, tutor refugee children, participate in health fairs, assist with resettlement and much more. Current collaborations include:

- Clarkston Development Foundation
- Center for Pan-Asian Community Services
- Fugees Family
- Global Village School
- Jewish Family & Career Services
- Lutheran Services of Georgia
- Refugee Family Services
- Refugee Resettlement & Immigration Services of Atlanta

- Meet other students who have similar international aspirations
- Quickly connect with RPCVs, faculty, and staff through the MI program which will uniquely position you for leadership roles at RSPH
- Launch your hands-on Public Health Education in your first semester at RSPH by collaborating with the MI programs working partnerships in Atlanta.



Peace Corps is not a commitment that should be taken lightly. The MI program at RSPH allows those who are undecided about joining Peace Corps the chance to work hands-on with a local community in order to make a more informed decision about joining Peace Corps. Those who have already mentally made the commitment to Peace Corps will find that the MI program at RSPH gives them experiences and training that will allow them to hit the ground running in their assigned Peace Corps community.

"The best way to find yourself is to lose yourself in the service of others." -Mohatma Gandhi

**Peace Corps
Masters International**



Orientation 2011



Masters International Orientation

Tuesday, August 23, 2011

- 2:00-2:15** Welcome and Introductions
- 2:15-2:40** Overview of Peace Corps and MI
- 2:40-3:00** Personal Stories
- 3:00-3:15** Summary of Refugee Process
- 3:15-3:30** Community Projects Overview
- 3:30-5:00** Community Organization Tables

NOTE: Each of the partner organizations will be available to discuss more information about what services they offer and the opportunities might arise for volunteers.

Please stop by and talk to each table and complete the community project preference form before leaving.

(Location: CNR 1051 and 1055)

Peace Corps Fellows



Peace Corps Programs Coordinator

Kristin Unzicker, MPH, CHES
RPCV (Botswana '04-06)

Director, Leadership and Community Engaged Learning



Katie Pannemann
2nd year Global EPI
RPCV Turkmenistan '07-09
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Colleen Laurence
2nd year Global Health
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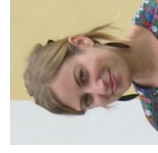
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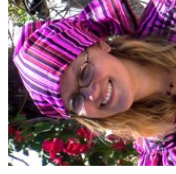
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Overview: As the local affiliate of Church World Service and Episcopal Migration Ministries, RRISA serves as a refugee resettlement agency that seeks to heal and rebuild the lives of displaced and uprooted people, answering the humanitarian call to serve those fleeing from persecution, war, famine, and extreme poverty. Each year, RRISA serves hundreds of refugees who arrive from countries in Africa, the former Soviet Union, Latin America, Asia, and the Middle East to act as a liaison between refugees and resources and provides newly arrived refugees with immediate shelter, foods, clothes, medical care, and then ongoing services in the following areas: Resettlement, Employment, Education and Youth, Immigration, Savings Match Program ,Faith Community and Co-sponsorship.

Potential Opportunities:

- Organization integration and education activities (As *scheduled*)
Attend cultural events, assist with general services, client education and additional adult education programming.
Family-Friend Match Program (As *scheduled*)
Provide support and companionship to recently resettled refugees. Assist caseworkers with follow up and visitation, help with medical visits and other support services and general adjustment.
- After-school Programs
Begin in October, held each Monday—Thursday, 3:00pm-6:15pm
The after school program aims to help refugee children and youth adjust socially and academically to the American school system, often while learning English. Many refugee children have never attended school or have experienced interrupted schooling due to persecution and dislocation. After school program assist children and youth with homework help, academic enrichment, nutritious snacks, and physical fitness activities.

Contact: <http://www.rrisa.org/index.html>
Location: 4151 Memorial Drive, 205D, Decatur, GA

Organizing Fellow: Amanda MacGurn

Masters International Program

Global Done Local.

Seminar

The Masters International Program and the associated MI seminar is designed to better prepare students for service with the U.S. Peace Corps. This weekly seminar includes active and engaging lessons related to community development. Returned Peace Corps Volunteers (RPCVs) and additional faculty and guest speakers facilitate discussions and activities to introduce tools and strategies useful for volunteers and public health professionals in the field.

Community Service with Refugees

Students will also volunteer with a local refugee organization throughout the duration of their program. Working with refugees is an incredibly enriching international experience that can be carried out locally in Atlanta. Additionally, this experience may be very similar to service in the Peace Corps in that it can help to identify and address needs and assets of the community that may lead to additional projects in collaboration with community stakeholders.

Expectations

Students participating in the Masters International program enroll in both the Fall and Spring semesters of this course throughout the duration of their MPH coursework. This course is open to all MPH/MSPH students in any department that is interested in pursuing service with the Peace Corps after successful completion of an MPH.

Attendance - Attendance at each class and group meetings is mandatory.
Time Commitment - Students are expected to volunteer in the community each week (a minimum of 10-15 hours each month) working with partner organization affiliated events or projects.

Participation - This is a participatory, student-driven program. Students should come to class prepared to actively participate in discussions and group meetings.



Summary of Refugee Resettlement

According to the United Nations High Commission on Refugees (UNHCR), **A refugee is "...someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries."**

There are 14 million refugees in the world today - a tremendous number of people who have been displaced from their homes and have to meet the challenge of establishing a new life in an unfamiliar country. The U.S. accepts 80,000 refugees per year, which are resettled in established locations across the country. Georgia accepts approximately 5,500 refugees per year—the majority of whom are resettled in the urban areas of Dekalb and Fulton counties.

Vietnamese refugees began resettling in Atlanta in the 1980's, and since then thousands of refugees have resettled in this area. Currently, the largest refugee populations are from **Afghanistan, Bhutan, Bosnia, Burma, Burundi, Cuba, Ethiopia, Eritrea, Iraq, Liberia, Russia, Somalia, Sudan, Turkey, and Vietnam.**

When refugees are resettled they have 90 days to complete several important core services and cultural training including:

- **Basic needs (furniture, clothing, food, rental assistance)**
- **Health and wellness appointments and registration**
- **Welfare (Medicaid, Food Stamps, Limited Cash Assistance)**
- **Language and Job Training**
- **Education and Employment Services**
- **Self-sufficiency Programs**

Refugees and organizations serving this population in Atlanta are primarily located in the Clarkston area. MI students will help them to adjust and integrate into their new lives in the U.S. during this difficult period of transition.

Volunteers and volunteer services make a huge difference!



Overview: Jewish Family & Career Services of Atlanta provides health, career and human services to support and enhance the well-being of individuals and families across all ages, faiths, cultures and lifestyles. JF&CS international services work with recent immigrants, asylum seekers, and refugee populations to help integrate them into communities and to work towards citizenship in the United States. JF&CS

Potential Opportunities:

- Preferred Community
 - Help prepare for recently arrived single mothers and children and provide immediate help upon arrival. Continue to work with them to help find social communities and support and act as a mentor and friend to recently arrived refugees.
 - *Various times available*
- Healthy Families Program
 - This program was recognized nationally as a best practices model. Volunteers will help facilitate and follow up with participants from these community courses designed to promote money management, good parenting skills, and marriage communication in order to build successful and stable families and communities in their new country.
 - *Evenings and Weekends*
 - ESL, Civics & Citizenship Classes
 - Act as teacher's assistants and tutors for mostly Spanish-speaking refugees and immigrants in English as a second language, English literacy and Civics, and/or citizenship preparatory classes.
 - *Weekdays and evenings*

Contact: <https://yourtoolsforliving.org>

Location: 4549 Chamblee Dunwoody Road, Atlanta, GA

Organizing Fellow: Brittany Schriver

Helping teenage survivors of war achieve their educational dreams



Overview: The Global Village School provides an enriched education to teenage girls whose formal education has been interrupted by war and refugee camp experiences. Pioneering an innovative curriculum, the school provides refugee teenagers with intensive English language training and enhanced education, including an emphasis on science and math, the humanities and integrated arts. There are about 20 girls between the ages of 13 and 20 representing many different countries.

Potential Opportunities:

- Class Assistance
 - Help is especially needed in the afternoon during English. Some of the newer students have very low levels of English and all our girls benefit from more personalized attention. Openings in Math, Science and Reading are also available.
 - *Monday-Friday, 9am-4pm*
- After-school tutoring
 - Tutor students one-on-one. Students regularly need help in reading, writing, and math. After school English TOEFL help is also needed.
 - *Monday -Thursday, 4-5pm*
- One-on-One Mentoring
 - Chaperone girls to lunch one day a week and become a mentor for a girl during the weekend to help with English skills, self-esteem, and confidence
 - *After school or weekends*

Contact: <http://globalvillage.typepad.com/>

Location: 305 Sycamore St, Decatur, GA

Organizing Fellow: Amanda Geller



Overview: The Clarkston Development Foundation (CDF) works closely with refugees, immigrants, Americans and other stakeholders in Clarkston, Georgia, to create a thriving, multicultural neighborhood community that celebrates diversity and is supported by an integrated set of on-site holistic programs and services.

Potential Opportunities:

Various activities take place all week between 9am - 9pm

- Early Learning

CDF recognizes the importance of quality and culturally competent early learning experiences for all children. CDF runs the national home-based *Parents as Teachers* program for 20+ families and their young children.
- Health Services

In collaboration with a health services partner, CDF will facilitate the opening of a health clinic at the Clarkston Community Center, which will expand services to families as the early learning program grows. Other families from the surrounding area will be accommodated as capacity permits. The clinic will provide basic medical care, with a network of specialists for health referrals.
- Family Support/Advocacy

Families face a wide variety of challenges. Each family enrolled in the *Parents as Teachers* program will receive wrap-around family support and advocacy services. The ratio of support personnel to families will be maintained at or below 1:25. This effort will ensure that children and families have access to opportunities critical for success.
- Urban Agriculture

In collaboration with several organizations, CDF is working to support urban agriculture initiatives to encourage family and group production of seasonal and perennial fruits and vegetables, as well as a local market for sale and consumption by families in the community.

Contact: www.clarkstondevelopmentfoundation.org

Location: 778 Jolly Ave S, #G-9, Clarkston, GA

Organizing Fellow: Aisha Stewart



Overview: The mission of the Center for Pan Asian Community Services, Inc. (CPACS) is to create and deliver culturally competent and comprehensive social and health services to counteract problems faced by immigrants, refugees, and racial-ethnic minorities. CPACS guides its programs through collaboration, research, advocacy, documentation, theory and application of culturally and linguistically competent community-based programs.

Many of CPACS programs are based on the principle of targeting women, children and families, and have been providing its core group of services to immigrant and refugee families in Georgia since 1980. CPACS works directly with Elementary through High school students in three separate counties to offer and improve after-school programming for refugee and underserved domestic populations.

Potential Opportunities:

- After-school tutoring
 - Use evidence-based curriculum to facilitate and evaluate project-based-learning programming, while additionally acting as a homework and subject tutor for refugee and underserved elementary and middle school students. Some previous programs have focused on drugs and violence, BOTIN life skills, and EFNEP Nutrition programs.
 - Additional opportunities are available and welcome for creative curriculum development and delivery.
 - *Monday-Thursday 3:00-6:00pm*

Contact: www.icpacs.org

Location: 3510 Shallowford Rd. NE, Atlanta, GA (main office)

Organizing Fellow: Saman Wijesooriya



Overview: The Fugees Family is a grassroots non-profit that provides year-round education, recreation and cultural programs for over eighty teenage boys and girls, all of whom are refugees living in Clarkston, GA. The mission of the Fugees Family is to help child survivors of war rebuild their lives through education and soccer. The children that make up the Fugees team come from 27 different countries, but live as one family. It is rare that you can find Africans and Asians, Northern and Southern Sudanese, Muslims and Christians, Sunni and Shia Muslims all working together to find commonalities instead on focusing on their differences, yet it is happening with the Fugees Family.

The objective of Fugees Family is for the student-athletes, all of whom are low-income and at risk, to graduate high school on time, with a plan for college or job training. They enforce a rule of English-only at all times to practice language and help the players bond together in their new environment. Girls were introduced into the Fugees Family in Spring 2011, and currently have their own class in the Fugees Academy while they play on the field with the co-ed U14 team.

Potential Opportunities:

- After-school tutoring
 - Work with refugee children in the Clarkston community. Students will pick one or two days to tutor and then once or twice a month to attend a Fugees soccer game. For MI students who have vehicles Fugees would like some people to volunteer to be drivers and drive students to and from soccer games.
 - *Monday through Thursday 6:00-7:30pm. [More volunteers needed Mondays and Wednesdays]*
 - Attend games and other special events, including weekly Supper Club on Thursday evenings and additional fundraisers.

Contact: www.fugeesfamily.org

Location: 890 North Indian Creek Drive, Clarkston, GA

Organizing Fellow: Megan Thompson

Rollins-teer Community Organization Partners

RSPH students, faculty and staff have directly served the following community organizations, agencies and programs over the past three years through the Rollins-teer Service Program.

Community Organization	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
AID Atlanta Aid Atlanta's mission is to reduce new HIV infections as well as improve quality of life of people with the disease by reducing barriers and building communities.		X	X	X
Atlanta Community Food Bank Founded in 1979, the Atlanta Community Food Bank (ACFB) currently distributes nearly two million pounds of food and other donated grocery items each month to more than 700 nonprofit partner agencies in 38 counties in Metro Atlanta and North Georgia.	X	X		X
Atlanta Community Toolbank: Tool Lending Program Assistant and HouseProud The Tool Lending Program boasts over 150 different tool types for use in volunteer projects, neighborhood cleanups, and community efforts by equipping their organizations with the right tools for their projects. The HouseProud Program provides no-cost repairs for low-income senior and disabled homeowners with the mission of keeping them warm, safe and dry in their existing homes. Typical repairs include plumbing repairs, floor stabilization, and wheelchair ramp installation.		X		
Atlanta Harm Reduction Center The Atlanta Harm Reduction Center was founded in 1994 out of the concern for the alarming rate of HIV transmission among Atlanta's intravenous drug users. The center focuses on educating individuals and the wider community on harm reduction techniques.		X	X	X
Atlanta Hospital Hospitality House The Atlanta Hospital Hospitality House provides low cost housing for outpatients and their caregivers who have been treated at an Atlanta area hospital.				X
Atlanta Union Mission: Carpenter's House and My Sister's House The Atlanta Union Mission is a faith-based organization that provides vital services to men, women and children in crisis through programs of rescue and recovery. The Carpenter's House is a shelter for homeless men. Atlanta Union Mission also offers comprehensive childcare and after school care for women with children staying at the mission. Children receive a Christian-based preschool curriculum or after school care. They also receive counseling from behavior specialists and participate in group trips.	X			
Chris Kids CHRIS Kids delivers a broad continuum of critical services to children, youth and families, allowing them to reach their natural potential for happiness, health and success.	X	X	X	X
Clarkston Community Center The Clarkston Community Center's mission is to create a place for Clarkston residents to come together for art, recreation, education and community building.			X	X

Community Organization	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
<p>Clarkston Community Center – Senior Refugee Program The Clarkston Community Center Refugee Senior Program brings elderly refugees together for recreational activities, such as gardening, games, singing, refreshments, shared meals, celebrations, reading of native materials, etc. The program provides helpful socialization with informative presentations to help this population succeed in their community. The current program serves a Vietnamese, Ethiopian, Sudanese and Somali populations.</p>		X		
<p>Clyde Shepherd Nature Preserve The 28-acre nature preserve was opened in 1995 with the goal of preserving natural spaces in the South Peachtree Creek watershed for the enjoyment and education of the community.</p>		X	X	X
<p>Covenant House Covenant House is a place where homeless children can come for food, shelter, and medical attention. The house provides children who are homeless a safe place where they learn values, structure, and tools to stop destructive behavior.</p>		X	X	X
<p>Decatur Cooperative Ministries Decatur Cooperative Ministry alleviates and prevents homelessness while affirming the dignity of each family. We primarily serve DeKalb County residents but occasionally serve metro Atlanta citizens. Hagar House is an emergency night shelter that can provide housing for large families. Project Take Charge is homeless prevention program that provides assistance with rent, utilities, mortgage and food. Both programs are services the Decatur Cooperative Ministries offer.</p>		X	X	X
<p>Decatur High School Community Garden The Decatur High School Community Garden allows community members to purchase, plant, and grow their own food in designated plots.</p>				X
<p>DeKalb Rape Crisis Center DeKalb Rape Crisis Center exists to assist victims of sexual assault and the community in coping with these crimes; to help medical personnel in the delivery of health care needed as a result of these crimes; to provide counseling toward healing the emotional trauma experienced by a victim of sexual assault; to help victims through the investigation and court stages of the resolution of these crimes; and to educate the general public on sexual assault crimes and their prevention.</p>		X		
<p>The Friendship Center The Friendship Center at the Church of the Holy Comforter is a program to assist individuals with mental illness.</p>				X
<p>Fulton County Department of Health The Fulton County Department of Health & Wellness' services have evolved to include a vast array of programs that provide comprehensive health care for Fulton County citizens. They include both preventive care and treatment in the following areas: 1) infectious diseases; 2) women's and children's health, 3) environmental health and, 4) other services which include health education, stroke and heart attack prevention programs and refugee screenings.</p>			X	
<p>Furniture Bank of Metro Atlanta The Furniture Bank is a place where individuals and families transitioning out of homeless shelters, battling HIV/AIDS, or fleeing intimate partner violence can come and find furniture essentials.</p>	X	X	X	X

Community Organization	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
Gateway Center The Gateway Center's mission is to end chronic homelessness by supporting individuals to find permanent or transitional housing with programs that provide tools and well as a supportive and compassionate setting.			X	X
Georgia Department of Public Health The Georgia Department of Public Health is the lead department entrusted by the people of the state of Georgia with the ultimate responsibility for the health of communities and the entire population.			X	
HOPE Atlanta, Travelers Aid HOPE Atlanta the programs of Travelers Aid of Metropolitan Atlanta is dedicated to the prevention of homelessness in our community and combating it whenever it arises. We provide: Housing, Outreach, Prevention and Emergency Services. Travelers Aid is proud to be one of the premiere social service agencies in Metropolitan Atlanta providing a safety net for low-income travelers, newcomers and residents in crisis.			X	
Hosea Feed the Hungry and Homeless Hosea Feed the Hungry and Homeless has distributed more than \$3 million dollars worth of food, furniture, clothing, medical supplies, toiletries, and cleaning supplies to 16 counties in Georgia.			X	X
International Rescue Committee The International Rescue Committee responds to the largest humanitarian crisis in the world by helping individuals survive and rebuild their lives. In the Atlanta the IRC supports programs and services that help refugee communities.			X	X
Jerusalem House Jerusalem House provides housing for individuals who have lost their homes due to HIV/AIDS. Currently the house has 23 apartments for single individuals and 12 apartments for families of single mothers.		X	X	X
MedShare International Medshare collects and packages surplus medical supplies to send to hospitals and clinics in acutely deprived areas as well as reducing waste produced by the healthcare system.	X	X	X	X
Metro-Atlanta Task Force for the Homeless The Task Force helps to link people to services that include but are not limited to: shelter, housing outreach, transportation, employment and health care.	X			
Oakhurst Community Garden The Garden is a place where families can come to learn about environmental stewardship, cultivating urban green space, and healthy living and eating.		X	X	X
Park Pride Park Prides works with over 60 parks across the Atlanta area to provide and improve green space for the Atlanta area. Park Pride also provides services for to help communities to develop conceptual plans for parks.	X	X	X	X
Partnership Against Domestic Violence (PADV) PADV, the largest nonprofit domestic violence organization in Georgia, provides professional, compassionate, and empowering support to battered women and their children in metro Atlanta. PADV works to end domestic violence by offering safety and shelter for battered women and their children; restoring power, self-sufficiency and control to domestic violence survivors; and educating the public on the dynamics of domestic violence.		X		

Community Organization	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
<p>Planned Parenthood Planned Parenthood is a national health care provider that delivers reproductive health care as well as sex education and information to women, men, and young people of our nation and around the world.</p>			X	X
<p>Project Open Hand Project Open Hand helps individuals to manage chronic disease through comprehensive nutritional care. Project Open Hand accomplishes this by delivering meals as well as providing nutritional education to their clients.</p>	X	X	X	X
<p>Refugee Family Services The mission of Refugee Family Services is to support the efforts of refugee women and children to achieve self-sufficiency in the United States by providing education and economic opportunity.</p>		X		
<p>Refugee Women’s Network (RWN) RWN’s mission is to be a catalyst in the empowerment of refugee and immigrant women as they reclaim their collective voices and reach full potential through participation in local, state and national fronts on issues that are important to them. RWN serves refugee and immigrant women through programs like Health Promoters Program, Microenterprise Program in the local Atlanta area and through Leadership and Advocacy Program in the national level.</p>		X		
<p>Senior Citizen Services of Atlanta Senior Citizen Service of Atlanta works to improve the health, independence, and quality of life of the aging community.</p>	X	X	X	X
<p>St. Vincent De Paul The Society of St. Vincent de Paul Atlanta empowers people, regardless of their background, ethnicity, or faith, to achieve self-sufficiency by offering financial, material, educational, and spiritual support and by collaborating with others to develop and deliver programs and services that help those in need.</p>		X		X
<p>Trees Atlanta Trees Atlanta protects and beautifies the Urban Landscape of Metro Atlanta by planting trees. Trees Atlanta also restores Atlanta's remaining forests through planting and invasive species removal as well as educating and building community in neighborhoods through the planting and maintenance of trees.</p>		X	X	X
<p>Truly Living Well Natural Urban Farms Truly Living Well Natural Urban Farms (TLW) provides the local community with healthy, nutritious vegetables, fruits, and herbs grown without the use of chemical fertilizers, pesticides, herbicides and other substances which have been proven harmful to one’s health and the earth that sustains us.</p>		X		
<p>West Atlanta Watershed Alliance Since 1995 WAWA has been actively involved in the preservation, protection, and restoration of green space, water quality, and other natural resources in South West Atlanta.</p>	X			

ROLLINS SCHOOL OF PUBLIC HEALTH

Continuing Professional Education

August 1, 2008 – July 31, 2009

Highlights of attached listing of continuing professional education activities:

- ❖ **Total Activities (LIVE and ENDURING) = 326 with 1847.0 total contact hours.**
 - Total LIVE Activities = 211 with 1667.5 total contact hours and 11027 total attendees
 - Continuing education credit offered at 15 LIVE activities (7.1%)
 - Total ENDURING Activities = 115 with 179.5 total contact hours and 7972 total distributions, postings or requests for CE
 - Continuing education credit offered for 26 ENDURING activities (23%)
- ❖ Continuing Education credit given included CME (physicians), CME for non-physicians, CNE (nurses), CECH (health educators), CEU (other health professionals), CPE (dietitians) and CE (social workers).
- ❖ **RSPH-External organizational partners includes, but is not limited to:**

National Institutes of Health
The Laboratory of Biochemical Pharmacology
Emory University School of Medicine
Department of Veterans Affairs
Rapides Foundation
Emory Regional Training Center
Southeast Georgia Health District (District 9-2), Georgia
Division of Public Health
University of Pennsylvania School of Policy and Practice
Centers for Disease Control and Prevention (CDC)
Georgia Research Alliance (GRA)
Emory Environmental Health Science Center
USDA NIK Project
Arizona State University
Atlanta Medical History Society
Northside Hospital
St. Joseph's Hospital
Nebraska Department of Health and Human Service
MD Anderson Cancer Center
Susan G. Komen Race for the Cure
King Hussein Medical Center
University of Southern Maine
Health Promotion Council/SEPA

Emory Global Health Institute
Emory Department of South Asian Studies
The Claus M. Halle Institute for Global Learning
Peace Corps
Atlanta Area Returned Peace Corps Volunteers
Bill & Melinda Gates Foundation
Southern GA Evaluation Association
Samaritan Clinic
Washington University in St. Louis
University of Washington- School of Public Health
UCLA- School of Public Health
The University of Texas- School of Public Health at Houston
National Cancer Institute-Cancer Information Service
Elizabeth Griffin Institute
Morehouse School of Medicine MPH Program
American Evaluation Association
San Diego Prevention Research Center
Think Tank Research Center for Health Development
The Research Education, Training and Career Development
Core of the Atlanta Clinical and Translational Science
Institute
Georgia Federation of Professional Health Educators

RSPH Continuing Professional Education Report

2008-2009: Part 1 (Live/In-person Activities)

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Summer 08 Fundamentals of Evaluation	6/02/2008 - 8/29/2008	48	Tobacco Technical Assistance Consortium		RSPH Faculty	14	
Biostatistics Lecture Series Summer 2008	7/28/2008 -- 08/01/2008	6.0	Department of Biostatistics and Bioinformatics	The Research Education, Training and Career Development Core of the Atlanta Clinical and Translational Science Institute	RSPH Faculty	40	CME
Introduction to Public Health Management	8/04/2008 -- 8/05/2008	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
The Role of Nef Secretion in HIV-1 Pathogenesis	08/05/2008	1.5	Center for AIDS Research at Emory (CFAR) and Emory Vaccine Center (EVC)		Non-RSPH Faculty	20	
Public Health Advocacy and Policy Development	8/14/2008 -- 8/15/2008	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Sustainability and Planning in Regional Coalition	8/14/2008	3	Tobacco Technical Assistance Consortium		Non-RSPH	20	
Biosafety Level 4 (August 2008)	8/17/2008 -- 8/23/2008	35	Department of Epidemiology	National Institutes of Health	Both	6	
New Approach to Monitoring Adherence to HAART: Unannounced Telephone-based Pill Counts	08/25/2008	1.0	Center for AIDS Research at Emory (CFAR)	The Laboratory of Biochemical Pharmacology, Department of Pediatrics, Emory University School of Med(SOM), the Department of Veterans Affairs	Non-RSPH Faculty	25	
Statistical Methods to Adjust for Misclassified Repeated Exposures in Modeling Disease-Exposure Associations	8/25/2008	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	44	
Rapides Foundation Community Partnership Grantee Training	8/27/2008 - 8/28/2008	1.5	Tobacco Technical Assistance Consortium	Rapides Foundation	Both	17	
Fall 08 Fundamentals of Evaluation	9/02/2008 - 11/21/2008	6	Tobacco Technical Assistance Consortium		RSPH Faculty	25	CECH
A marriage of intellectual engagement and practical experience	09/03/2008	1.0	Hubert Department of Global Health		RSPH Faculty	30	
No Small Issue: Children and Families	09/10/2008	1.0	Hubert Department of Global Health		Non-RSPH	30	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Affected by HIV and AIDS			Health		Faculty		
US Global Health Diplomacy: Potentials, Pitfalls and Paradoxes	09/11/2008	1.5	Center for Health, Culture and Society at Emory University		Non-RSPH Faculty	80	
A Potential Novel Genetic Pathway for Coronary Artery Disease	9/11/2008	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	
New Developments in HIV Assembly and Release	09/11/2008	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
September 11th and 12th 3rd On-campus session	9/11/2008 – 9/12/2008	12.5	Emory Center for Public Health Preparedness	Emory Regional Training Center, SE Georgia Health District (District 9-2), Georgia Division of Public Health	Both	25	CNE
Rapides Foundation School Partnership Grantee Training	9/11/2008 & 9/24/2008	6	Tobacco Technical Assistance Consortium	Rapides Foundation	Both	30	
Nutrition Environment Measures Survey (NEMS) Training	9/16/2008	16.0	Emory Prevention Research Center	University of Pennsylvania School of Policy and Practice	Both	17	
Indianapolis Partners Exchange	9/16/2008 - 9/17/2008	1.5	Tobacco Technical Assistance Consortium		RSPH Faculty	120	
The evolving dynamics of multilateral institutions in global health	09/17/2008	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Through a Glass Darkly: Learning from the Past, Maybe.	09/17/2008	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	RSPH Faculty	605	
Air Quality and Health—Can We Trust the Results?	09/18/2008	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	RSPH Faculty	50	
Communities of Excellence Plus Academy	9/18/2008-9/19/2008	20	Tobacco Technical Assistance Consortium		RSPH Faculty	30	
Georgia Federation of Professional Health Educators Mid-Year Meeting (GFPHE)	09/19/2008	2.0	Georgia Federation of Professional Health Educators	Rollins School of Public Health	Non-RSPH Faculty	52	CECH
Working Towards an AIDS Vaccine – A Symposium honoring Harriet Robinson	9/19/2008	5.0	Emory Vaccine Center (EVC)	Center for AIDS Research at Emory (CFAR), Emory University School of Medicine Department of Microbiology and Immunology	Both	100	
Nutrition Environment Measures Survey (NEMS) Training	9/20/2008	20.5	Emory Prevention Research Center	USDA NIK Project	RSPH Faculty	16	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
International Course in Applied Epidemiology	9/22/2008 – 10/17/2008	208	Hubert Department of Global Health	Centers for Disease Control and Prevention	Both	31	
Basic Principles of Public Health	9/23/2008 – 9/24/2008	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Exploring the frontiers of cardiometabolic diseases research	09/24/2008	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Two Puzzles and a Controversy: How Self-Help Support Groups Provide Alternative Healthcare and Keep Mainstream Medicine Honest	09/25/2008	1.5	Center for Health, Culture and Society at Emory University		RSPH Faculty	15	
After Kool Mixx: A Program to Prevent Smoking Among Urban Youth	9/25/2008	48	Tobacco Technical Assistance Consortium		RSPH Faculty	50	
Nutrition Environment Measures Survey (NEMS) Training	9/26/2008	21	Emory Prevention Research Center	Arizona State University	RSPH Faculty	12	
5th Annual J Willis Hurst History of Medicine Symposium	09/26/2008	3.5	Piedmont Healthcare	Atlanta Medical History Society, Emory Healthcare, Emory University School of Medicine, Northside Hospital, Applied History of Health and Health Sciences Program at the Rollins School of Public Health, St. Joseph's Hospital	Both		CME
Biosafety Training Level 3 (Sept 2008)	9/28/2008 – 10/03/2008	35	Department of Epidemiology	National Institutes of Health	Both	14	
What's Hot, What's Not: A Summary of the 2008 International AIDS Conference (Mexico City)	10/01/2008	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Mix of RSPH and Non-RSPH Faculty	212	
Adjusting for Correlated Tests in Large-scale Multi-sample Genetic Association Studies	10/02/2008	1.0	Department of Biostatistics and Bioinformatics		RSPH Faculty	45	
A Rapid Shift in Toxics Policy: Health, Sustainability and The Future of Chemicals Science and Policy	10/02/2008	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	50	
Nutrition Environment Measures Survey (NEMS) Training	10/06/2008	22.5	Emory Prevention Research Center	Nebraska Department of Health and Human Service	Both	11	
Basic Principles of Public Health	10/08/2008 – 10/09/2008	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Databases relevant to studies of the occurrence, outcomes and control of	10/08/2008	1.0	Department of Epidemiology		RSPH Faculty	30	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
chronic kidney disease (CKD)							
Cash or food? Results from an experimental trial in rural Mexico on conditional transfer programs	10/08/2008	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Sustainability Workshop	10/08/2008-10/09/2008	14	Tobacco Technical Assistance Consortium		Non-RSPH Faculty	7	
Supporting the Troops: Masculinity and Social Support among Returning Veterans with Post-Traumatic Stress Disorder	10/09/2008	1.5	Center for Health, Culture and Society at Emory University		RSPH Faculty	25	
Human Brain Mapping: Techniques and Applications	10/09/2008	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	43	
Designing Drugs for Moving Targets: Modeling Selectivity and Resistance for HIV, HCV, and Dengue Therapies	10/09/2008	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
Opportunities in public health preparedness research	10/15/2008	1.0	Department of Epidemiology		RSPH Faculty	30	
Potential Health Impacts of Engineered Nanoparticles: What Have We Learned So Far?	10/17/1008	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	40	
Why does the bough break, and how can it be avoided?	10/22/2008	1.0	Department of Epidemiology		RSPH Faculty	30	
Obesity and health risk: lessons from bariatric weight loss studies	10/22/2008	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Race, Place and Professional Identity: Nursing in Georgia, 1900-1940	10/23/2008	1.5	Center for Health, Culture and Society at Emory University		Non-RSPH Faculty		
Ecology and Epidemiology of Pox Viruses in Africa	10/23/2008	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	RSPH Faculty (Joint)	45	
Towards a Universal Approach to Prevent HIV-1 Transmission	10/23/2008	1.0	School of Medicine: Infectious Disease (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
Stigma, Social Inequality, and HIV/AIDS among LGBT Populations: Theory and Research on a Pernicious Intersection	10/30/2008	1.5	Center for Health, Culture and Society at Emory University		Non-RSPH Faculty		
Testing for Familial Aggregation of	10/30/2008	1.0	Department of Biostatistics		Non-RSPH	38	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Multivariate Traits or Functional Traits			and Bioinformatics		Faculty		
Enhancing Antiviral Immunity During Chronic SIV Infection by PD-1 Blockade and Therapeutic Vaccination	10/31/2008	1.0	Center for AIDS Research at Emory (CFAR)		Both	25	
Restoring Hope – Decent Care in the Midst of HIV/AIDS Reception and Book Signing	11/03/2008	2.0	Center for AIDS Research at Emory (CFAR)	The Office of the Dean of the Chapel and Religious Life, Interfaith Health Program of Rollins School of Public Health	Both	20	
The US HIV epidemic among MSM: Recent epidemiologic findings and implications for prevention	11/05/2008	1.0	Department of Epidemiology		RSPH Faculty	30	
Pharmacoepidemiology of vaccines	11/05/2008	1.0	Department of Epidemiology		RSPH Faculty	30	
Extending the Cochrane collaboration to public health: new opportunities at Emory	11/05/2008	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Upstairs Downstairs' or 'All in the Family?': Re-envisioning the working relationship between the Innate and Adaptive immune systems	11/05/2008	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	281	
Health Disparities Symposium on Cancer: Addressing the Issues	11/05/2008 -- 11/07/2008	12.0	National Black Leadership Initiative on Cancer III, Southern Region, Morehouse School of Medicine	MD Anderson Cancer Center, Centers for Disease Control and Prevention, Susan G. Komen Race for the Cure, Bristol Meyer Squibb, Rollins School of Public Health	Non-RSPH Faculty	99	CECH
Spatial Bias Modeling with Application to Assessing Remotely-sensed Aerosol as a Proxy for Particulate Matter	11/06/2008	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	48	
Cancer Research and Hypothesis Generation	11/06/2008 – 11/07/2009	16	Georgia Center for Cancer Statistics	King Hussein Medical Center	RSPH Faculty	98	
Cancer Registrar Certification Examination Training	11/08/2008 – 11/09/2009	12	Georgia Center for Cancer Statistics	King Hussein Medical Center	RSPH Faculty	7	
Sexual Risk Reduction among Patients at an STD Clinic: Results from a Randomized Controlled Trial	11/10/2008	1.0	Department of Behavioral Sciences and Health Education	Center for AIDS Research at Emory (CFAR)	Both	25	
A Prediction Interval for the Misclassification Rate	11/11/2008	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Basic Principles of Public Health	11/12/2008 – 11/13/2008	14.0	Centers for Disease Control and Prevention (CDC) Department of Epidemiology	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Wash your hands!: Studies of Norovirus persistence and hand hygiene	11/12/2008	1.0			RSPH Faculty	30	
Nutrition Environment Measures Survey (NEMS) Training	11/12/2008	9.5	Emory Prevention Research Center	University of Southern Maine	RSPH Faculty	11	
Stigma, Support and the Social Context of Public Health	11/13/2008	1.5	Center for Health, Culture and Society at Emory University		Non-RSPH Faculty		
A Symposium in Honor of Rafi Ahmed's 60 th Birthday	11/13/2008 11/14/2008	4 8.5	Emory Vaccine Center (EVC)	Center for AIDS Research at Emory (CFAR)	Both	60	
Relative importance of impact of birth size and postnatal growth on cognitive development of Chinese children	11/18/2008	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Pennsylvania Best Practices for School-Based Prevention Programs	11/18/2008	7	Tobacco Technical Assistance Consortium	Health Promotion Council/SEPA	Both	50	
Survival of the species: Endocrine disrupting chemicals and reproduction	11/19/2008	1.0	Department of Epidemiology		RSPH Faculty	30	
HIV Transmission: Challenges for Vaccines and Prevention	11/19/2008	1.5	Morehouse School of Medicine- Department of Microbiology, Biochemistry and Immunology	Center for AIDS Research at Emory (CFAR)	Both	20	
Searching for Anciet Quanta in the Sanctuary of the Great gods, Samothrace, Greece	11/20/2008	1.0	Department of Biostatistics and Bioinformatics		RSPH Faculty	38	
Cyclophilin, TRIM5, and Innate Immunity to HIV-1	11/20/2008	1.0	Emory Vaccine Center (EVC)	Center for AIDS Research at Emory (CFAR)	Both	25	
The Effects of Environmental Risks on Population Health and Health Inequalities in Mexico	11/24/2008	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	45	
HIV and STIs in China: Sex and Migration	11/25/2008	1.0	Center for AIDS Research at Emory (CFAR)	Department of Behavioral Sciences and Health Education	Both	30	
Responding to and Rejecting AIDS Stigma	12/02/2008	1.5		Emory Global Health Institute, Center for AIDS Research at Emory, Emory Department of South Asian Studies, the Center for Health Culture and Society at Emory	Non-RSPH Faculty	100	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
World AIDS Day 2008 "AIDS at 27: Turning Hope into Action"	12/02/2008	2.0	Center for AIDS Research at Emory (CFAR)	University, The Claus M. Halle Institute for Global Learning, Emory Vaccine Center, Peace Corps, Atlanta Area Returned Peace Corps Volunteers, Centers for Disease Control and Prevention, Bill & Melinda Gates Foundation	Both	200	
Analysis of Outcomes with Induced Dependent Censoring: Medical Cost and Successive Durations	12/02/2008	1.0	Department of Biostatistics and Bioinformatics	Centers for Disease Control and Prevention (CDC), Emory South Asian Studies (SAS) Halle Institute for Global Learning, Peace Corps (PC), Atlanta Area Returning Peace Corps Volunteers (AARPCV), Emory Global Health Institute (GHI), Emory Vaccine Center (EVC), the Bill & Melinda Gates Foundation	Non-RSPH Faculty	37	
"Brown Bag" Discussion of AIDS Sutra: Untold Stories from India	12/03/2008	1.0	Center for AIDS Research at Emory (CFAR)	Centers for Disease Control and Prevention (CDC), Peace Corps, Halle Institute, Emory Global Health Institute (GHI), Emory Vaccine Center (EVC), Atlanta Area Returning Peace Corps Volunteers (AARPCV), Emory South Asian Studies (SAS), HCS, the Bill and Melinda Gates Foundation	Both	75	
Transplacental HIV Transmission collaboration	12/04/2008	4.0	Center for AIDS Research at Emory (CFAR)		Both	8	
A Regularization Approach to Screening and Selection of Biomarkers	12/04/2008	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	42	
Towards an AIDS Vaccine: Is it Time for a Devil's Advocate?	12/07/2008	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	271	
Renal Grand Rounds Reception with Jon Kaplan (Emory)	12/16/2008	2.0	Center for AIDS Research at Emory (CFAR)		Both	30	
Immunization in the United States in	01/07/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory	Non-RSPH	349	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
2009: On the Verge of Breakdown, Breakthrough, or Both?					Faculty		
Introduction to Logic Models: Development and Use for Program Evaluation	1/08/2009	1.5	Emory Prevention Research Center	(CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	RSPH Faculty	54	
HIV Testing in Clinical Settings: From Targeted to Opt-Out Testing	1/08/2009	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
Nutrition Environment Measures Survey (NEMS) Training	1/12/2009	21	Emory Prevention Research Center		RSPH Faculty	10	
Epidemiology in Action: Intermediate Analysis Course	1/12/2009-1/15/2009	40	Hubert Department of Global Health	Centers for Disease Control and Prevention	Both	18	
Coalition Building	1/13/2009	3	Tobacco Technical Assistance Consortium		RSPH Faculty	13	
Linkages Between the Environment and Community Health: How Water Quality, Food Production, and Land Use Affect Transmission of Infectious Disease	01/14/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	50	
"Each One Reach One" Volunteer Prevention Care Manager Training	1/16/2009	3	Emory Prevention Research Center	Samaritan Clinic	Both	4	
BSL 3 Training (Jan 2009)	1/18/2009-1/23-2009	35	Department of Epidemiology	National Institutes of Health	Both	15	
Prevention of type II diabetes and its complications	1/21/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Improved source, improved quality? Estimating the water quality gains from groundwater expansion in rural India	01/21/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Interpreting Clinical Trials Data: Deviations from the Perfect World	1/22/2009	1.0	Department of Biostatistics and Bioinformatics		RSPH Faculty	46	
SEPA Regional Coalition Meeting	1/22/2009	16	Tobacco Technical Assistance Consortium	Health Promotion Council/SEPA	RSPH Faculty	50	
Challenges in the Development of HIV RNase H Inhibitors	1/27/2009	1.0	Center for AIDS Research at Emory (CFAR)	The Laboratory of Biochemical Pharmacology Department of Pediatrics, Emory University School of Medicine (SOM), the Department of Veterans Affairs	Both	35	
Capstone Presentations	1/27/2009	5.0	Emory Center for Public	Emory Regional Training Center, SE	Both	31	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Coalition Capacity Building	1/27/2009	3	Health Preparedness Tobacco Technical Assistance Consortium	Georgia Health District (District 9-2), Georgia Division of Public Health	RSPH Faculty	27	
Spatial epidemiology of vector-borne zoonoses	1/28/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Prevention of Type 2 Diabetes Mellitus: genes or lifestyle	1/28/2009	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Spline-Backfitted Kernel Smoothing of Additive Models in Time Series	1/29/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	45	
Spring 09 Fundamentals of Evaluation	2/02/2009 - 4/27/2009	1.5	Tobacco Technical Assistance Consortium		RSPH Faculty	42	CECH
Old Age Ain't for Sissies: Immunosenescence and Vaccination in the Aged	2/03/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	275	
Worsening heart failure epidemic – causes and potential solutions	2/04/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Finding Significant Large-Average Submatrices in High Dimensional Data	2/05/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	39	
Epidemiology of vaccine refusal	2/11/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Introduction to Public Health Policy	2/12/2009 – 2/13/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Statistical Methods for Estimating Spatially-varying Associations: Assumptions, Implementation, and Inference	2/12/2009	1.0	Department of Biostatistics and Bioinformatics		RSPH Faculty	43	
Exposure Science: A Journey From the Past to the Future	02/13/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	RSPH Faculty (Adjunct)	50	
Genetic bottlenecks and evolution of virus in African HIV-1 heterosexual transmission pairs	2/16/2009	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR), Microbiology Molecular Genetics and Immunology & Molecular Pathogenesis	Both	40	
Cancer risk prediction and prevention program	2/18/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
CDC's Historical Role in Preparedness: A Look at Several Historical	2/18/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for	RSPH Faculty	109	CME, CNE, CME for non-

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Perspectives				Disease Control and Prevention			physicians, CECH, CPE, CEU
An integrated multi-sectoral response to HIV & AIDS in Rift Valley Province, Kenya	2/18/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Modeling and Parameter Estimation in Endocrine Systems	2/19/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	39	
Polyfunctional T Cells and Control of Immunodeficiency Virus Infections	2/19/2009	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
BSL4 Biosafety Training (Feb 2009)	2/22/2009 – 2/27/2009	35	Department of Epidemiology	National Institutes of Health	Both	7	
Opportunities for research in cardiovascular diseases	2/25/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Numerical Methods for Experimental Design of Large-scale Linear Ill-posed Inverse Problems	2/26/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	
Interpretation of Biomonitoring Data in Clinical Medicine and the Exposure Sciences	2/26/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	45	
Georgia Federation of Professional Health Educators Annual Meeting (GFPHE): Becoming a Healthier Nation Through Promoting Health Equity	2/27/2009	3.0	Georgia Federation of Professional Health Educators	Rollins School of Public Health	Non-RSPH Faculty	94	CECH
Principles and Practice of Cancer Registration, Surveillance and Control	3/02/2009 – 3/06/2009	43	Georgia Center for Cancer Statistics		RSPH Faculty	13	
Can 1 + 1 ever make 3?: The Evidence for Vaccination, Mitochondrial Disease, and Autism	3/04/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	335	
National Injury and Violence Prevention Research Conference from Discovery to Practice: Innovative Translational Approaches to Injury Prevention and Care	03/04/2009 – 03/06/2009	13.5	Emory University Center for Injury Control, The Society for Advancement of Violence and Injury Research (SAVIR), the CDC's National Center for Injury Prevention and Control, Department of	Rollins School of Public Health	Both	248	CECH

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
			Emergency Medicine, Emory University School of Medicine				
Stochastic Risk Model of Highly Pathogenic Avian Influenza Spread	3/05/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	
Multiple Roots in Logistics Regression with Errors-in-Covariates	3/06/2009	1.0	Department of Biostatistics and Bioinformatics		RSPH Faculty	42	
Historical Perspectives on the Fight Against HIV/AIDS: Lessons Learned for Today's Prep. Efforts	3/11/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty	66	CME, CNE, CME for non-physicians, CECH, CPE, CEU
HIV-related proteins, oxidant stress, and susceptibility to lung infections and injury	3/12/2009	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
Overview of NCHS national and state child health surveys – with a look at Hispanic generational differences	03/18/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Evaluating Markers for Treatment Selection Based on Survival Time	3/19/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	45	
Evaluating Agreement Among Observers or Methods of Measurement for Quantitative Data	3/19/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	
Course of Dimensionality in Environmental Epidemiology: Finding the Key Exposures in a Haystack of Potentials	3/19/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	45	
BSL3 Biosafety Level 3 Training (March 2009)	3/22/2009 – 3/27/2009	35	Department of Epidemiology	National Institutes of Health	Both	10	
The National Children's Study – An Overview and An Opportunity	3/23/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Issues in Causal Inference and Applications to Public Health	3/24/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	37	
The Epidemiology of HIV in Humanitarian Emergencies	3/25/2009	1.0	Department of Global Health	Center for AIDS Research at Emory (CFAR)	Both	25	
The epidemiology of HIV in humanitarian emergencies.	3/25/2009	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Image Deblurring in Practice	3/26/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Designing Chronic Disease Prevention Programs That Work (NACDD)	3/26/2009	1.2	Emory Prevention Research Center	Washington University in St. Louis, University of Washington- School of Public Health, UCLA- School of Public Health, The University of Texas- School of Public Health at Houston, National Cancer Institute- Cancer Information Service	Both	28	CPEU (for dietitians), CECH, CEU (for social workers)
Communities of Excellence Plus Academy	3/26/2009 - 3/27/09	6	Tobacco Technical Assistance Consortium		Both	35	
Environmental Monitoring: What is Planned and What Could be Added?	3/30/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
It seems so easy. Drug donations for neglected tropical diseases – reaching those at the end of the road.	4/01/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Coalition Capacity Building	4/01/2009	6	Tobacco Technical Assistance Consortium		RSPH Faculty	18	
Early Lessons from our Mother: Prenatal Infections, in-flew-Enza, and Infant Development	4/01/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	197	
DeHaan Lecture -- Community-Based Participatory Research: A Partnership Approach to Health Promotion and Education to Address Health Inequities	4/02/2009	1.0	Department of Behavioral Sciences and Health Education		Non-RSPH Faculty	75	
Data Piling for High-Dimension-Low-Sample-Size Classification and Clustering	4/02/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	45	
Lead Exposure and Cognitive Functioning in a Population-Based Sample of Urban Adults	4/02/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	50	
Leadership Institute for Biosafety Professionals	4/05/2009 – 4/08/2009	35	Department of Epidemiology	Elizabeth Griffin Institute	Both	20	
Health Literacy Through the Life Course: What Might be Tracked?	4/06/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Epi in Action for Chinese Health Professionals	4/06/2009 – 4/10/2006	30	Hubert Department of Global Health	Centers for Disease Control and Prevention, Jianguo	Both	12	
Are the rural poor in Ethiopia really	4/08/2009	1.0	Hubert Department of Global Health		Non-RSPH	30	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
dependent on food aid? A case study from South Wollo, Ethiopia.			Health		Faculty		
The Evolutionary Variance and its Role in Tests of Biological Hypotheses for Genetic Polymorphism and Genetic Divergence	4/09/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	37	
Biomarker Discovery in Neurodegenerative Disease: A Proteomic Approach	4/09/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	50	
CHES Exam Review Course- April 10, 2009	4/10/2009	3.0	RSPH Office of Continuing Professional Education	RSPH Office of Career Services, Department of Behavioral Sciences and Health Education	Both	35	---
Awesome Coalitions: How to Get Them, How to Keep Them	4/10/2009	14	Tobacco Technical Assistance Consortium		RSPH Faculty	75	CECH
Fetal Alcohol Syndrome: What Can the NCS Contribute – and How Might an Ancillary Study Help?”	4/13/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Where Does the World Stand with the AIDS Pandemic?	4/15/2009	2.0	Center for AIDS Research at Emory (CFAR)	Morehouse School of Medicine MPH Program, Humphrey Fellows, Global Health Institute (GHI), Center for Health, Culture and Society	Both	40	
April RSPH Monthly Faculty Presentation with CFAR03 Awardees Hannah Cooper, Patrick Sullivan, and Kristin Dunkle	4/15/2009	1.0	Center for AIDS Research at Emory (CFAR)		RSPH Faculty	35	
Response to Foodborne Outbreaks: The Federal and State Response	4/15/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty	83	CME, CNE, CME for non-physicians, CECH, CPE, CEU
Sweetened beverages access and weight in elementary school children	4/15/2009	1.0	Hubert Department of Global Health		RSPH Faculty	30	
Highly Active Prevention Interventions: The HAPI Approach to Stopping HIV	4/17/2009	7.0	Center for AIDS Research at Emory (CFAR)		Both	150	
Statistical Issues and Challenges in Analyzing High-throughput 'Omics' Data	4/20/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	37	
Reproductive Failures Related to	4/20/2009	1.0	Department of Epidemiology		Non-RSPH	30	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
PFOA and PFOS Based on Data from the National Birth Cohort					Faculty		
Strategic Planning: Building Your Tobacco Control Program	4/21/2009	48	Tobacco Technical Assistance Consortium		RSPH Faculty	40	
Basic Principles of Public Health	4/22/2009 – 4/23/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Historical trends and divergent paths in maternal and child health and nutrition programs. Argentina and Chile in comparative perspective.	4/22/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	30	
Model-Based Meta-Analysis of CHIP Data	4/23/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	42	
Role of Inflammation and Copper in the Pathogenesis of Alzheimer's Disease	4/24/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	50	
Does the human fingerprint carry information about metabolic or anatomic programming during early gestation?	4/27/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Train the Trainers Course	4/27/2009 – 5/01/2009	30	Department of Epidemiology	National Institutes of Health	Both	5	
Epidemiology in Action Course	4/27/2009 – 5/08/2009	96	Hubert Department of Global Health	Centers for Disease Control and Prevention	Both	28	
Community transformation – Mam Indian women at work in the Guatemalan highlands	4/29/2009	1.0	Hubert Department of Global Health		RSPH Faculty	30	
SEPA Regional Coalition Meeting	4/29/2009	1.5	Tobacco Technical Assistance Consortium	Health Promotion Council/SEPA	RSPH Faculty	79	
Assessing Observer Agreement for Categorical Observations	4/30/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	39	
The Emergence of Epidemiology in the Genomic Era	4/30/2009	1.0	Department of Epidemiology		RSPH Faculty	30	
Religion and Public Health Research Symposium	4/30/2009	2.0	Religion and Public Health Collaborative, Emory University		Both	100	
Cervical collagen and preterm birth	5/01/2009	1.0	Department of Epidemiology		Non-RSPH Faculty	30	
Introduction to Public Health Surveillance	5/04/2009 – 5/05/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
The Ghost Map: The Story of London's Most Terrifying Epidemic...	5/05/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty	206	CME, CNE, CME for non-physicians, CECH, CPE, CEU
Simultaneous Administration of Vaccines: How Many is Too Many? Well, That Depends on Who You Ask...	5/06/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	219	
Introduction to Public Health Management	5/07/2009 – 5/08/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Perspectives in Microbial Biology and Pathogenesis Symposium	5/08/2009	8.5	Microbiology and Molecular Genetics Program	Center for AIDS Research at Emory (CFAR), Emory Vaccine Center (EVC), Yerkes, School of Medicine (SOM) Pediatrics & Department of Chemistry, Biochemistry, Microbiology & Immunology, IPIRC, Biological and Biomedical Sciences	Both	60	
Sustainability Workshop	5/13/2009 -- 5/18/2009	20	Tobacco Technical Assistance Consortium		Non-RSPH Faculty	74	
Neutralizing antibody and viral escape in HIV-1 and nonpathogenic SIV infection	5/14/2009	1.0	School of Medicine: Infectious Diseases (ID)	Center for AIDS Research at Emory (CFAR)	Both	40	
Strategic Planning: Allen County	5/14/2009	7	Tobacco Technical Assistance Consortium		RSPH Faculty	30	
Strategic Planning: Marion County	5/19/2009	3	Tobacco Technical Assistance Consortium		RSPH Faculty	45	
A(H1N1)* *The virus formerly known as Swine Flu...	5/20/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	572	
Gene-Environment Interactions in Blood Pressure: A Story of Sodium and Potassium	5/26/2009	1.0	Department of Epidemiology		Non-RSPH Faculty	30	
Public Health Advocacy and Policy Development	5/28/2009 – 5/29/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Designing Chronic Disease Prevention Programs that Work	5/28/2009	4.5	Emory Prevention Research Center	University of Washington- School of Public Health, UCLA- School of Public Health, The University of Texas- School of Public Health at Houston, CDC Division of Cancer Prevention and Control	Both	23	
BSL3 Biosafety Training (May 2009)	5/24/2009 – 5/29/2009	35	Department of Global Health	National Institutes of Health	Both	8	
Introduction to Public Health Surveillance	6/01/2009 – 6/05/2009	40	Hubert Department of Global Health	Centers for Disease Control and Prevention	Both	18	
Can a naughty Gal* and uncomplex Man save your liver? You be the Judge!: People, hepatitis, glycobiology, and the theory of everything	6/03/2009	1.0	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	177	
Multiple Roots in Logistics Regression with Errors-in-Covariates	6/05/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	
Awesome Coalitions: Skills Building Workshop	6/10/2009	16	Tobacco Technical Assistance Consortium		RSPH Faculty	75	
Epigenetics and Maternal Transmission of Asthma Risk	6/11/2009	1.0	Department of Environmental and Occupational Health	Emory Environmental Health Science Center	Non-RSPH Faculty	50	
Extended Isotonic Phase I Design Treating Toxicity Response as a Quasi-Continuous Variable	6/15/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	
Cancer Epidemiology Research: Challenges and Opportunities	6/15/2009	1.0	Department of Epidemiology		Non-RSPH Faculty	30	
Process Evaluation	6/15/2009	1.5	Emory Prevention Research Center	CDC, American Evaluation Association	RSPH Faculty	60	
A High-Density Genome-wide Association Study of Parkinson Disease	6/17/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	42	
Built Environment Assessment Training (BEAT)	6/21/2009	46.5	Emory Prevention Research Center	USDA, San Diego Prevention Research Center	Both	27	
Tobacco Free Cities Planning Workshop	6/24/2009 – 6/26/2009	3	Tobacco Technical Assistance Consortium	Bill and Melinda Gates Foundation, Non-grantees' city government, Think Tank Research Center for Health Development, China (partner)	Both	32	
BSL3 for Chinese Laboratorians	6/30/2009 –	30	Department of Epidemiology	National Institutes of Health	Both	6	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Basic Principles of Public Health	7/02/2009 7/22/2009 – 7/23/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Statistical Performance of Spatial Systems	7/28/2009	1.0	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	39	

RSPH Continuing Professional Education Report

2008-2009 Part 2 (Enduring Materials)

** Activities with an asterisk (*) by the title were produced or posted in a previous year. They are included on this report because they were either distributed (in the case of CD-ROMs) this year or requests for CE (of either a CD-ROM or Web-on-Demand) were received this year. Activities listed alphabetically.*

Activity Title	Date Distributed or Posted	Length (hrs)	Sponsor	Partners, Co-sponsors, Collaborators	RSPH/Non-RSPH faculty / Content experts or Both?	Total Distribution or Viewings, if known	People requesting CE credit	CE Credit Given
A Brief Review of Risk Communication (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness		RSPH Faculty / Content Experts	548		
A State Perspective on Bioterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Both	38		
A Tale of Two Cities: Toronto & New Orleans – The Role of the Legal and Business Communities in Recovering from an Emergency (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	38		
After the Bioterrorism: Remediation and Recovery (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	37		
Agroterrorism - Corrie Brown (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	33		
Agroterrorism Preparedness in Georgia (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	33		

An Orientation to Public Health Systems Research & Public Health Finance (CD-ROM)*	Various times throughout the year	1.5	Applied Public Health, Rollins School of Public Health	Robert Wood Johnson Foundation, Mississippi State Dept. of Health, University of Arkansas for Medical Science, The Journal fo Public Health Management	Both	4		
An Overview: Attacks on Agriculture and the Food Supply (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	34		
Biological Weapons: From the Invention of State-Sponsored Programs to Contemporary Bioterrorism (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	38		
Bioterrorism and Anthrax (CD-ROM)*	Various times throughout the year	1.5	Applied Public Health, Rollins School of Public Health		RSPH Faculty / Content Experts	36		
Building Partnerships with Business Addressing Surge Capacity in the Event of Pandemic Influenza (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts	42		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Building Partnerships with Business Addressing Surge Capacity in the Event of Pandemic Influenza (web-based)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts		7	CNE, CEU, CECH, CPE, CME, CME (non-physician)
CDC's Historical Role in Preparedness: A Look at Several Historical Perspectives (CD-ROM)	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty / Content Experts	52		CNE, CEU, CECH, CPE, CME, CME (non-physician)
CDC's Historical Role in Preparedness: A Look at Several Historical Perspectives (web-based)	Posted: 3/31/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty / Content Experts			CNE, CEU, CECH, CPE, CME, CME (non-physician)
City Under Water: Flood Emergencies and Public Health (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts	57		CNE, CEU, CECH, CPE, CME, CME (non-physician)

City Under Water: Flood Emergencies and Public Health (web-based)*	Posted: 2006	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts	11	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Communicable Diseases and Public Health: Viruses, Bacteria, and Parasites (CD-ROM) *	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention, GA Division of Public Health	Non-RSPH Faculty / Content Experts	56	
Content & Channel Strategies for Cancer Information (CD-ROM) *	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine and Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	36	
Crisis Communications: New & Emerging Systems: Strengthening Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine and Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	37	
Defense Against the Biothreat-Status of Medical Biodefense Research: Do We Need New Strategies (CD-ROM)*	Various times throughout the year	1.0	Georgia Public Health Association	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	30	
Defining Excellence: Perspectives on Excellence in Research, Teaching & Practice (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine and Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	28	
DeHaan Lecture - Community Based Participatory Research: A Strategy for Promoting Health & Reducing Health Disparities (CD-ROM)*	Various times throughout the year	1.0	Rollins School of Public Health Alumni Association	Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	2	
DeHaan Lecture: Going Beyond: An Experience with Boundaries (CD-ROM) *	Various times throughout the year	1.0	Rollins School of Public Health Alumni Association	Emory Center for Public Health Preparedness & Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Expert	3	
DeHaan Lecture: Health Promotion and Education Lecture (CD-ROM)*	Various times throughout the year	1.0	Rollins School of Public Health Alumni Association	Emory Center for Public Health Preparedness & Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Expert	3	

Developing Information Systems for Emergency Preparedness: Partners in the Effort (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	30		CME, CME (non-physicians), CNE, CEU, CECH
Disaster Preparedness for the Emergency Responder – An Oxymoron? Mental Health Issues and Vicarious Traumatization for the Worker (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	29		
Eliminating Barriers: Business & Public Health Partnership for Emergencies (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	27		
Emerging Threats in Public Health: Agroterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert	113		
Emerging Threats in Public Health: Bioterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		RSPH Faculty / Content Experts	140		
Emerging Threats in Public Health: Chemical Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		Non-RSPH Faculty / Content Expert	116		
Emerging Threats in Public Health: Explosives (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	RSPH Faculty / Content Experts	98		
Emerging Threats in Public Health: Pandemic Influenza (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert	131	1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Emerging Threats in Public Health: Pandemic Influenza (web-based)*	Posted: 2006	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert		3	CNE, CEU, CECH, CPE, CME, CME (non-physician)

Emerging Threats in Public Health: Radiological and Nuclear Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert	122		
Excellence in Action (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Both	30		
Excellence in Collaboration (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	28		
Excellence in Communication (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	RSPH Faculty / Content Experts	29		
Excellence in Education (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	RSPH Faculty / Content Experts	29		
Excellence in Evaluation (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	29		
Excellence in Our Own Backyard (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	27		
Flus of the 20 th & 21 st Centuries (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Both	31		
Food & Waterborne Infectious Disease Threats Symposium (SECEBT) (CD-ROM)*	Various times throughout the year	6.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Division of Applied Public Health at Rollins School of Public Health, The Roberts W, Woodruff Health Sciences Center of Emory University	Both	53		

Global Emergence of SARS: Quarantine Today, Vaccine Tomorrow? (CD-ROM)*	Various times throughout the year	2.5	Emory Center for Public Health Preparedness and Research	Vaccine Dinner Club	RSPH Faculty / Content Experts	25		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Good Ideas Start Small: SECEBT Seed Grant Model (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Both	550		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Healthcare Infections Associated with the Care and Treatment of Humans and Animals (SECEBT 2008 Conference)	Various times throughout the year	11	Southeastern Center for Emerging Biologic Threats (SECEBT)	Division of Applied Public Health at Rollins School of Public Health, The Roberts W. Woodruff Health Sciences Center of Emory University	Both	41		
Historical Perspectives on the Fight against HIV/AIDS: Lessons Learned for Today's Preparedness Efforts (CD-ROM)	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert	42		CME, CME (non-physicians), CNE, CEU, CPE, CECH
Historical Perspectives on the Fight against HIV/AIDS: Lessons Learned for Today's Preparedness Efforts (web-based)	Posted: 5/1/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert			CME, CME (non-physicians), CNE, CEU, CPE, CECH
Homeland Defense and Biosensors: What Are They? Do They Work? (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	28		
Integrating Ethics into Public Health Preparedness and Emergency Response (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Both	32	1	CME, CME (non-physicians), CNE, CEU, CPE, CECH
Introduction to Public Health in Georgia (web-based)*	Posted: 2006	1.5	Georgia Division of Public Health	Emory Center for Public Health Preparedness, Centers for Disease Control and Prevention	Non-RSPH Faculty/ Content Experts		1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Issues Associated with Population Protection from Disaster and Infectious Disease & the Role of PH (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research		Non-RSPH Faculty / Content Experts	28		

Jacobson v. Massachusetts and Public Health Law: Perspectives in 2005 (CD-ROM)*	Various times throughout the year	3.0	Public Health Foundation	Centers for Disease Control and Prevention; ociety of Law, Medicine, and Ethics; Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	80	
Legal Authorities for Public Health Emergencies (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness		Non-RSPH Faculty / Content Experts	31	
Local Heroes (DVD-ROM)*	Various times throughout the year		DeKalb Advanced Practice Center	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	92	
Master the Disaster (CD-ROM)*	Various times throughout the year		Emory Center for Public Health Preparedness	DeKalb County Board of Health	Both	650	
Metro Atlanta Responds to West Nile Virus: A Coordinated Public Health Response (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Rollins School of Public Health Dept. of Epidemiology, Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	33	
Monkeypox, 2003 (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Helath Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	33	
More Than Sum of Its Parts: The Case for a Collaborative Approach (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention , Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	38	
New Technology: How to Evaluate and Use Emerging Technologies (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention , Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	RSPH Faculty / Content Experts	37	
Nuclear Initiative Threat (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	39	
Nurses' Protocol Training – GA Division of Public Health (CD-ROM)*	Various times throughout the year	4.0	Emory Center for Public Health Preparedness		RSPH Faculty / Content Expert	36	

Outbreak and Attacks: How the Press Covers Public Health Emergencies (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	39		
Outbreak Investigations in the 21st Century: Using New Systems to Protect the Public's Health (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	39		
Pandemic Influenza: Addressing an Unrelenting Threat (CD-ROM)*	Various times throughout the year	7.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Both	65		
Pandemic Influenza - Planning The Reality of Implementation in the Southeast (SECEBT) (CD-ROM)*	Various times throughout the year	7.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Both	62		
Pandemic Influenza Preparedness: Emory University and Other Academic Institutions (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	RSPH Faculty / Content Expert	37		
Plants, People, and Pathogens: Public Health & Crop Security in an Age of Bio-Preparedness (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	38		
Polio: An American Story (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert	558	1	CME, CME (non-physicians), CNE, CEU, CPE, CECH
Polio: An American Story (web-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert		1	CME, CME (non-physicians), CNE, CEU, CPE, CECH
Providing Care During an Emergency: A Focus on Professional Licensure & Liability (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	40		CME, CME (non-physicians), CNE, CEU, CPE, CECH

Psychological Readiness and Resilience: Integrating Public Health and Clinical Models (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	41		
Public Health after Katrina's Rule (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	41		
Public Health Emergency Preparedness: Lessons Learned and Progress Made Since 2001 (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	36		
Public Health Preparedness: Do We Know What It Is? (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	38		
Ready or Not? A Picture of the Nation's Preparedness for the Unpredictable Health Emergency (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	38		
Responding to Accidental Releases of Chlorine (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	37		
Response to Foodborne Outbreaks: The Federal and State Response (CD-ROM)	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty/ Content Expert	22		CME, CME (non-physicians), CNE, CEU, CPE, CECH
Response to Foodborne Outbreaks: The Federal and State Response (web-based)	Posted: 7/7/2009	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty/ Content Expert			CME, CME (non-physicians), CNE, CEU, CPE, CECH
Role of the Medical Examiner in Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	36		
Science of Avian Influenza Control in Agriculture (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	36		

Significance of Trauma System Development to Public Health and Emergency Preparedness (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Both	36		
Social Capital and Population Health: Lessons Learned and Future Directions (CD-ROM)*	Various times throughout the year	1.0	Rollins School of Public Health Alumni Association	Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Expert	3		
Spanish - Emerging Threats in Public Health: Bioterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		RSPH Faculty / Content Experts	10		
Spanish - Emerging Threats in Public Health: Chemical Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		Non-RSPH Faculty / Content Expert	10		
Spanish - Emerging Threats in Public Health: Do We Know Do We Know What It is? (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	8		
Spanish - Emerging Threats in Public Health: Radiological & Nuclear Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		Non-RSPH Faculty / Content Experts	11		
Spanish CD – Universe of Smallpox (CD-ROM)*	Various times throughout the year	1.0	Georgia Division of Public Health	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	9		
Spanish CD – Pandemic Influenza	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		Non-RSPH Faculty / Content Experts	13		
Supporting Children and Families: Following Disasters and Terrorism (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	41		
Terrorism and Tourism (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	36		

Terrorism Preparedness... Plans, Products, People, and Practice (CD-ROM)*	Various times throughout the year	1.0	Applied Public Health, Rollins School of Public Health	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Non-RSPH Faculty / Content Experts	36		
The Challenges of Methicillin – Resistant Staphylococcus aureus as a Community Pathogen (CD-ROM)*	Various times throughout the year	7.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	63		
The Day the World Came to Town: 9/11 in Gander, Newfoundland (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	30		CME, CME (non-physicians), CNE, CEU, CECH
The Demon in the Freezer (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	28		
The Future of Technology & Its Impact on Global Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	29		
The G-8 Summit: Continuing to Evaluate & Improve: Strengthening Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	29		
The Ghost Map: The Story of London's Most Terrifying Epidemic and How it Changed Cities, Science and the Modern World (CD-ROM)	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty / Content Expert	13		CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Ghost Map: The Story of London's Most Terrifying Epidemic and How it Changed Cities, Science and the Modern World (web-based)	Posted: 7/7/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty / Content Expert			CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Health Benefits of Building Social Capital – Fostering Communities of Excellence (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	29		

The Human Side of Crisis (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	31		
The Right Stuff: The Transfer of Research into Best Practices (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty/ Content Expert	576	1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Right Stuff: The Transfer of Research into Best Practices (web-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty/ Content Expert		1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Wind Beneath Their Wings: The Current Status of Pandemic Flu Vaccines (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	40		
They're Back! Disease Eradication and Resurgence Preparedness Lessons (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	RSPH Faculty/ Content Expert	559	1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
They're Back! Disease Eradication and Resurgence Preparedness Lessons (web-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	RSPH Faculty/ Content Expert		2	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Twenty Years of Medical Preparedness for Chemical, Biological, & Remediation Emergencies in Israel (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Expert	39		
Universe of Smallpox (CD-ROM)*	Various times throughout the year	1.0	Georgia Division of Public Health	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	38		
Use of Technology & Crisis Communication in the Georgia Emergency Response Plan (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention , Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	36		

Vaccines: Not Enough or Not Enough Time? (SECEBT) (CD-ROM)*	Various times throughout the year	4.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Both	64		
Vectorborne Diseases of the Southeastern United States (CD-ROM)*	Various times throughout the year	4.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	528		
Vulnerabilities in the Medical Response to Nuclear Weapon Attack in the U.S. (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Experts	39		
Water, Water Everywhere and Not a Drop to Drink! (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention , Applied Public Health, Rollins School of Public Health, Emory School of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	39		
What I Wish I Had Learned in Nursing School about Emergency Preparedness (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness	Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	120		
What's the Buzz About Vector Control Issues? (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	38		
Working With the Media During A Public Health Crisis	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Both	95		

ROLLINS SCHOOL OF PUBLIC HEALTH

Continuing Professional Education

August 1, 2009 – July 31, 2010

Highlights of attached listing of continuing professional education activities:

- ❖ **Total Activities (LIVE and ENDURING) = 289 with 1640.75 total contact hours.**
 - Total LIVE Activities = 179 with 1478.5 total contact hours and 7453 total attendees
 - Continuing education credit offered at 8 LIVE activities (4.5%)
 - Total ENDURING Activities = 110 with 164.25 total contact hours and 6774 total distributions, postings or requests for CE
 - Continuing education credit offered for 27 ENDURING activities (25%)
- ❖ Continuing Education credit given included CME (physicians), CME for non-physicians, CNE (nurses), CECH (health educators), CEU (other health professionals), CPE (dietitians) and CE (CTR).
- ❖ **RSPH-External organizational partners includes, but is not limited to:**

National Institutes of Health
The Laboratory of Biochemical Pharmacology
Emory University School of Medicine
Department of Veterans Affairs
Rapides Foundation
Centers for Disease Control and Prevention (CDC)
Emory Environmental Health Science Center
Emory School of Law
Georgia Institute of Technology
Tobacco Control Program, Virginia Department of Health
Middle East Cancer Consortium
University of California at Irvine
King Hussein Cancer Center
SW GA Cancer Coalition
Society for Public Health Education (SOPHE)
Fulton County Department of Health and Human Services
University of North Carolina
Medical University of South Carolina

Hollings Cancer Center
Comprehensive Cancer Control Collaborative of North Carolina (4CNC)
REACH US
New Mexico Tumor Registrars Association
Northwest Georgia Regional Cancer Coalition (NWGRCC)
Michigan Department of Community Health -Tobacco Section
Elizabeth Griffin Institute
Morehouse School of Medicine
Americans for Nonsmokers' Rights
West Virginia Tobacco Control Program
Oklahoma Tobacco Control Program
Ceridian Corporation
Campaign for Tobacco-Free Living and Louisiana Tobacco Control Program
National Cancer Registrars Association

RSPH Continuing Professional Education Report

2009-2010: Part 1 (Live/In-person Activities)

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Basic Principles of Public Health	8/11/2009	7.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Fundamentals of Evaluation	8/11/2009 - 8/12/2009	14.0	Tobacco Technical Assistance Consortium		RSPH Staff	15	
Biosafety Level 3 Training	8/9/2009 – 8/14/2009	35.0	Department of Epidemiology	National Institutes of Health	Both	15	
Introduction to Public Health Policy	8/17/2009 – 8/18/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
DDT DPCP 2009 Program Directors Meeting: Planning and Evaluating to Build a Stronger Program	8/19/2009 – 8/20/2009	16.0	Tobacco Technical Assistance Consortium/ Diabetes Training and Technical Assistance Center	Centers for Disease Control and Prevention – Division of Diabetes Translation	Non-RSPH	90	
Using Mass Media Campaigns to Build Support for, and Compliance with, Smoke-free Air Laws	8/26/2009	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	
Microbial translocation is associated with sustained failure in CD4R T-cell reconstitution in HIV infected patients on long term highly active antiretroviral therapy; Plasma Levels of Bacterial DNA Correlate with Immune Activation and the Magnitude of Immune Restoration in Persons with Antiretroviral-Treated HIV Infection	8/26/2009	1.5	Ponce de Leon Clinic	Center for AIDS Research at Emory (CFAR)	Non-RSPH Faculty		
Adapting US-based Programs: Novel Findings Regarding Disclosure of HIV Status among Persons Living with HIV/AIDS (PLWHA) in Gujarat, India	8/26/2009	1.0	Social and Behavioral Sciences Core and Center for AIDS Research at Emory (CFAR)		Non-RSPH Faculty	50	
Rapides Foundation School Partnership Grantee Training	9/1/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	6	
Advocating for a WHO-Recommended Vaccine in 1st and 3rd	9/02/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
World Asian Countries - Efforts to Use Evidence to Overcome Politics in Decision-Making							
Rapides Foundation School Partnership Grantee Training	9/2/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	10	
Integrated Study of Copy Number States and Genotype Calls Using High Density SNP Arrays	9/3/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
Rapides Foundation School Partnership Grantee Training	9/3/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	25	
The Rising Price of Food and Food Insecurity Among Ethiopian Youth	9/09/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Louisiana Community of Excellence	9/10/2009 – 9/11/2009	12.0	Tobacco Technical Assistance Consortium	Campaign for Tobacco-Free Living and Louisiana Tobacco Control Program	RSPH Faculty and Staff	150	
Blowing Hot and Cold: Making it Possible to Figure Out in the Field if That Vial of Vaccine is Up to Snuff	9/15/2009	1.0	Center for AIDS Research at Emory (CFAR) and Emory Vaccine Center (EVC)		Non-RSPH Faculty		
Rapides Foundation School Partnership Grantee Training	9/15/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	7	
18 months in Swaziland: an internist's experience with HIV in Sub-Saharan Africa	9/16/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Rapides Foundation School Partnership Grantee Training	9/16/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	8	
Bayesian Inference of Interactions in Biological Problems	9/17/2009	1.0	Department of Biostatistics and Bioinformatics	The Center for AIDS Research at Emory (CFAR)	Non-RSPH Faculty		
Bayesian Inference of Interactions in Biological Problems	9/17/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	42	
A Non-human Primate Model for Development of HIV Eradication Strategies	9/17/2009	1.0	The Laboratory of Biochemical Pharmacology	Department of Pediatrics, Emory University School of Medicine, The Department of Veterans Affairs, and the Center for AIDS Research at Emory (CFAR)	Non-RSPH Faculty		
Rapides Foundation School Partnership Grantee Training	9/22/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	11	
The Emerging Epidemics of HIV, HCV, and TB in the Republic of Georgia	9/23/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Rapides Foundation School Partnership Grantee Training	9/23/2009	3.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	12	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Analysis of Factorial Time Course Microarray Data with Application to a Clinical Study of Burn Injury	9/24/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
National Cancer Registrars Association Webinar Series: Collaborative Staging of Breast Cancers	9/24/2009	1.5	Georgia Center for Cancer Statistics	National Cancer Registrars Association	RSPH Faculty	150	
Renewable Energy & Carbon Footprints	9/24/2009	1.0	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH Faculty	40	
Public Health Advocacy and Policy Development	9/24/2009 - 9/25/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
An Overview of IAVI Supported Clinical Research in Africa	9/25/2009	1.0	Center for AIDS Research at Emory (CFAR) and Emory Vaccine Center (EVC)		Non-RSPH Faculty		
Biosafety Training Level 3	9/21/2009 – 09/26/2009	35.0	Department of Epidemiology	National Institutes of Health	Both	12	
Prenatal DHA supplements and Child Health and Development - A randomized clinical trial in Cuernavaca, Mexico	9/30/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Sequence Comparison Without Alignment	10/1/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
Measuring Diarrhea: Quantifying Hawthorne Effects in Frequently- Collected Data	10/07/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Spatial Misalignment in Studies of the Acute Effects of Ambient Air Pollution	10/8/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
Developing Insecticidal Paints (InPs) Against Disease Vectors	10/09/2009	1.0	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH Faculty	40	
Biosafety Level 4 Training	10/4/2009 – 10/9/2009	35.0	Department of Epidemiology	National Institutes of Health	Both	2	
Tobacco as a Social Justice Issue	10/13/2009	1.0	Tobacco Technical Assistance Consortium	School of Law's Global Health Law and Policy Project and the Center for Ethics, Emory University	RSPH Faculty and Staff	20	
Sweetened Beverages and Children's Weigh in Elementary School	10/14/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Analysis of Outcomes with Induced Dependent Censoring: Medical Cost and Successive Durations	10/15/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	39	
Principles and Practice of Cancer	10/12/2009 –	40.0	Georgia Center for Cancer		RSPH Faculty	13	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Registration, Surveillance and Control International Course in Applied Epidemiology	10/16/2009 9/21/2009 – 10/16/2009	208.0	Statistics Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)		34	
Biosafety Level 3 Training	10/12/2009 – 10/17/2009	35.0	Department of Epidemiology	National Institutes of Health	Both	14	
Introduction to Surveillance	10/20/2009 - 10/21/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Atlanta Clinical & Translational Science Institute Community Engagement & Research Program: Research-Community Workshop on Asthma	10/21/2009	2.5	Emory Prevention Research Center	Morehouse School of Medicine GA Tech	RSPH Faculty	18	
Public Health Down Under - A Perspective from Sydney, Australia	10/21/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Clustering Analysis of fMRI Time Series using Wavelets	10/22/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
Methods for Addressing Spatial Correlations in Functional Neuroimaging Data	10/28/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
Sustainable, Culturally-Appropriate Solutions for Hispanic Diabetics – Working at the Intersection of Public Health and the Private Sector	10/28/2009	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Nonparametric Regression Methods for Exposure Estimation in Environmental Epidemiology	10/29/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	36	
LME: Pilot course	10/5/2009 – 10/30/2009	20.0	Tobacco Technical Assistance Consortium/ Diabetes Training and Technical Assistance Center		RSPH Staff	25	
Public Health Program Management	11/2/2009 - 11/3/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Life and work in the trenches of humanitarian assistance: tales from Aceh to Zimbabwe	11/04/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Detection and Refinement of Transcription Factor Binding Sites Using Hybrid Monte Carlo Method	11/5/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
Taking a Public Health Approach to Tobacco Control: A training session	11/5/2009	3.0	Tobacco Technical Assistance Consortium	Tobacco Control Program, Virginia Department of Health	RSPH Staff	40	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
for local coalition leaders in the Commonwealth of Virginia at the Tobacco Control Program's Annual Meeting							
What Causes Racial Disparities in Preterm Birth Rates: Caused by Childhood Stress?	11/09/2009	1.0	Department of Epidemiology	Women's and Children's Center	RSPH Faculty	60	
DOTS – A Successful Tactic of a Failed Strategy	11/11/2009	1.0	Hubert Department of Global Health and Center for AIDS Research at Emory (CFAR)		Non-RSPH Faculty	50	
DOTS - A successful tactic of a Failed Strategy	11/11/2009	1.0	Hubert Department of Global Health		Non- RSPH Faculty	50	
What Causes Racial Disparities in Preterm Birth Rates: Caused by Infection?	11/16/2009	1.0	Department of Epidemiology	Women's and Children's Center	RSPH Faculty	60	
Quitline Evaluation (Webinar)	11/19/2009	1.0	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health, Epidemiology Branch	Non-RSPH faculty	52	
FOE: Web-based (Weekly course – 4 hours/week)	8/31/2009 – 11/20/2009	48.0	Tobacco Technical Assistance Consortium		RSPH Staff	18	
What Causes Racial Disparities in Preterm Birth Rates: Pregnancy Spacing?	11/23/2009	1.0	Department of Epidemiology	Women's and Children's Center	RSPH Faculty	60	
What Causes Racial Disparities in Preterm Birth Rates: Caused by Nutritional Differences?	11/30/2009	1.0	Department of Epidemiology	Women's and Children's Center	Non-RSPH Faculty	60	
Rotavirus pre-vaccination disease and economic burden in Bolivia	12/02/2009	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Basic Principles of Public Health	12/2/2009 - 12/3/2009	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Rapides Foundation Community and School Partnership Mid-Year Training	12/2/2009- 12/3/2009	14.0	Tobacco Technical Assistance Consortium	The Rapides Foundation	Both	21	
Major Copy Proportion Analysis of Tumor Samples Using SNP Arrays	12/3/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
HIV/STD Risks Among Older Street Walkers in Shanghai	12/04/2009	1.0	Social and Behavioral Sciences Core and Center for AIDS Research at Emory		Non-RSPH Faculty	50	
Statistical Methods for Metabonomic Data	12/4/2009	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	37	
Gene-environment interaction in the respiratory health of asthmatic	12/09/2009	1.0	Hubert Department of Global Health		Non- RSPH Faculty	50	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
children living in Mexico City							
HIV Epidemic Among Men who have sex with men in the US: What's Happening, Why, and What Can We Do About IT?	12/16/2009	1.0	RSPH Dean's Office and Center for AIDS Research at Emory (CFAR)		RSPH Faculty	47	
TCN Webinar: Health Benefits of Smoke-free Air Policies: Taking the Institute of Medicine Report to Heart	1/7/2010	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	
Sex and rugs among MSM in Shanghai, China	1/13/2010	1.0	Hubert Department of Global Health	The Center for AIDS Research at Emory (CFAR)	RSPH Faculty	65	
Sex and Drugs among MSM in Shanghai, China	1/13/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Environmental Microbiology: Control of Foodborne & Waterborne Disease	1/8/2010 – 1/13/2010	40.0	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	RSPH Faculty	8	CME
Epi in Action: Intermediate Methods	1/11/2010 – 1/15/2010	40.0	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	RSPH Faculty	15	
Does violence against women cause HIV? Evolving finding from South Africa	1/20/2010	1.0	Hubert Department of Global Health and Center for AIDS Research at Emory (CFAR)		RSPH Faculty	45	
Mobilizing Coalitions, Youth Councils, and Health Councils & Working Together to Close Tennessee Smoke-Free Law Loopholes	1/20/2010	1.5	Tobacco Technical Assistance Consortium	Americans for Nonsmokers' Rights, CDC Office on Smoking and Health, West Virginia and Oklahoma Tobacco Control Program Grantees, Ceridian Corporation	RSPH Faculty	100	
Does violence against women cause HIV? Evolving findings from South Africa	1/20/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
"The National Adult Tobacco Survey: What is it and How Can I Use it?" (Webinar)	1/21/2010	1.0	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health, Epidemiology Branch	Non-RSPH faculty	50	
Assessing Mental Health in China: A New Approach to Defining the Problem	1/25/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Building a Global Network to Counter Chronic Diseases	1/27/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Introduction to Surveillance	1/27/2010 - 1/28/2010	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Regularization Methods in Pathway Analyses of High Dimensional Data	1/28/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	41	
The Bhopal Disaster at 25:	1/29/2010	1.0	Department of	Emory Environmental Health	Non-RSPH	40	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
What have we learned?			Environmental Health	Sciences Center	Faculty		
Maternal Health in Malawi: Challenges and Programs	2/03/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Sexual Agreements and HIV Prevention Among Gay Couples	2/04/2010	1.0	Center for AIDS Research at Emory (CFAR) and Emory Vaccine Center (EVC)		Non-RSPH Faculty		
Stochastic Epigenetic Variation as a Driving Force of Disease Development, Evolutionary Adaptation, and Common Disease	2/4/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
Spare Partial Least Squares Regression for Simultaneous Dimension Reduction and Variable Selection with Applications to High Dimensional Genomic Data	2/8/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
Genomic "bump finding" from DNA Sequence and Chip-Chip Data	2/9/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
Estimating Pesticide Exposure in Pregnancy and Early Childhood	2/10/2010	1.0	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Faculty	40	
Test-and-treat for HIV prevention in Africa: The worst of Both Worlds	2/10/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Measuring the Consistency of High-Throughput Biological Experiments	2/11/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
H1N1: Lessons Learned for Improving Immunization Systems	2/11/2010	1.0	Emory Preparedness and Emergency Response Research Center (PERRC)		Both	40	
LME: Web-based course	1/19/2010 – 2/12/2010	20.0	Tobacco Technical Assistance Consortium/ Diabetes Training and Technical Assistance Center		RSPH Staff	9	
American Joint Committee on Cancer Collaborative Staging System	2/12/2010 – 2/13/2010	12.0	Georgia Center for Cancer Statistics		RSPH Faculty	91	CE (CTR)
Cancer Research and Hypothesis Generation (Kremlin Palace Hotel, Antalya, Turkey)	2/14/2010 – 2/15/2010	16.0	Georgia Center for Cancer Statistics	Middle East Cancer Consortium, University of California at Irvine	RSPH Faculty	48	
Likelihood Based Approach to Gene Set Enrichment Analysis	2/16/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	36	
Implementing Best Practices with Limited Resources	2/17/2010	1.5	Tobacco Technical Assistance Consortium	Americans for Nonsmokers' Rights, CDC Office on Smoking and Health, West Virginia and Oklahoma	RSPH Faculty	100	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
				Tobacco Control Program Grantees, Ceridian Corporation			
The THV (Total Health Village) - a low input, high impact way of reaching the Millennium Development Goals	2/17/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Statistical Dissection of Genetic Conflicts that Increase Disease Risk in Pregnancy	2/18/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
Research Manuscript and Grant Writing Workshop (King Hussein Cancer Center, Amman, Jordan)	2/17/2010 – 2/19/2010	24.0	Georgia Center for Cancer Statistics	University of California at Irvine, King Hussein Cancer Center	RSPH Faculty	65	
Introduction to Public Health Policy	2/18/2010 - 2/19/2010	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Towards a Better Understanding of HIV Adaptation Through Computational Modeling	2/22/2010	1.0	Center for AIDS Research at Emory (CFAR) and Emory Vaccine Center (EVC)		Non-RSPH Faculty	150	
How can young Africans' fictional stories inform the response to HIV? Examples from a Six-Country Study	2/24/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Basic Principles of Public Health (Part Two)	2/24/2010 - 2/25/2010	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
CLS Colloquium - "Computational Neuroimaging: Challenges, Methods and Tools	2/25/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	37	
The Economics of Environmental Health	2/26/2010	1.0	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH Faculty	40	
DNA is not Destiny: The Prenatal Environment and Epigenetic Programming	3/02/2010	1.0	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH Faculty	40	
Too little but not too late: Strategies to improve routine immunization in developing countries	3/03/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
The Turnaway Study	3/05/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Tensions between Public Health Preparedness and Human Rights: Immunization Case Studies	3/11/2010	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty	129	CME, CNE, CME for non-physicians, CECH, CPE, CEU
Disparities	3/17/2010	1.5	Tobacco Technical Assistance	Americans for Nonsmokers' Rights,	RSPH Faculty	100	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
			Consortium	CDC Office on Smoking and Health, West Virginia and Oklahoma Tobacco Control Program Grantees, Ceridian Corporation			
Reducing pesticide exposure among immigrant workers and their families: community-based participatory research	3/17/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Discriminative Learning and Background Modeling for Motif Discovery	3/18/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	37	
Public Health Program Management	3/18/2010 - 3/19/2010	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
Are we headed for extinction? Endocrine Disrupting Chemicals and Their Effect on Us.	3/22/2010	1.0	Department of Epidemiology	Women's and Children's Center	RSPH Faculty	60	
DeHaan Lecture- Recent Changes in the Magnitude and Prevention of Underage and College Age Drinking Problems	3/23/2010	1.0	Behavioral Sciences and Health Education Department		Non-RSPH Faculty	75	CE
TCN webinar: Smoke-free Air Policy as a Social Justice Issue	3/24/2010	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	
Brazil's Health Care Reform in Action in Minas Gerais: Universal policies, health equity and the socialdeterminants of health	3/24/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Statistical Methods for Analyzing Stochastic Epidemic Models	3/25/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	41	
CHES Exam Review Course	3/26/2010	3.0	RSPH Office of Continuing Professional Education		Non-RSPH Faculty	44	
Biosafety Level 3 Training	3/22/2010– 03/27/2010	35.0	Department of Epidemiology	National Institutes of Health	Both	4	
Risky Sex Conference	3/27/2010	12.0	English, American Studies, Women's Studies, Emory College, and the Center for AIDS Research at Emory (CFAR)		Both	20	
High infectivity and pathogenicity of influenza A virus via different transmission routes	3/31/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Children Exposed to Pesticides: Should we Worry?	4/05/2010	1.0	Department of Epidemiology	Women's and Children's Center	RSPH Faculty	60	
Food fortification programs: approaches to program design and monitoring and evaluation	4/07/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Statistical Issues in Breast Cancer Screening and Treatment	4/7/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	39	
Putting Evidence into Practice: Tools for Communities to Implement and Adapt Evidence-Based Programs. Preconference Training. Joint SOPHE/PRC Mid-Year Conference.	4/7/2010	3.0	Emory Prevention Research Center	SOPHE, CDC PRC Program, UNC-CH, Harvard, Boston Univ., NCI	Both	36	CHES
Opening the Pan-genomics Box	4/8/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	38	
Tall & Wide: Biostatistics meets Bioinformatics over Complex Data	4/9/2010	1.0	Department of Biostatistics/Bioinformatics		Non-RSPH Faculty	40	
The Important Role of Psychosocial Stress on Reproduction	4/12/2010	1.0	Department of Epidemiology	Women's and Children's Center	Non-RSPH Faculty	60	
Leadership Institute for Biosafety Professionals	4/13/2010 – 4/15, 2010	24.0	Department of Epidemiology	Elizabeth R. Griffin Research Foundation	Both	13	
More than Points on a Map: GIS and Health Assets Mapping in the Mukuru Settlements of Nairobi	4/14/2010	1.0	Hubert Department of Global Health and the Center for AIDS Research at Emory (CFAR)		RSPH Faculty	25	
More than Points on a Map: GIS and Health Assets Mapping in the Mukuru Settlements of Nairobi	4/14/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Making Working Together Work- Evaluating and Improving Organizational Collaboration (Webinar)	4/15/2010	1.0	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health, Epidemiology Branch	Non-RSPH faculty	60	
Prevention Programs that Work: Evidence-based Program Planning and Adaptation	4/16/2010	6.5	Emory Prevention Research Center	SW GA Cancer Coalition	Both	20	
Prevention Programs that Work: Evidence-based Program Planning and Adaptation	4/17/2010	6.5	Emory Prevention Research Center	SW GA Cancer Coalition	RSPH Faculty	17	
The Other Half: Reproductive Toxicants that Affect Males?	4/19/2010	1.0	Department of Epidemiology	Women's and Children's Center	Non-RSPH Faculty	60	
Introduction to Cancer Registration	4/20/2010	8.0	Georgia Center for Cancer		RSPH Faculty	11	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
(National Cancer Registrars Association) – Palm Springs, CA Community Assessment (ACTSI-CERP)	4/21/2010	5.0	Statistics Emory Prevention Research Center	Morehouse School of Medicine	RSPH Faculty	8	
HIV/AIDS and Food Insecurity: A Discussion of Overlapping Epidemics	4/21/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Fundamentals of Tumor Registry Operations (National Cancer Registrars Association)	4/22/2010	8.0	Georgia Center for Cancer Statistics		RSPH Faculty	23	
Can we Predict Reproductive Toxicity?	4/26/2010	1.0	Department of Epidemiology	Women's and Children's Center	Non-RSPH Faculty	60	
Cessation Systems	4/27/2010	1.5	Tobacco Technical Assistance Consortium	Americans for Nonsmokers' Rights, CDC Office on Smoking and Health, West Virginia and Oklahoma Tobacco Control Program Grantees, Ceridian Corporation	RSPH Faculty	100	
Basic Principles of Public Health	4/27/2010 - 4/28/2010	14.0	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	
The HIV epidemic among MSM: new insights and new approaches	4/28/2010	1.0	Hubert Department of Global Health		RSPH Faculty	50	
Genome-Wide Gene-Environment Interaction Studies in Parkinson's Disease	4/30/2010	1.0	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH Faculty	50	
Epidemiology in Action Course	4/26/2010 – 05/09/2010	96.0	Hubert Department of Global Health	Centers for Disease Control and Prevention	Both	30	
Building Community capacity toward the Elimination of Cancer Disparities	5/11/2010	8.0	Morehouse School of Medicine	Emory Prevention Research Center, Fulton county Department of Health and Human Services, University of North Carolina, Medical University of South Carolina, Hollings Cancer Center, Comprehensive Cancer Control Collaborative of North Carolina (4CNC); REACH US	Non-RSPH Faculty	38	
Building Community Capacity Toward the Elimination of Cancer Disparities	5/12/2010	8.0	Morehouse School of Medicine	Emory Prevention Research Center, Fulton county Department of Health and Human Services, University of North Carolina, Medical University of South Carolina, Hollings Cancer Center,	Non-RSPH Faculty	67	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
State Highlights 2010: What Surveillance and Evaluation Staff Need to Know (Webinar)	5/13/2010	1.0	Tobacco Technical Assistance Consortium	Comprehensive Cancer Control Collaborative of North Carolina (4CNC); REACH US	Non-RSPH faculty	62	
Academic/Practice Leadership Colloquium: Collaborative Focus on Preparedness Competencies for Nurses	5/14/2010	6.0	Emory Center for Public Health Preparedness	CDC Office on Smoking and Health, Epidemiology Branch	Both	46	
American Joint Committee on Cancer Collaborative Staging System (New Mexico Tumor Registrars Association) – Albuquerque, NM	5/13/2010 – 5/14/2010	12.0	Georgia Center for Cancer Statistics	New Mexico Tumor Registrars Association	RSPH Faculty	31	CE (CTR)
Epi Info - Basic Level	5/17/2010 – 5/18/2010	14.0	Hubert Department of Global Health	Centers for Disease Control and Prevention	RSPH Faculty	16	
CDC's History: Reflections on Preparedness and Innovation	5/18/2010	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty	68	CME, CNE, CME for non-physicians, CECH, CPE, CEU
Epi Info - Intermediate to Advanced Level	5/19/2010 – 5/20/2010	14.0	Hubert Department of Global Health	Centers for Disease Control and Prevention	RSPH Faculty	9	
Program Planning (ACTSI-CERP)	5/24/2010	6.0	Emory Prevention Research Center	Morehouse School of Medicine	RSPH Faculty	10	
SUPERBUG: The Fatal Menace of MRSA	5/26/2010	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty	113	CME, CNE, CME for non-physicians, CECH, CPE, CEU
FOE: Web-based	3/1/2010 – 5/28/2010	52	Tobacco Technical Assistance Consortium		RSPH Staff	18	
Prevention Programs that Work: Evidence-based Program Planning and Adaptation	6/4/2010	6.0	Emory Prevention Research Center	Northwest Georgia Regional Cancer Coalition (NWGRCC)	RSPH Faculty	10	
Maturation of Salt Iodization Programs in China - Implications for Monitoring of Food Fortification Programs	6/10/2010	1.0	Hubert Department of Global Health		Non-RSPH Faculty	50	
Basic Principles of Public Health (Part	6/10/2010 -	14.0	Centers for Disease Control	Southeastern Institute for Training	RSPH Faculty	20	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Two)	6/11/2010		and Prevention (CDC)	and Evaluation (SITE)			
BSL3 Biosafety Level 3 Training	6/6/2010 – 06/11/2010	35.0	Department of Epidemiology	National Institutes of Health	Both	10	
Introduction to Public Health Surveillance Course	6/7/2010 – 6/11/2010	40.0	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	Both	16	
Logic Models as a Platform for Program Evaluation Planning, Implementation, and Use of Findings	6/14/2010	3.0	Emory Prevention Research Center	Centers for Disease Control and Prevention, American Evaluation Association	RSPH Faculty	48	
Logic Models as a Platform for Program Evaluation Planning, Implementation, and Use of Findings	6/15/2010	3.0	Emory Prevention Research Center	Centers for Disease Control and Prevention, American Evaluation Association	RSPH Faculty	35	
Communities Putting Prevention to Work-Surveillance and Evaluation Highlights (Webinar)	6/17/2010	1.0	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health, Epidemiology Branch	Non-RSPH faculty	83	
LME: Web-based course	6/21/2010 – 7/30/2010	20.0	Tobacco Technical Assistance Consortium/ Diabetes Training and Technical Assistance Center		RSPH Staff	18	
Providing Technical Assistance for Using Evidence. CDC Project Officer Workshop for the National Center for Chronic Disease Prevention and Health Promotion	6/22/2010	6.5	Emory Prevention Research Center	Centers for Disease Control and Prevention, CPRN	RSPH Faculty	55	
Evaluation (ACTSI-CERP)	6/23/2010	6.0	Emory Prevention Research Center	Morehouse School of Medicine	Both	9	
Webinar: "Maximize Your Local Coalition: Build and Position for Strength, Influence and Impact" for local leaders in tobacco and diabetes policy	6/24/2010	1.0	Tobacco Technical Assistance Consortium	Michigan Department of Community Health Tobacco Section	Both	50	
TCN webinar: The Devils in the Details: Achieving the New Gold Standard in Smoke-free	7/6/2010	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	
Providing Technical Assistance for Using Evidence. CDC Project Officer Workshop for the National Center for Chronic Disease Prevention and Health Promotion	7/13/2010	6.5	Emory Prevention Research Center	Centers for Disease Control and Prevention, CPRN	Both	53	
Ready, Set ... Evaluate (Webinar)	7/15/2010	1.0	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health, Epidemiology Branch	Non-RSPH faculty	65	

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Grant-writing (ACTSI-CERP)	7/21/2010	6.0	Emory Prevention Research Center	Morehouse School of Medicine	RSPH Faculty	10	
Principles in CBPR/Researcher Orientation (ACTSI-CERP)	7/21/2010	2.5	Emory Prevention Research Center	Morehouse School of Medicine	RSPH Faculty	5	
Train the Trainers	7/18/2010 – 7/22/2010	30	Department of Epidemiology	National Institutes of Health	Both	7	

RSPH Continuing Professional Education Report

2009-2010 Part 2 (Enduring Materials)

** Activities with an asterisk (*) by the title were produced or posted in a previous year. They are included on this report because they were either distributed (in the case of CD-ROMs) this year or requests for CE (of either a CD-ROM or Web-on-Demand) were received this year. Activities listed alphabetically.*

Activity Title	Date Distributed or Posted	Length (hrs)	Sponsor	Partners, Co-sponsors, Collaborators	RSPH/Non-RSPH faculty / Content experts or Both?	Total Distribution or Viewings, if known	People requesting CE credit	CE Credit Given
A Brief Review of Risk Communication (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness		RSPH Faculty / Content Experts	48		
A State Perspective on Bioterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Both	39		
A Tale of Two Cities: Toronto & New Orleans – The Role of the Legal and Business Communities in Recovering from an Emergency (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
After the Bioterrorism: Remediation and Recovery (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Agroterrorism - Corrie Brown (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Agroterrorism Preparedness in Georgia (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		

An Orientation to Public Health Systems Research & Public Health Finance (CD-ROM)*	Various times throughout the year	1.5	Applied Public Health, Rollins School of Public Health	Robert Wood Johnson Foundation, Mississippi State Dept. of Health, University of Arkansas for Medical Science, The Journal fo Public Health Management	Both	40		
An Overview: Attacks on Agriculture and the Food Supply (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Biological Weapons: From the Invention of State-Sponsored Programs to Contemporary Bioterrorism (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Bioterrorism and Anthrax (CD-ROM)*	Various times throughout the year	1.5	Applied Public Health, Rollins School of Public Health		RSPH Faculty / Content Experts	40		
Building Partnerships with Business Addressing Surge Capacity in the Event of Pandemic Influenza (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts	40		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Building Partnerships with Business Addressing Surge Capacity in the Event of Pandemic Influenza (web-based)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts		2	CNE, CEU, CECH, CPE, CME, CME (non-physician)
CDC's Historical Role in Preparedness: A Look at Several Historical Perspectives (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty / Content Experts	515	1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
CDC's Historical Role in Preparedness: A Look at Several Historical Perspectives (web-based)*	Posted: 3/31/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty / Content Experts		1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
City Under Water: Flood Emergencies and Public Health (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts	57		CNE, CEU, CECH, CPE, CME, CME (non-physician)

City Under Water: Flood Emergencies and Public Health (web-based)*	Posted: 2006	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts	1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Communicable Diseases and Public Health: Viruses, Bacteria, and Parasites (CD-ROM) *	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention, GA Division of Public Health	Non-RSPH Faculty / Content Experts	56	
Content & Channel Strategies for Cancer Information (CD-ROM) *	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine and Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Crisis Communications: New & Emerging Systems: Strengthening Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine and Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Defense Against the Biothreat-Status of Medical Biodefense Research: Do We Need New Strategies (CD-ROM)*	Various times throughout the year	1.0	Georgia Public Health Association	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Defining Excellence: Perspectives on Excellence in Research, Teaching & Practice (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine and Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	42	
Developing Information Systems for Emergency Preparedness: Partners in the Effort (CD-ROM) *	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	40	CME, CME (non-physicians), CNE, CEU, CECH
Disaster Preparedness for the Emergency Responder – An Oxymoron? Mental Health Issues and Vicarious Traumatization for the Worker (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40	

Eliminating Barriers: Business & Public Health Partnership for Emergencies (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Emerging Threats in Public Health: Agroterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert	58		
Emerging Threats in Public Health: Bioterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		RSPH Faculty / Content Experts	59		
Emerging Threats in Public Health: Chemical Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness		Non-RSPH Faculty / Content Expert	58		
Emerging Threats in Public Health: Explosives (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	RSPH Faculty / Content Experts	58		
Emerging Threats in Public Health: Pandemic Influenza (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert	58		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Emerging Threats in Public Health: Radiological and Nuclear Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Expert	59		
Excellence in Action (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Both	41		
Excellence in Collaboration (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	42		

Excellence in Communication (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	RSPH Faculty / Content Experts	42		
Excellence in Education (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	RSPH Faculty / Content Experts	42		
Excellence in Evaluation (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	42		
Excellence in Our Own Backyard (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	41		
Flus of the 20 th & 21 st Centuries (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Both	40		
Food & Waterborne Infectious Disease Threats Symposium (SECEBT) (CD-ROM)*	Various times throughout the year	6.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Division of Applied Public Health at Rollins School of Public Health, The Roberts W. Woodruff Health Sciences Center of Emory University	Both	40		
Global Emergence of SARS: Quarantine Today, Vaccine Tomorrow? (CD-ROM)*	Various times throughout the year	2.5	Emory Center for Public Health Preparedness and Research	Vaccine Dinner Club	RSPH Faculty / Content Experts	40		
Good Ideas Start Small: SECEBT Seed Grant Model (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Both	40		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Good Ideas Start Small: SECEBT Seed Grant Model (we-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Both		2	CNE, CEU, CECH, CPE, CME, CME (non-physician)

Healthcare Infections Associated with the Care and Treatment of Humans and Animals (SECEBT 2008 Conference)*	Various times throughout the year	11	Southeastern Center for Emerging Biologic Threats (SECEBT)	Division of Applied Public Health at Rollins School of Public Health, The Roberts W, Woodruff Health Sciences Center of Emory University	Both	510	
Historical Perspectives on the Fight against HIV/AIDS: Lessons Learned for Today's Preparedness Efforts (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert	510	1 CME, CME (non-physicians), CNE, CEU, CPE, CECH
Homeland Defense and Biosensors: What Are They? Do They Work? (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Helath Preparedness	Non-RSPH Faculty / Content Expert	40	
Integrating Ethics into Public Health Preparedness and Emergency Response (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Both	41	1 CME, CME (non-physicians), CNE, CEU, CPE, CECH
Integrating Ethics into Public Health Preparedness and Emergency Response (web-based)*	Posted: 2007	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Both		1 CME, CME (non-physicians), CNE, CEU, CPE, CECH
Issues Associated with Population Protection from Disaster and Infectious Disease & the Role of PH (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Helath Preparedness and Research		Non-RSPH Faculty / Content Experts	40	
Jacobson v. Massachusetts and Public Health Law: Perspectives in 2005 (CD-ROM)*	Various times throughout the year	3.0	Public Health Foundation	Centers for Disease Control and Prevention; ociety of Law, Medicine, and Ethics; Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	47	
Legal Authorities for Public Health Emergencies (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness		Non-RSPH Faculty / Content Experts	40	
Local Heroes (DVD-ROM)*	Various times throughout the year		DeKalb Advanced Practice Center	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	7	

Master the Disaster (CD-ROM)*	Various times throughout the year		Emory Center for Public Health Preparedness	Dekalb County Board of Health	Both	129		
Master the Disaster 2 (CD-ROM)	Various times throughout the year		Emory Center for Public Health Preparedness	Dekalb County Board of Health	Both	371		
Metro Atlanta Responds to West Nile Virus: A Coordinated Public Health Response (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Rollins School of Public Health Dept. of Epidemiology, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
Monkeypox, 2003 (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
More Than Sum of Its Parts: The Case for a Collaborative Approach (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
New Technology: How to Evaluate and Use Emerging Technologies (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	RSPH Faculty / Content Experts	40		
Nuclear Initiative Threat (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
Outbreak and Attacks: How the Press Covers Public Health Emergencies (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	41		
Outbreak investigations in the 21st Century: Using New Systems to Protect the Public's Health (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	41		
Pandemic Influenza: Addressing an Unrelenting Threat (CD-ROM)*	Various times throughout the year	7.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Both	40		

Pandemic Influenza Preparedness: Emory University and Other Academic Institutions (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	RSPH Faculty / Content Expert	40		
Plants, People, and Pathogens: Public Health & Crop Security in an Age of Bio-Preparedness (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	41		
POD/Dispensing Site Operations Training (web-based)*	Posted in 2009	1.25	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty / Content Experts		24	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Polio: An American Story (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert	40		CME, CME (non-physicians), CNE, CEU, CPE, CECH
Polio: An American Story (web-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/ Content Expert		2	CME, CME (non-physicians), CNE, CEU, CPE, CECH
Providing Care During an Emergency: A Focus on Professional Licensure & Liability (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	41		CME, CME (non-physicians), CNE, CEU, CPE, CECH
Providing Care During an Emergency: A Focus on Professional Licensure & Liability (web-based)*	Posted: 2007	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	41	1	CME, CME (non-physicians), CNE, CEU, CPE, CECH
Psychological Readiness and Resilience: Integrating Public Health and Clinical Models (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
Public Health after Katrina's Rule (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		

Public Health Emergency Preparedness: Lessons Learned and Progress Made Since 2001 (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Public Health Preparedness: Do We Know What It Is? (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	41	
Ready or Not? A Picture of the Nation's Preparedness for the Unpredictable Health Emergency (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Responding to Accidental Releases of Chlorine (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Response to Foodborne Outbreaks: The Federal and State Response (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty/ Content Expert	512	1 CME, CME (non-physicians), CNE, CEU, CPE, CECH
Response to Foodborne Outbreaks: The Federal and State Response (web-based)	Posted: 7/7/2009	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty/ Content Expert		5 CME, CME (non-physicians), CNE, CEU, CPE, CECH
Role of the Medical Examiner in Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40	
Science of Avian Influenza Control in Agriculture (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	41	
Significance of Trauma System Development to Public Health and Emergency Preparedness (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Both	40	
Spanish - Do We Know Public Health Preparedness: Do We Know What It is? (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty/ Content Experts	2	

Spanish - Emerging Threats in Public Health: Bioterrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Emory Center for Public Health Preparedness	RSPH Faculty / Content Experts	2		
Spanish - Emerging Threats in Public Health: Chemical Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	2		
Spanish - Emerging Threats in Public Health: Radiological & Nuclear Terrorism (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	2		
Spanish CD - Universe of Smallpox (CD-ROM)*	Various times throughout the year	1.0	Georgia Division of Public Health	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	2		
Supporting Children and Families: Following Disasters and Terrorism (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
Terrorism and Tourism (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Terrorism Preparedness... Plans, Products, People, and Practice (CD-ROM)*	Various times throughout the year	1.0	Applied Public Health, Rollins School of Public Health	Emory Center for Public Health Preparedness and Research	Non-RSPH Faculty / Content Experts	40		
The Challenges of Methicillin - Resistant Staphylococcus aureus as a Community Pathogen (CD-ROM)*	Various times throughout the year	7.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Non-RSPH Faculty / Content Experts	41		
The Day the World Came to Town: 9/11 in Gander, Newfoundland (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC), Georgia Division of Public Health, DHR	Non-RSPH Faculty / Content Expert	44		CME, CME (non-physicians), CNE, CEU, CECH
The Demon in the Freezer (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	41		

The Future of Technology & Its Impact on Global Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
The G-8 Summit: Continuing to Evaluate & Improve: Strengthening Public Health Preparedness (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
The Ghost Map: The Story of London's Most Terrifying Epidemic and How It Changed Cities, Science and the Modern World (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty / Content Expert	512	1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Ghost Map: The Story of London's Most Terrifying Epidemic and How It Changed Cities, Science and the Modern World (web-based)*	Posted: 7/7/2009	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty / Content Expert		4	CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Health Benefits of Building Social Capital – Fostering Communities of Excellence (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
The Human Side of Crisis (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
The Right Stuff: The Transfer of Research into Best Practices (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty / Content Expert	47		CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Right Stuff: The Transfer of Research into Best Practices (web-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty / Content Expert		2	CNE, CEU, CECH, CPE, CME, CME (non-physician)
The Wind Beneath Their Wings: The Current Status of Pandemic Flu Vaccines (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		

They're Back! Disease Eradication and Resurgence Preparedness Lessons (CD-ROM)*	Various times throughout the year	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	RSPH Faculty/ Content Expert	40		CNE, CEU, CECH, CPE, CME, CME (non-physician)
They're Back! Disease Eradication and Resurgence Preparedness Lessons (web-based)*	Posted: 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention (CDC)	RSPH Faculty/ Content Expert		2	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Twenty Years of Medical Preparedness for Chemical, Biological, & Remediation Emergencies in Israel (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	44		
Universe of Smallpox (CD-ROM)*	Various times throughout the year	1.0	Georgia Division of Public Health	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
Use of Technology & Crisis Communication in the Georgia Emergency Response Plan (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Expert	40		
Vaccines: Not Enough or Not Enough Time? (SECEBT) (CD-ROM)*	Various times throughout the year	4.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness, Woodruff Health Sciences Center	Both	41		
Vectorborne Diseases of the Southeastern United States (CD-ROM)*	Various times throughout the year	4.0	Southeastern Center for Emerging Biologic Threats (SECEBT)	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	41		
Vulnerabilities in the Medical Response to Nuclear Weapon Attack in the U.S. (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness and Research	Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		
Water, Water Everywhere and Not a Drop to Drink! (CD-ROM)*	Various times throughout the year	1.0	RSPH Office of Continuing Professional Education	Centers for Disease Control and Prevention, Applied Public Health, Rollins School of Public Health, Emory School of Medicine & Nursing, Emory Center for Public Health Preparedness	Non-RSPH Faculty / Content Experts	40		

What I Wish I Had Learned in Nursing School about Emergency Preparedness (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Applied Public Health, Rollins School of Public Health	Non-RSPH Faculty / Content Experts	40		
What's the Buzz About Vector Control Issues? (CD-ROM)*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention, Emory Schools of Medicine & Nursing	Non-RSPH Faculty / Content Experts	42		
Working With the Media During A Public Health Crisis*	Various times throughout the year	1.0	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Both	48		

ROLLINS SCHOOL OF PUBLIC HEALTH

Continuing Professional Education

August 1, 2010 – July 31, 2011

Highlights of attached listing of continuing professional education activities:

- ❖ **Total Activities (LIVE and ENDURING) = 215 with 1231 total contact hours.**
 - Total LIVE Activities = 203 with 1206 total contact hours and 10633 total attendees
 - Continuing education credit offered at 20 LIVE activities (10%)
 - Total ENDURING Activities = 12 with 25 total contact hours and 3282 total distributions, viewings, if known, or requests for CE
 - Continuing education credit offered for 9 ENDURING activities (75%)
- ❖ Continuing Education credit given included CME (physicians), CME for non-physicians, CNE (nurses), CECH (health educators), CEU (other health professionals), CPE (dietitians) and AAVSB/RACE (veterinarians).
- ❖ **RSPH-External organizational partners includes, but is not limited to:**

Emory University School of Medicine
Rapides Foundation
Centers for Disease Control and Prevention (CDC)
Emory Environmental Health Science Center
Georgia Institute of Technology
SW GA Cancer Coalition
Michigan Department of Health
Microbiology and Molecular Genetics Program of the
Emory Graduate School
Morehouse School of Medicine
Campaign for Tobacco-Free Living and Louisiana Tobacco
Control Program
Office of Community and Diversity
Oklahoma Tobacco Prevention and Control Program
South Dakota State Tobacco Control Program

Turner Foundation Inc.
Georgia Research Alliance (GRA)
Emory Vaccine Center (EVC)
Tennessee State Health Department
REACH US/SUCCEED - Morehouse School of Medicine
Emory Global Health Institute
Claremont Graduate University School of Behavioral and
Organizational Sciences
Mississippi Department of Health, Partnership for a
Healthy Mississippi
NY State Department of Health
University of Georgia, Department of Health Policy and
Management
University of Illinois at Chicago Institute for Health
Research and Policy

RSPH Continuing Professional Education Report

2010-2011: Part 1 (Live/In-person Activities)

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Using Electrochemistry to Assess Neurotoxicity (Guillot)	8/2/2010	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Faculty	50	-----
Louisiana Deep South Tobacco Prevention and Control	8/5/2010	1.5	Louisiana Tobacco Control Program and Louisiana Tobacco Free Living	Tobacco Technical Assistance Consortium	RSPH Faculty and Non-RSPH Staff	50	-----
Prevention Programs that Work: Evidence-based Program Planning and Adaptation (Mini-grants Kick-off Training)	8/13/2010	3	Emory Prevention Research Center (EPRC)	SW GA Cancer Coalition	RSPH	14	-----
Introduction to Public Health Science: a training program for public health apprentices at the US Centers for Disease Control and Prevention	8/18/2010	16	Emory Prevention Research Center (EPRC)	Southeastern Institute for Training and Evaluation	RSPH	67	-----
Basic Principles of Public Health	8/18/2010 - 8/19/2010	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	69	-----
Evaluating Media Campaigns	8/19/2010	1	Tobacco Technical Assistance Consortium	Claremont Graduate University School of Behavioral and Organizational Sciences	Non-RSPH Staff	75	-----
Methods for Addressing Spatial Correlations in Functional Neuroimaging Data	8/27/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	28	-----
Unmasking Virulence Factors Through Comparative Transcriptional Regulatory Network Analysis	8/31/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	36	-----
Type II Diabetes Global Epidemic and Prevention	9/1/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Superbug: The Fatal Menace of MRSA (Maryn McKenna)	9/1/2010	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	302	-----
Building a global network to counter	9/8/2010	1	Hubert Department of Global		Non-RSPH Faculty	20	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
chronic disease			Health				
A Novel Toxicity Scoring System Treating Toxicity Response as a Quasi-Continuous Variable in Phase I Clinical Trials	9/9/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	37	-----
Calcium, Vitamin D, and Biomarkers of Risk in the Prevention of Colorectal Cancer	9/10/2010	1	Department of Epidemiology	Emory University School of Medicine	RSPH Faculty	35	CME
Current Status and Future Directions of Biomonitoring: Studies on Atrazine Herbicide Provide Key Information (Panuwet)	9/13/2010	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Faculty	40	-----
Immunization Systems Project Update	9/13/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	10	-----
Disaster Planning for Long-Term Care	9/15/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	40	-----
TCN webinar: Strategies for Smoke-Free Air Policy Implementation Teleconference – Economics of Smoke-free Air Policy	9/15/2010	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	-----
Improving Diabetes Care	9/15/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Applied Epidemiology	9/15/2010 - 9/16/2010	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
Tobacco Industry Monitoring: Expert Recommendations	9/16/2010	1	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health, Public Health Institute	Non-RSPH Staff	75	-----
Elucidation of Organization Principles of Bacterial Genomes: Towards Understanding of How Information is Organized in Bacterial Genomes	9/17/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	-----
Potential Use of Poison Control Centers as Telemedicine Providers during Public Health emergencies	9/20/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	10	-----
No Girl Left Behind? Female Educational Attainment in Predominantly Muslim Bangladesh	9/22/2010	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Health and Human Rights	9/22/2010-9/23/2010	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
Folic acid and vitamin B12 interaction:	9/24/2010	1	Department of Epidemiology	Emory University School of	Non-RSPH	25	CME

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
An epidemiologic assessment of the evidence				Medicine			
Project Jordan	9/27/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	12	-----
Why Grant Proposals Fail	9/28/2010	6	Emory Prevention Research Center (EPRC)	REACH US/SUCCEED - Morehouse School of Medicine	Both	31	-----
Work in Progress on Two Studies of the Health Effects of Environmental Health Pollutants (Winquist)	9/29/2010	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Student	40	-----
Tuberculosis and Hepatitis Public Health Program Reviews and the Development of a Monitoring and Evaluation Strategy and Dashboard Toolset	9/29/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Adventures in Eco-epidemiology: Spatial Patterns of Schistosomiasis Infection and Intermediate Host Dispersal	9/30/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	41	-----
AIDS Vaccine 2010 Conference Annual Int'l conference dedicated to helping accelerate HIV vaccine development.	9/28/2010 - 10/1/2010	28	Center for AIDS Research (CFAR)	Center for AIDS Research at Emory (CFAR), HIV Global Enterprise, Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC), and a host of others too numerous to mention	Both	1079	-----
Prison Provider Survey	10/4/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	7	-----
The Institute 2010	10/04/2010 - 10/06/2010	25	Tobacco Technical Assistance Consortium/ Diabetes Training and Technical Assistance Center	Centers for Disease Control and Prevention	Non-RSPH	300	CNE, CEU, CECH, CPEU
"Migration from Mexico and Healthcare: the intersection of two broken systems"	10/6/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Emancipation Through Eradication: Slaying the Fiery Serpent: An update on the Humans vs Guinea Worms War (Donald R. Hopkins, MD MPH)	10/6/2010	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine	Non-RSPH Faculty	333	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Quantile Calculus and Censored Regression	10/7/2010	1	Department of Biostatistics and Bioinformatics	Center (EVC)	Non-RSPH Faculty	35	-----
SBSRN 5 th National Scientific Meeting <i>Translational Research to Reduce Disparities in HIV</i>	10/7/2010 -- 10/8/2010	16	CFAR Prevention Science Core		Both	118	-----
Maternal Diabetes and Birth Defects: A Challenge for Translational Research	10/8/2010	1	Department of Epidemiology	Emory University School of Medicine	Non-RSPH	30	CME
Maternal and Infant Effects of Influenza Immunization in Pregnancy	10/13/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Top-Down versus Bottom-up Approaches to Modeling Dynamic Epidemiological Processes	10/14/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	-----
The Ongoing Emergency Environmental and Medical Response to the Nigerian Lead Crisis (Embrey)	10/14/2010	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Student	60	-----
State Technical Assistance Call: National Qitline Data Warehouse Webinar Training	10/14/2010	1	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health	Non-RSPH Staff	75	-----
International Course in Applied Epidemiology	9/20/2010 – 10/15/2010	208	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	Both	29	-----
The Rapides Foundation Lunch & Learn	10/15/2010	2	The Rapides Foundation	Tobacco Technical Assistance Consortium	RSPH/Non-RSPH Faculty or Both	75	-----
Use of GIS in Disaster Preparedness Research	10/18/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	5	-----
Scientific Writing and Effective Oral Communication	10/18/2010 – 10/20/2010	24	Hubert Department of Global Health		Both	12	-----
The State Tobacco Activities Tracking and Evaluation (STATE) System: New Features and Data	10/20/2010	1	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention (CDC)	Non-RSPH Staff	75	-----
Developing and Using Information Systems for Health Workforce Management in Kenya	10/20/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Why Grant Proposals Fail	10/21/2010	6	Emory Prevention Research Center (EPRC)	REACH US/SUCCEED - Morehouse School of Medicine	Both	25	-----
Sodium content of the US (and global) food supply	10/22/2010	1	Department of Epidemiology	Emory University School of Medicine	RSPH Adjunct Faculty	30	CME
Disaster Preparedness and the Haiti Relief Effort	10/25/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	9	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
"Teaching Social Justice and Human Rights"	10/27/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Imaging Mass Spectrometry Based Proteomic Data Analysis and Biomarkers Discovery	10/28/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	43	-----
Response to the earthquake and the cholera outbreak in Haiti	11/3/2010	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Would You Like Tea With That?: The Development of Edible, Rice-based Oral Vaccines (Hiroshi Kiyono, DDS, PhD)	11/3/2010	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	290	-----
Personalized Medicine and Clinical Trials	11/4/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	41	-----
Medically Vulnerable Populations and Preparedness	11/8/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	15	-----
Academic Public Health in a Challenging Environment: The Case of the Faculty of Health Sciences, AUB	11/10/2010	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Correlation Pursuit: Stepwise Variable Selection for High Dimensional Semiparametric Regression	11/11/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	42	-----
Improving our understanding of the risk of medications during pregnancy: data from the National Birth Defects Prevention Study	11/12/2010	1	Department of Epidemiology	Emory University School of Medicine	Non-RSPH	32	CME
Gulf Oil Spill Response	11/15/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	9	-----
Seek, Test and Treat HIV...in Jails	11/17/2010	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Quantile Regression at the Optimized Location	11/18/2010	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	-----
Fundamentals of Evaluation web-based training (distance)	8/30/2010 - 11/19/2010	20	Tobacco Technical Assistance Consortium	Rollins School of Public Health	RSPH Staff	10	-----
Methodologies of Preparedness and Response Research	11/22/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	10	-----
Bayesian Models for Variable	11/25/2010	1	Department of Biostatistics and		Non-RSPH Faculty	45	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Selection that Incorporated Biological Information KAB H1N1 Study	11/29/2010	1	Bioinformatics Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	4	-----
Food Safety Challenges in a Global Food System	12/1/2010	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Plan B: What To Do In The Absence Of An AIDS Vaccine (Kevin M. DeCock, MD, FECF (UK), DTM&H)	12/1/2010	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	375	-----
Public Health Policy	12/2/2010 - 12/3/2010	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
The Mental Health Impact of Disasters	12/6/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	8	-----
Epi Info - Basic Level	12/6/2010 – 12/7/2010	14	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	RSPH Faculty	6	-----
Public Health Information Dissemination	12/6/2010 - 12/7/2010	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
Tennessee Advisory Committee Meeting	12/7/2010	6	Tennessee State Health Department	Tobacco Technical Assistance Consortium	RSPH Staff	35	-----
“Influenza, a Risky Disease”	12/8/2010	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Epi Info - Intermediate Level	12/9/2010 – 12/10/2010	14	Hubert Department of Global Health	Centers for Disease Control and Prevention	RSPH Faculty	8	-----
Survival in the Midst of an Epidemic of Incarceration	12/10/2010	1	Department of Epidemiology	Emory University School of Medicine	Both	25	CME
Preparedness and Response at the State Level	12/13/2010	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	3	-----
TCN webinar: Post Election Back-to-Basics on Sustaining State Tobacco Control Program Funding	12/13/2010	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention (CDC)	Both	100	-----
Community Assessment: Setting the Stage for Effective Programs	12/14/2010	7	Emory Prevention Research Center (EPRC)	REACH/US-SUCCEED; Morehouse School of Medicine	Both	29	-----
Oklahoma CX Wave 3 Pre Academy	12/15/2010	8	Oklahoma Tobacco Prevention and Control Program	Tobacco Technical Assistance Consortium, Oklahoma Tobacco Settlement Endowment Trust	RSPH Faculty and Non-RSPH Staff	20	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Evaluating the Impact of Clean Indoor Air Laws on Heart Attack Hospitalization Rates	12/18/2010	1	Tobacco Technical Assistance Consortium	NY State Department of Health	Non-RSPH Staff	75	-----
Environmental Microbiology: Control of Foodborne & Waterborne Diseases	1/5/2011 – 1/9/2011	40	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	RSPH Faculty	12	-----
"Demystifying the World of Public Policy"	1/7/2011 – 1/9/2011	24	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health	RSPH staff	20	-----
Tobacco Free Cities Program Evaluation Workshop	1/12/2011 – 1/15/2011	20	Emory Prevention Research Center (EPRC)	Emory Global Health Institute	Both	50	-----
"Influenza and bacterial infections - the deadly synergism"	1/19/2011	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Modeling Dependence in Network of Brain Signals	1/20/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	36	-----
The Impact of School-Based Water, Sanitation, and Hygiene Programs on Pupil Helminth Infection and Absence (Freeman)	1/20/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Staff	40	-----
Swine Flu-1976 and 2009	1/24/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	26	-----
Tennessee Capacity Building webinar: Addressing Disparities	1/26/2011	1	Tennessee State Tobacco Control Program	Tobacco Technical Assistance Consortium	RSPH/Non-RSPH Faculty or Both	25	-----
"Using Community HIV-1 Viral Load to Measure the Success of the National AIDS Strategy: The San Francisco Experience"	1/26/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Functional Data Analysis, Causal Inference and Brain Connectivity	1/27/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	39	-----
Oklahoma CX Wave 3 Academy	1/25/2011 - 1/27/2011	16	Oklahoma Tobacco Prevention and Control Program	Tobacco Technical Assistance Consortium, Oklahoma Tobacco Settlement Endowment Trust	RSPH Faculty and Non-RSPH Staff	50	-----
Depression and Cardiovascular Disease: Is Inflammation a Link	1/28/2011	1	Department of Epidemiology	Emory University School of Medicine	Both	20	CME
Adult Education as a Vehicle for Health Communication	1/31/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	10	-----
Louisiana TFL-LTCP Alignment Meeting	2/2/2011	5	Louisiana Public Health Institute	Tobacco Technical Assistance Consortium	RSPH Staff	20	-----
"Religion's role in adolescent sexuality: A cross-site analysis of attitudes and behaviors in North	2/2/2011	1	Hubert Department of Global Health		RSPH Faculty	20	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Carolina, Atlanta, and Johannesburg, South Africa."							
Blessing the Bronchioles: Prospects for Preventing RSV Disease (Peter JM Openshaw, FMedSci, PhD FRCP)	02/2/2011	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	247	-----
"Foreign Disaster Assistance"	2/3/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Preparedness and the Budget Process	2/7/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	8	-----
The role of fomites in transmission of bacteria and viruses	2/9/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Automated, Robust Bayesian Analysis of Functional and Quantitative Image Data using Functional Mixed Models Basis-Space Modeling	2/10/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	-----
Effects of Anthropogenic Disturbance on Vector Composition and Viral Distribution and Diversity in Tropical Forests (Junglen)	2/10/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center and Dept. of Environmental Studies (College)	Non-RSPH	40	-----
Copy Number Variation and Schizophrenia: Identifying a High-Risk Deletion on Chromosome 3q29	2/11/2011	1	Department of Epidemiology	Emory University School of Medicine	Non-RSPH	32	CME
Panel Discussion: Communication for Public Health Preparedness and Response	2/14/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	40	-----
How to Write an Evaluation Plan	2/16/2011	1	Tobacco Technical Assistance Consortium	CDC, Communities Putting Prevention to Work Evaluation Team	Non-RSPH Staff	75	-----
Mechanisms of Immune Regulation in Mycobacterium Tuberculosis Infection	2/16/2011	1	Hubert Department of Global Health		RSPH Faculty	20	-----
Challenges in Exposure Estimation for Studies of Air Pollution and Health	2/17/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	36	-----
Genetic Dissection of Human Immunity to Intracellular Pathogens	2/18/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	-----
Logic Model Essentials web-based training (distance)	1/10/2011-2/18/2011	12	Tobacco Technical Assistance Consortium	Rollins School of Public Health	RSPH Staff	24	CHES
Meta Analysis of Functional	2/21/2011	1	Department of Biostatistics and		Non-RSPH Faculty	38	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Neuroimaging Data via Bayesian Spatial Point Processes			Bioinformatics				
Department of Global Health Humphrey Fellows Lecture Series: Li Qi, <i>China's AIDS Epidemic and Response: Past, Present, and Future</i> ; Anele Ndebele, <i>Zimbabwe's Prevention in the HIV/AIDS generalized epidemic</i>	2/22/2011	1.5	CFAR Administrative Core and Developmental Core	CFAR, Department of Global Health Humphrey Fellows Lecture Series	Both	15	-----
Tennessee Capacity Building webinar: Counter Tobacco Industry Marketing	2/23/2011	1.5	Tennessee State Tobacco Control Program	Tobacco Technical Assistance Consortium	RSPH/Non-RSPH Faculty or Both	25	-----
"A Picture's Worth 1000 Words? The Bristol Stool Chart as an Alternative to Self-Reported Diarrhea as an Outcome Measure in WASH Research".	2/23/2011	1	Hubert Department of Global Health		RSPH Faculty	20	-----
A Likelihood-Based Framework for Association Analysis of Allele-Specific Copy Numbers	2/24/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	41	-----
Basic Principles of Public Health	2/24/2011-2/25/2011	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
Regional and Racial Differences in Stroke Incidence: Findings from the REGARDS Study	2/25/2011	1	Department of Epidemiology	Emory University School of Medicine	Non-RSPH	30	CME
A Model of Differential Regulation in Immune Cell Development and Disease Progression	2/28/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	39	-----
Monkey pox and Bioterrorism Preparedness	2/28/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	8	-----
Ma Pampo, Dumplings & Callaloo: A Look into Aging through the Lens of Influenza, Vaccines and Immune Senescence (Stefan Gravenstein, MD, MPH)	3/2/2011	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	195	-----
Rare Variants and Next-Generation Sequencing	3/3/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	36	-----
March 4, 2011 CHES Exam Review Course	3/4/2011	4	Department of Behavioral Sciences and Health Education	Office of Continuing Professional Education	RSPH Faculty	24	-----
Basic Principles of Public Health (Part Two)	3/10/2011 - 3/11/2011	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
The Epidemiology of Systemic Lupus Erythematosus in the US: Capturing the Butterfly	3/11/2011	1	Department of Epidemiology	Emory University School of Medicine	Non-RSPH	20	CME
Oklahoma MPOWER Latino Grantee	3/15/2011-3/16/2011	12	Oklahoma Tobacco Prevention and Control Program	Tobacco Technical Assistance Consortium	RSPH Faculty and Non-RSPH Staff	30	-----
The Economics of Tobacco Taxation	3/16/2011	1	Tobacco Technical Assistance Consortium	University of Illinois at Chicago Institute for Health Research and Policy	Non-RSPH Staff	75	-----
Polio Endgame: Focusing on Social Determinants	3/16/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
"After CAPRISA/PPREX: public health implications"	3/16/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Incorporating Biological Information into Linear Models: A Bayesian Approach to the Selection of Pathways and Genes	3/17/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	-----
Global Climate Change Negotiations: Where Are We, How Did We Get Here and What's Next? (Rochberg)	3/17/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Faculty	40	-----
Telemedicine Pilot Project	3/21/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	4	-----
Virginia S. DeHaan Lecture on Health Promotion and Education: Promoting Social and Emotional Development in Schools: Lessons from 30 Years with the PATHS Curriculum	3/23/2011	1.5	Department of Behavioral Sciences and Health Education	Emory Alumni Association	Non-RSPH Faculty	78	-----
TCN webinar: Becoming a Player in Tobacco Pricing: Tips and Tools for Tobacco Program Managers	3/23/2011	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	-----
"Exploring Global Reproductive Health Data"	3/23/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Global Vision Related Health Issues	3/23/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Public Health Surveillance	3/23/2011 - 3/24/2011	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
Application and Insights Concerning Generalized Linear Mixed Models	3/24/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	-----
Covariate Adjusted Precision Matrix Estimation (CAPME) with Application in Genomics	3/28/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	43	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Disaster Preparedness and Ethics	3/28/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	10	-----
A Public Health Look at Japan's Fukushima Nuclear Power Plant Crisis (J. Smith)	3/29/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center	RSPH Faculty	100	-----
South Dakota Spring Institute	3/29/2011 - 3/30/2011	12	South Dakota State Tobacco Control Program	Tobacco Technical Assistance Consortium	RSPH/Non-RSPH Faculty or Both	38	-----
The Early Days of the AIDS Epidemic in the United States: Views from Atlanta and Hollywood	3/30/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Statistical Models for Estimating HIV Prevalence and the At-risk Population Size	3/31/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	43	-----
Faith Communities in Disaster Preparedness and Response	4/4/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	Non-RSPH Faculty	7	-----
"The Brazilian Health System and the Right to Health"	4/6/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
"The Built Environment and Recreational Physical Activity among Adults in Bogotá, Colombia and Curitiba, Brazil"	4/6/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Connecting the Dots: T Memory Stem Cells and Efficacious Vaccines (Mario Roederer, PhD)	4/6/2011	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	230	-----
Developing Human Immune Monitoring - Challenges and Promise	4/7/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	40	-----
Dictionary, Topics, and Text Analysis	4/7/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	38	-----
Microbiology and Molecular Genetics Program of the Emory Graduate School Annual Lecture: Frontiers in Microbial Biology Sociocontextual Colloquium, Hegemonic Heterosexuality & HIV: Gender Violence and Risk among Women, MSM and MSW in South Africa	4/7/2011	8	Microbiology and Molecular Genetics Program of the Emory Graduate School	Center for AIDS Research at Emory (CFAR)	Non-RSPH Faculty	40	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Epigenetics: How Genes and Environment Interact (Jirtle)	4/8/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH	50	-----
Cervical Cancer Prevention Globally	4/13/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
Optimal Sparse Segment Identification with Application in Copy Number	4/14/2011	1	Department of Biostatistics and Bioinformatics		Non-RSPH Faculty	32	-----
The Importance of Translational Research	4/18/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	10	-----
Children's Health Town Hall Meeting (Jackson)	4/18/2011	2	Turner Foundation Inc.	Georgia Institute of Technology, Mothers and Others for Clean Air, RSPH – Department of Environmental Health, and Georgia PTA	Both	200	-----
"Sprinkles sales reduce anemia, iron deficiency and vitamin A deficiency among young children in Kenya"	4/20/2011	1	Hubert Department of Global Health		RSPH Faculty	20	-----
"Ethnic disparities in diabetes care and outcomes. Lessons from New Zealand"	4/20/2011	1	Hubert Department of Global Health		Non-RSPH Faculty	20	-----
The Cardiac Arrest Registry to Enhance Survival (CARES) Program	4/22/2011	1	Department of Epidemiology	Emory University School of Medicine	Non-RSPH	30	CME
CFAR Monthly Mixer – First lecture featured Paul Volberding, CFAR Director, UCSF	4/24/2011	1.5	Center for AIDS Research at Emory (CFAR)		Non-RSPH Faculty	63	-----
FASTR Pilot Project	4/25/2011	1	Emory Preparedness and Emergency Response Research Center (PERRC)	Rollins School of Public Health	RSPH Faculty	10	-----
Checkerspot and Canoes: Why Research Shouldn't Be "Siloed" (Ehrlich)	4/26/2011	2	Emory Department of Biology	Department of Environmental Health	Non-RSPH	40	-----
Humanity on a Tightrope: The Environmental Threat and What Could Be Done About It (Ehrlich)	4/27/2011	1	Office of Community and Diversity	Office of Sustainability Initiatives, Program in Molecules to Mankind, Program in Science and Society, Center for Science Education, Learning Programs, Office for Undergraduate Education, Center for Ethics, Departments of Environmental Health (RSPH), Environmental Studies,	Non-RSPH	175	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
"Intimate partner violence among male-male couples"	4/27/2011	1	Hubert Department of Global Health	Psychology, and Biology (Emory College)	RSPH Faculty	20	-----
Public Health Management	4/28/2011	7	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	18	-----
Winning the Prize: Writing Grants to Fund a Healthier Community	4/28/2011	3	Emory Prevention Research Center (EPRC)	Morehouse School of Medicine, GA Tech	Non-RSPH	50	-----
Louisiana TFL-LTCP Alignment Meeting	5/2/2011	9.5	Louisiana Public Health Institute	Tobacco Technical Assistance Consortium	RSPH Staff	24	-----
Wargames: Intelligent Design of Vaccines vs Smart Evolution of Microbes (Jeffrey Almond, PhD)	5/4/2011	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	283	-----
Workshop: Mississippi Smoke-free Coalition Strategic Planning	5/3/2011 – 5/5/2011	24	Tobacco Technical Assistance Consortium	Mississippi Department of Health, Partnership for a Healthy Mississippi	RSPH staff	20	-----
Tennessee Advisory Committee Meeting	5/5/2011	6	Tennessee State Health Department	Tobacco Technical Assistance Consortium	RSPH Staff	35	-----
Introduction to Public Health Surveillance	5/2/2011 – 5/6/2011	40	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	Both	13	-----
Radiation Emergencies, Risk Communication and Public Health: Lessons Learned from Research and Real-World Events (Becker)	5/6/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH	40	-----
Adapting an Evidence-Based Program for your Community. REACH US/SUCCEED Workshop	5/6/2011	1.5	Emory Prevention Research Center (EPRC)	Morehouse School of Medicine	RSPH	34	-----
The Georgia Meth Project	5/7/2011	1.5	Emory Public Health Training Center	Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty	68	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Oklahoma Public Health Training Work Group Meeting	5/9/2011	6	Oklahoma Tobacco Settlement Endowment Trust	Tobacco Technical Assistance Consortium	RSPH Staff	28	-----
TCN Harvey Leadership Webinar – Applying the “DeMarco Factor” to Tobacco Control Policy Change - Part 1	5/11/2011	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	-----
Economic Evaluation Part 2	5/18/2011	1	Tobacco Technical Assistance Consortium	University of Georgia, Department of Health Policy	Non-RSPH Staff	75	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
Search for Environmental Causes of Lymphomas (De Roos)	5/19/2011	1	Department of Environmental Health	Emory Environmental Health Sciences Center	Non-RSPH	40	-----
Fundamentals of Evaluation web-based training (distance)	2/28/2011-5/20/2011	20	Tobacco Technical Assistance Consortium	Rollins School of Public Health	RSPH Staff	19	CHES
Webinar: Tobacco Pricing Strategies	5/26/2011	1	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health	Both	20	-----
CFAR Quarter Round	5/26/2011	1.5	Center for AIDS Research at Emory (CFAR)		Both	45	-----
Epi Info	5/26/2011 – 5/27/2011	14	Hubert Department of Global Health	Centers for Disease Control and Prevention	RSPH Faculty	3	-----
Public Health Advocacy and Policy Development	5/26/2011-5/27/2011	14	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	20	-----
Epidemiology in Action Course	5/16/2011 – 5/29/2011	96	Hubert Department of Global Health	Centers for Disease Control and Prevention	Both	19	-----
Epi in Action: Intermediate Analytic Methods	5/31/2011 – 6/4/2011	40	Hubert Department of Global Health	Centers for Disease Control and Prevention (CDC)	RSPH Faculty	15	-----
Practical Evaluation for the Public Health Professional: Harnessing the Power of Data	6/6/2011 – 6/7/2011	12.5	Emory Public Health Training Center	Centers for Disease Control and Prevention (CDC)	RSPH Faculty	20	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Workshop: Mississippi Smoke-free Coalition Strategic Planning	6/6/2011 – 6/8/2011	24	Tobacco Technical Assistance Consortium	Mississippi Department of Health, Partnership for a Healthy Mississippi	RSPH staff	30	-----
An Overview of Child Abuse as a Public Health Issue and An In-Depth Look at the Issue of Child Sexual Exploitation	6/8/2011	1.5	Emory Center for Public Health Preparedness and Research	Rollins School of Public Health	Non-RSPH Faculty	30	-----
Oklahoma Public Health Training Work Group Meeting	6/8/2011	6	Oklahoma Tobacco Settlement Endowment Trust	Tobacco Technical Assistance Consortium	RSPH Staff	26	-----
TCN Harvey Leadership Webinar – Applying the “DeMarco Factor” to Tobacco Control Policy Change - Part 2	6/8/2011	1.5	Tobacco Technical Assistance Consortium	Centers for Disease Control and Prevention	Both	100	-----
Louisiana TFL-LTCP Alignment Meeting	6/14/2011	8	Louisiana Public Health Institute	Tobacco Technical Assistance Consortium	RSPH Staff	6	-----
Making Your Survey Work for You	6/15/2011	1	Tobacco Technical Assistance Consortium	University of Georgia, Department of Health Policy and Management	Non-RSPH Staff	75	-----

Activity Title	Date(s)	Length (hrs)	Sponsor	Partners, Co-Sponsors, Collaborators	RSPH/Non-RSPH Faculty or Both	Number of Participants	Type of CE Credit offered
In Search of the Secret: The Future of HIV Research (Françoise Barré-Sinoussi, PhD)	6/16/2011	1.5	Vaccine Dinner Club (VDC)	Center for AIDS Research at Emory (CFAR), Centers for Disease Control and Prevention (CDC), Georgia Research Alliance (GRA), Emory Vaccine Center (EVC)	Non-RSPH Faculty	250	-----
Commercial Sexual Exploitation of Children in Georgia (Live and In-Person Lecture)	6/21/2011	1.5	Emory Public Health Training Center	Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty	79	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Workshop: Tobacco Pricing Strategies	6/27/2011	2	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health	RSPH staff	20	-----
Public Health Informatics: Using Data to Impact Public Health Practice	6/27/2011 – 6/28/2011	12.5	Emory Public Health Training Center	Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty	13	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Social Media Presentation	7/8/2011	2	Diabetes Training and Technical Assistance Center		Non-RSPH	30	-----
Lessons from a case-control study of pediatric diarrhea regarding water, sanitation, and hygiene risk factors in developing countries (Baker)	7/12/2011	1	The Center for Global Safe Water	Department of Environmental Health	Non-RSPH	50	-----
The Longevity Project: Surprising Discoveries for Health and Long Life from the Landmark Eight-Decade Study	7/19/2011	1.5	Emory Public Health Training Center	Centers for Disease Control and Prevention (CDC)	Non-RSPH Faculty	74	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Workshop: Policy Engagement: The Art of the Possible	7/21/2011	3	Tobacco Technical Assistance Consortium	CDC Office on Smoking and Health	RSPH staff	20	-----
Logic Model Essentials web-based training (distance)	6/13/2011-7/22/2011	12	Tobacco Technical Assistance Consortium	Rollins School of Public Health	RSPH Staff	11	CHES
State Conference: TTAC Tobacco Pricing Strategies Toolkit	7/22/2011	2	Tobacco Technical Assistance Consortium	Michigan Department of Health	RSPH	90	-----
Public Health Management	7/26/2011	7	Centers for Disease Control and Prevention (CDC)	Southeastern Institute for Training and Evaluation (SITE)	RSPH Faculty	68	-----
Program Planning Basics: a training for the Public Health Apprentices Program of CDC	7/26/2011	8	Emory Prevention Research Center (EPRC)	Southeastern Institute for Training and Evaluation	Both	62	-----
		1206				10633	

RSPH Continuing Professional Education Report

2010-2011 Part 2 (Enduring Materials)

** Activities with an asterisk (*) by the title were produced or posted in a previous year. They are included on this report because they were either distributed (in the case of CD-ROMs) this year or requests for CE (of either a CD-ROM or Web-on-Demand) were received this year. Activities listed alphabetically.*

Activity Title	Date Distributed or Posted	Length (hrs)	Sponsor	Partners, Co-sponsors, Collaborators	RSPH/Non-RSPH faculty / Content experts or Both?	Total Distribution or Viewings, if known	People requesting CE credit	CE Credit Given
CDC's Historical Role in Preparedness: A Look at Several Historical Perspectives (CD-ROM)*	10/15/2010	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	RSPH Faculty/Content Experts	10		CNE, CEU, CECH, CPE, CME, CME (non-physician)
CDC's History: Reflections on Preparedness and Innovation	10/15/2010	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Both	466		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Emerging Threats in Public Health: Water	10/15/2010	1.75	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty/Content Experts	466	10	CNE, CEU, CECH, CPE, CME, CME (non-physician)
Factors in Emerging Infectious Diseases in the Southeast	10/15/2010	12.0	Emory Center for Public Health Preparedness	Southeastern Center for Emerging Biologic Threats	Both	466		None
Health Literacy Training for Public Health Professionals*	Posted in November 2009	1.25	Centers for Disease Control and Prevention (CDC)	Emory Prevention Research Center (EPRC)	RSPH Faculty	842		CME, CNE, CHES, CEU, CPE, AAVSB/RACE
Master the Disaster (CD-ROM)*	08/26/2010		Emory Center for Public Health Preparedness	DeKalb County Board of Health	Both	50		None
Master the Disaster 2 (CD-ROM)*	08/26/2010		Emory Center for Public Health Preparedness		Both	50		None
POD/Dispensing Site Operations Training (CD-ROM)*	Developed in 2009	1.25	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty/Content Experts		1	CNE, CEU, CECH, CPE, CME, CME (non-physician)
POD/Dispensing Site Operations Training (web-based)*	Posted in 2009	1.25	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty/Content Experts		4	CNE, CEU, CECH, CPE, CME, CME (non-physician)

Polio: An American Story (web-based)*	Posted in 2008	1.5	Emory Center for Public Health Preparedness	RSPH Office of Continuing Professional Education, Centers for Disease Control and Prevention	Non-RSPH Faculty/Content Expert		1	CME, CME (non-physicians), CNE, CEU, CPE, CECH
Superbug: The Fatal Menace of MRSA	10/15/2010	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Non-RSPH Faculty/Content Experts	466		CNE, CEU, CECH, CPE, CME, CME (non-physician)
Tensions between Public Health Preparedness and Human Rights: Immunization Case Studies	10/15/2010	1.5	Emory Center for Public Health Preparedness	Centers for Disease Control and Prevention	Both	466		CNE, CEU, CECH, CPE, CME, CME (non-physician)
		25				3282	16	

EXIT SURVEY, 2011

Of the 385 students graduated in Spring 2011, 252 completed the Exit survey leading to a response rate of 65%.

The percentages below are calculated based on the 252 respondents.

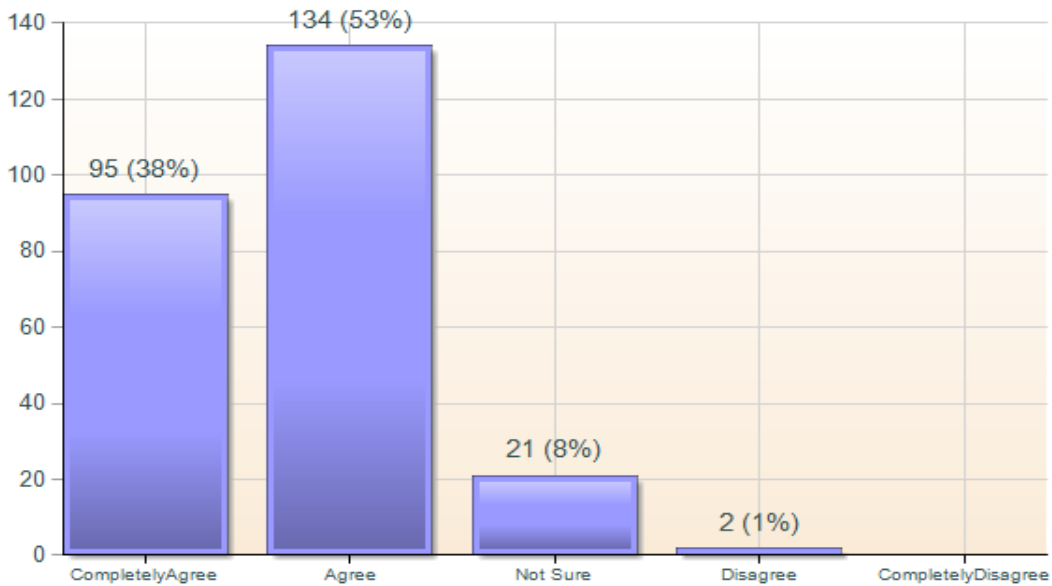
Question1: Primary RSPH Department

DEPARTMENT	COUNT	Percentage
BIOS	8	3%
BSHE	58	23%
CMPH	14	6%
EOH	19	8%
EPI	66	26%
GH	52	21%
HPM	35	14%
Grand Total	252	100%

Question 2: Please evaluate how much you agree with the following statement (please consider the course contents and topics, but not individual faculty characteristics) the coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.

Completely Agree	95 (38 %)
Agree	134 (53 %)
Not Sure	21 (8 %)
Disagree	2 (1 %)
Completely Disagree	0 (0 %)

Please evaluate how much you agree with the following statement (please consider the course contents and topics, but not individual faculty characteristics)The coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.



	BIOS	BSHE	CMPH	EOH	EPI	GH	HPM	Total
Completely Agree	5	22	4	7	32	18	7	95
Agree	2	33	9	9	33	28	20	134
Not Sure	1	2	1	3	1	5	7	21
Disagree	0	1	0	0	0	0	1	2
Completely Disagree	0	0	0	0	0	0	0	0

Question 3: With regard to the last question (The coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.) if you chose "completely agree" or "agree", please explain the reasoning behind your previous answer by choosing all that apply:

230 of the 252 responded "completely agree" or "agree"

Department	Gained analytical skills.	The statistical skill set I acquired was helpful	There was overall great depth and breadth in content	Other, please specify
BIOS	75%	63%	75%	0%
BSHE	59%	48%	66%	10%
CMPH	71%	64%	79%	0%
EOH	58%	53%	63%	0%
EPI	89%	80%	52%	2%
GH	75%	69%	56%	4%
HPM	51%	29%	51%	14%

Question 4: With regard to the last question (The coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.) if you chose "completely disagree", "disagree", or "not sure" please explain the reasoning behind your previous answer by choosing all that apply:

22 of the 252 responded "completely disagree", "disagree", or "not sure"

	BIOS	BSHE	CMPH	EOH	EPI	GH	HPM	Grand Total	Percentage
Lack of relevant courses	0	0	0	0	0	0	3	3	11%
Program scope not consistent with personal career expectations	0	0	0	1	0 1		3	5	18%
Limited applicability of contents in "real world scenarios"	0	1	1	2	1 3		5	13	46%
Others	1	2	0	0	0 3		1	7	25%
Grand Total	1	3	1	3	1 7		12	28	100%

Question 5: Are you aware of the competencies within your major?

Department	Yes	No
BIOS	88%	12%
BSHE	93%	7%
CMPH	79%	21%
EOH	84%	16%
EPI	73%	27%
GH	83%	17%
HPM	83%	17%

Question 6: RSPH offers excellent training for students in my area of study.

	BIOS	BSHE	CMPH	EOH	EPI	GH	HPM	Total
Completely Agree	3	13	5	2	26	13	5	67
Agree	3	37	7 13		37	34	17	148
Not Sure	2	6	2 3		2	2	10	27
Disagree	0	1	0 1		1	2 3 8		
Completely Disagree	0	1	0 0		0	1 0 2		

Question 7: With regard to the last question (RSPH offers excellent training for students in my area of study) if you chose "completely agree" or "agree", please explain the reasoning behind your previous answer by choosing all that apply:

215 of 252 responded "completely agree" or "agree"

Department	Good elective courses	Courses offered a good foundation in research methods, evaluation and theory.	Acquired skills necessary for program creation to evaluation	Others, Please specify
BIOS	25%	75%	38%	0%
BSHE	31%	79%	57%	5%
CMPH	21%	86%	43%	0%
EOH	58%	58%	21%	0%
EPI	50%	94%	32%	0%
GH	54%	69%	44%	10%
HPM	26%	49%	20%	3%

Question 8: With regard to the last question (RSPH offers excellent training for students in my area of study) if you answered "completely disagree", "disagree" or "not sure", please explain the reasoning behind your previous answer by choosing all that apply:

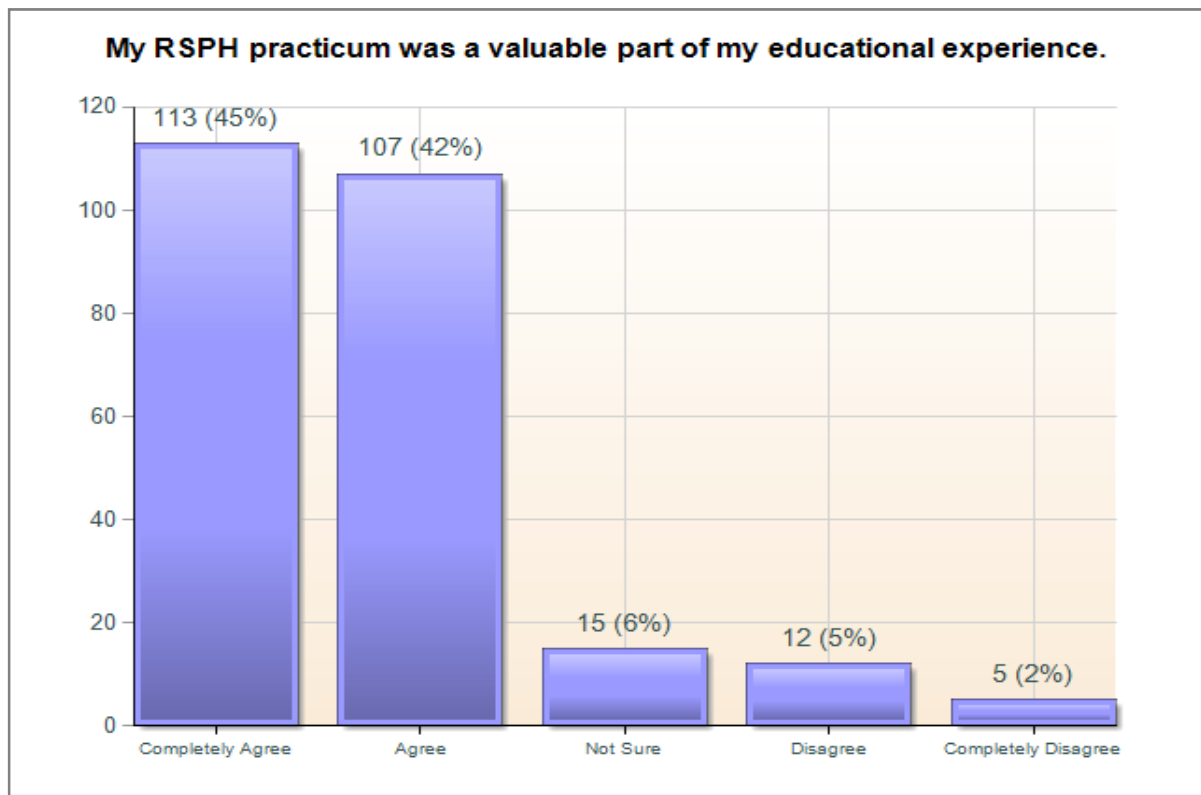
37 of 252 responses were "completely disagree", "disagree" or "not sure"

Department	No Real world experience	Need more variety in course offerings	Lack of access to faculty	Others, Please specify
BIOS	0%	0%	0%	25%
BSHE	2%	3%	2%	9%
CMPH	14%	0%	7%	0%
EOH	5%	16%	5%	5%
EPI	2%	0%	3%	2%
GH	2%	2%	6%	4%
HPM	11%	14%	6%	14%

Question 9: What can RSPH do to improve the experience and training of its students? Please check all that apply

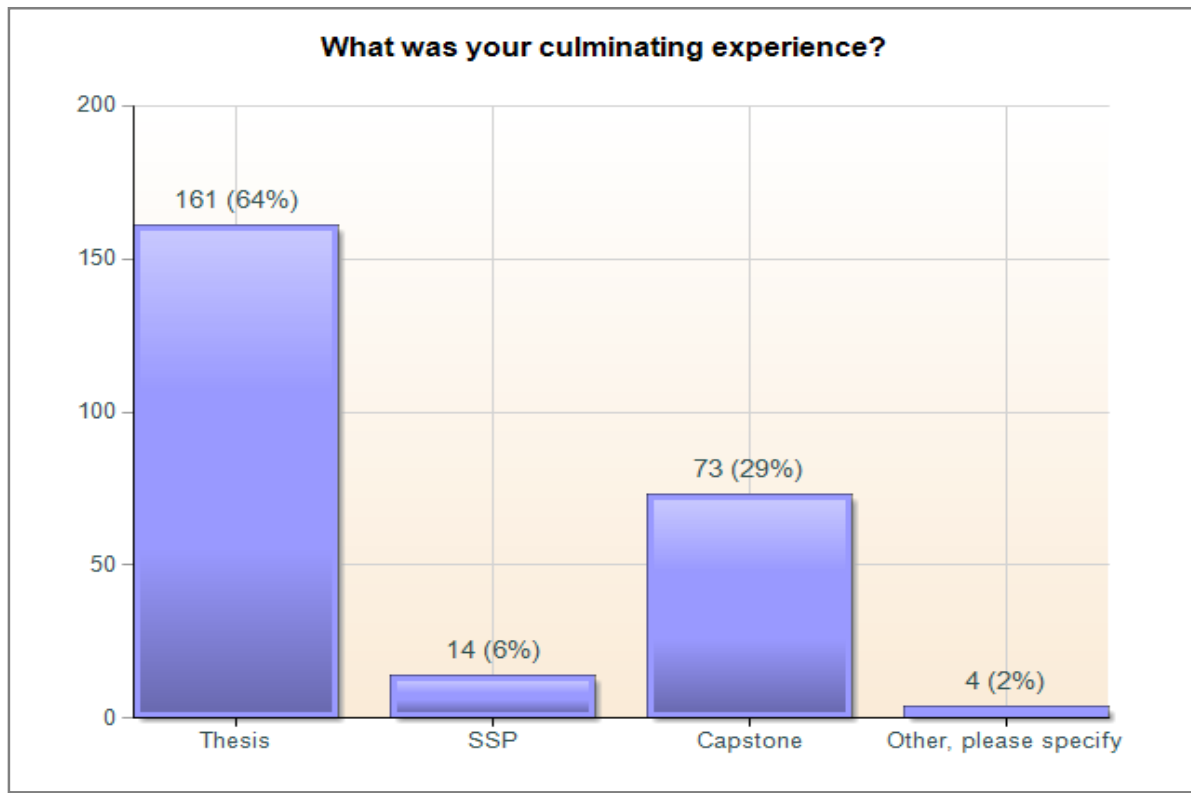
Department	Increase number of scholarships and grants available to students	Smaller Class size	Increase admission standards	Include community based and service oriented courses that allow the students to gain real life experience	Others, please specify
BIOS	88%	0%	13%	38%	50%
BSHE	69%	36%	40%	70%	22%
CMPH	36%	0%	7%	43%	36%
EOH	68%	32%	42%	80%	5%
EPI	71%	44%	18%	55%	12%
GH	73%	42%	31%	56%	21%
HPM	66%	11%	49%	51%	9%

Question 12: My RSPH practicum was a valuable part of my educational experience.

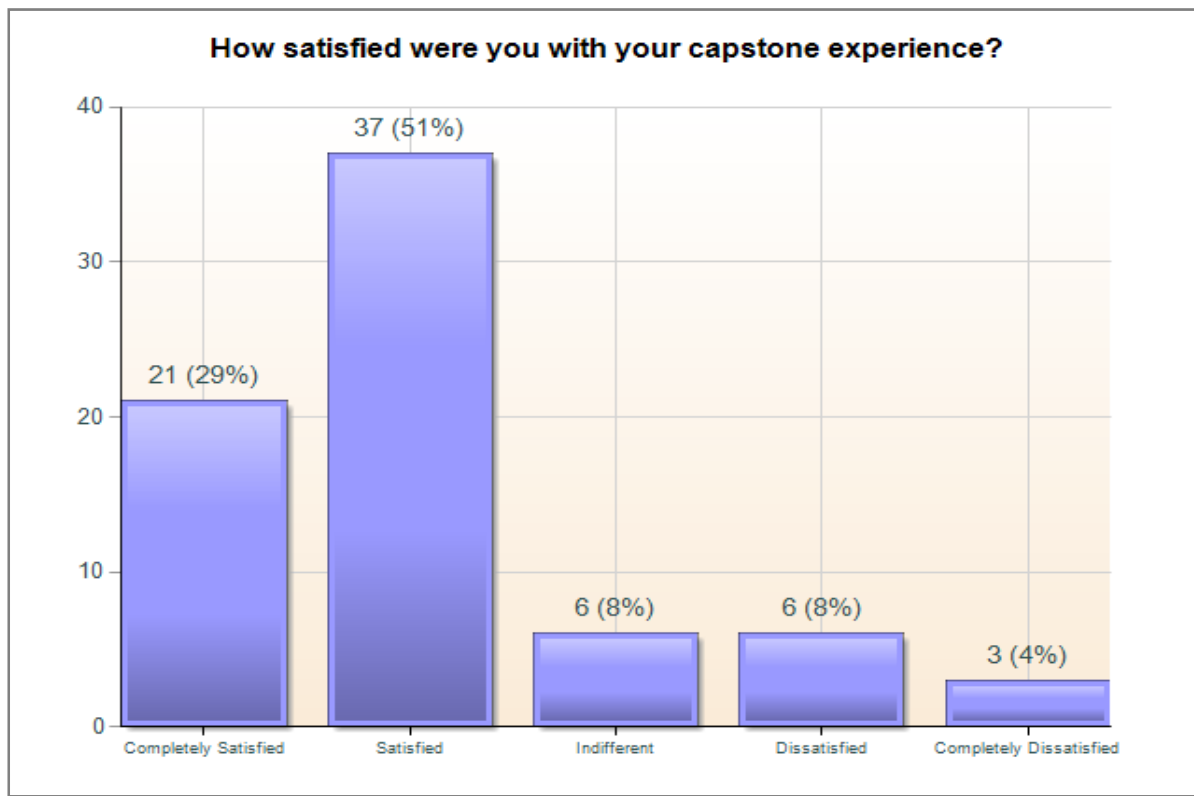


	BIOS	BSHE	CMPH	EOH	EPI	GH	HPM	Total
Completely Agree	3	28	3	9	27	29	14	113
Agree	5	21	7	8	31	17	18	107
Not Sure	0	3	1	2	6	1	2	15
Disagree	0	3	2	0	1	5	1	12
Completely Disagree	0	3	1	0	1	0	0	5

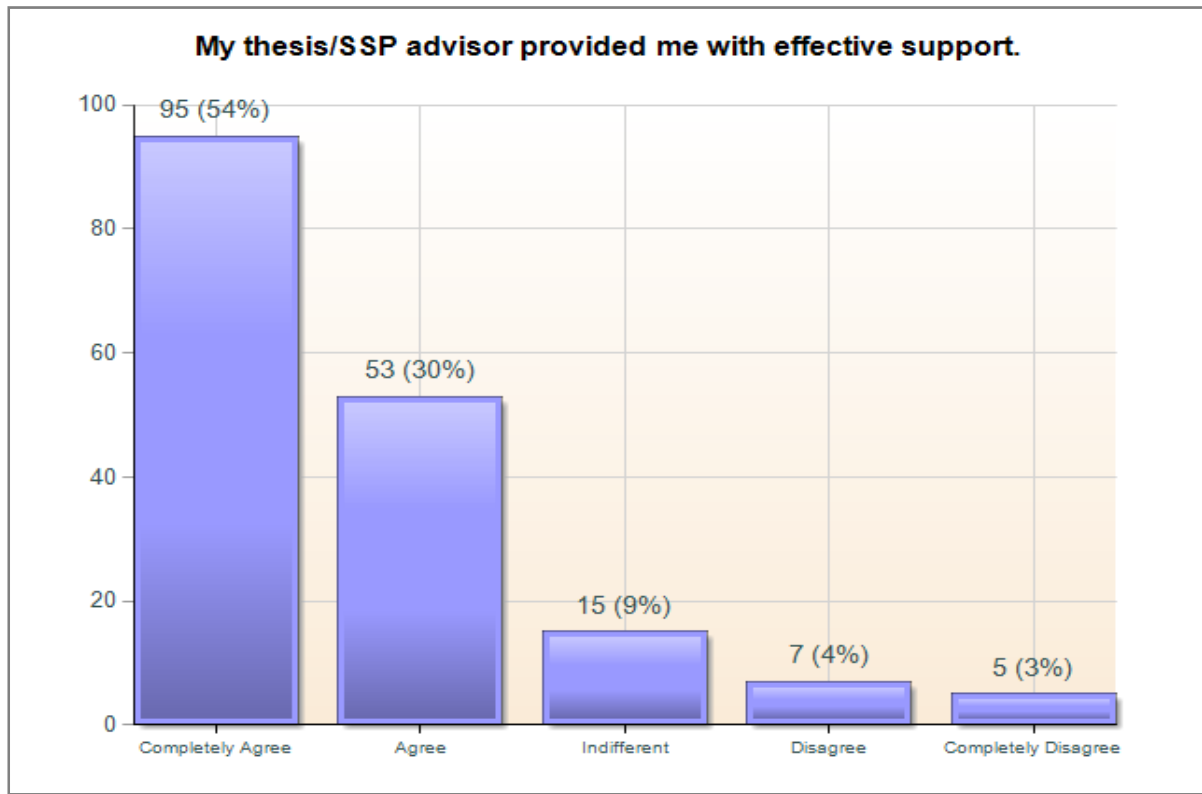
Question 14: What was your culminating experience?



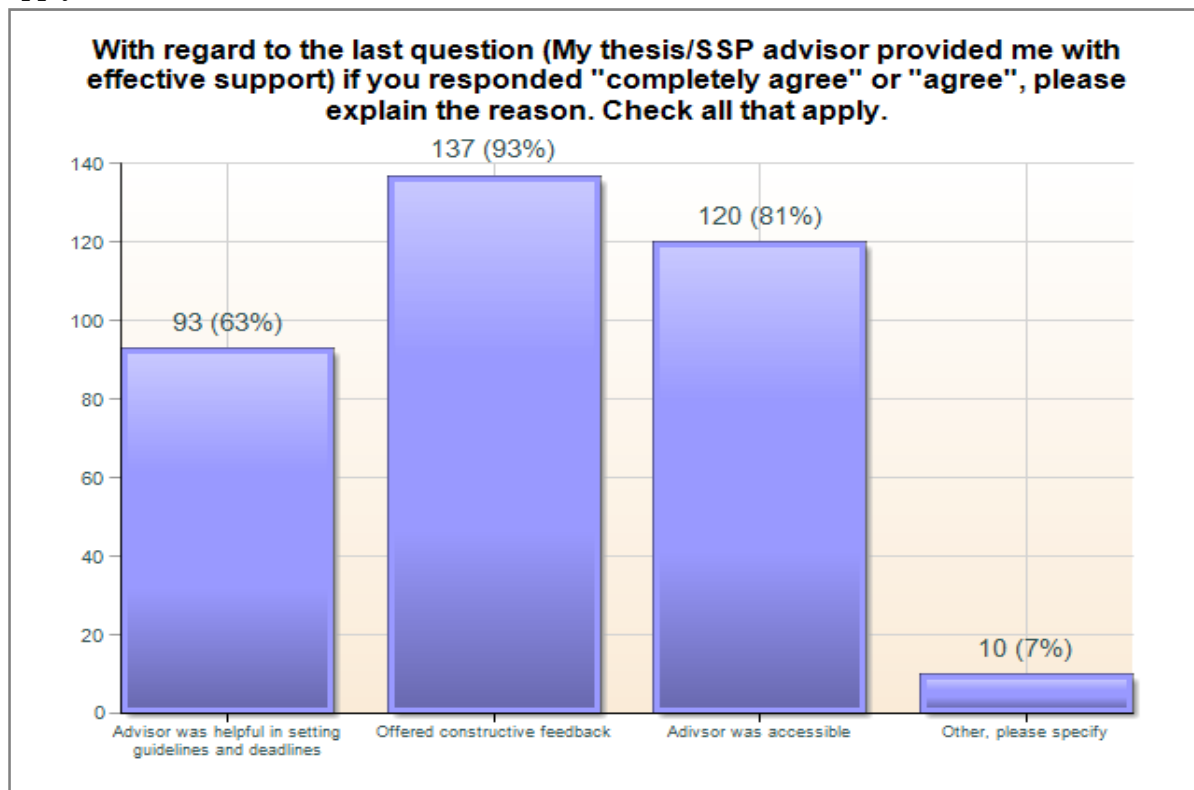
Question 15: How satisfied were you with your capstone experience?



Question 17: My thesis/SSP advisor provided me with effective support

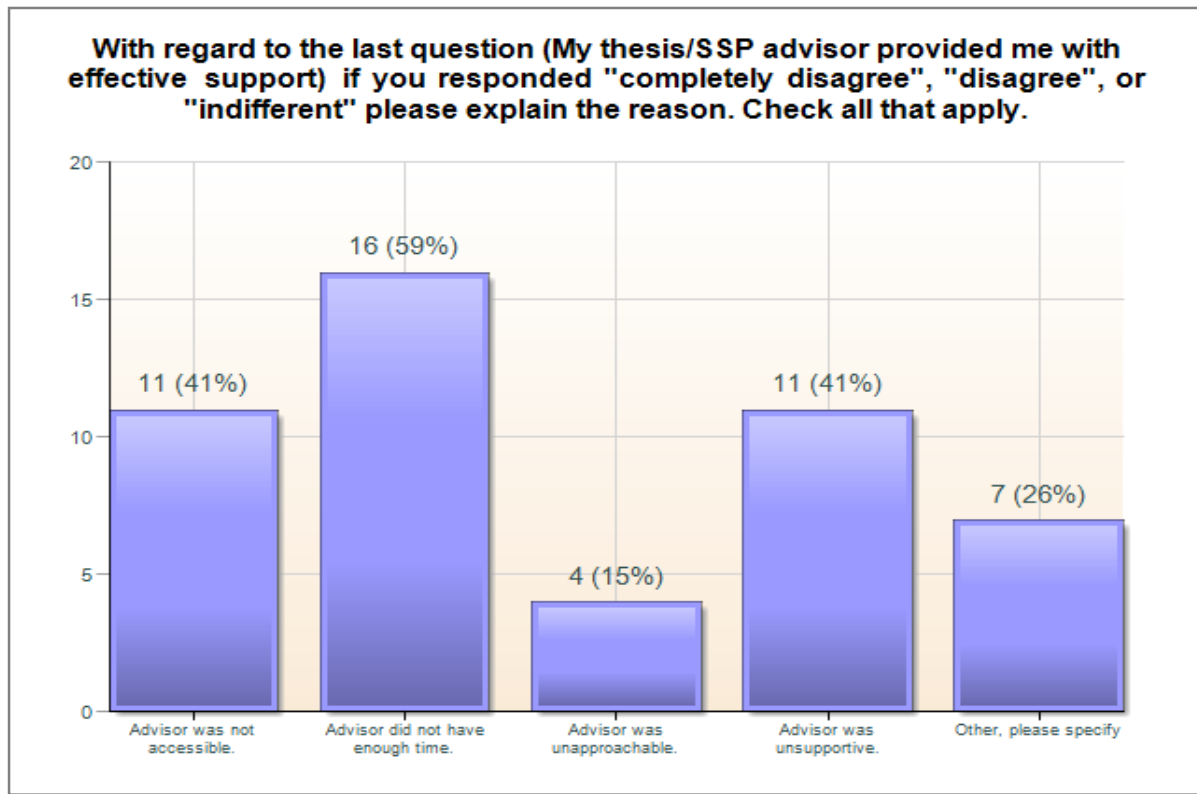


Question 18: With regard to the last question (My thesis/SSP advisor provided me with effective support) if you responded "completely agree" or "agree", please explain the reason. Check all that apply.



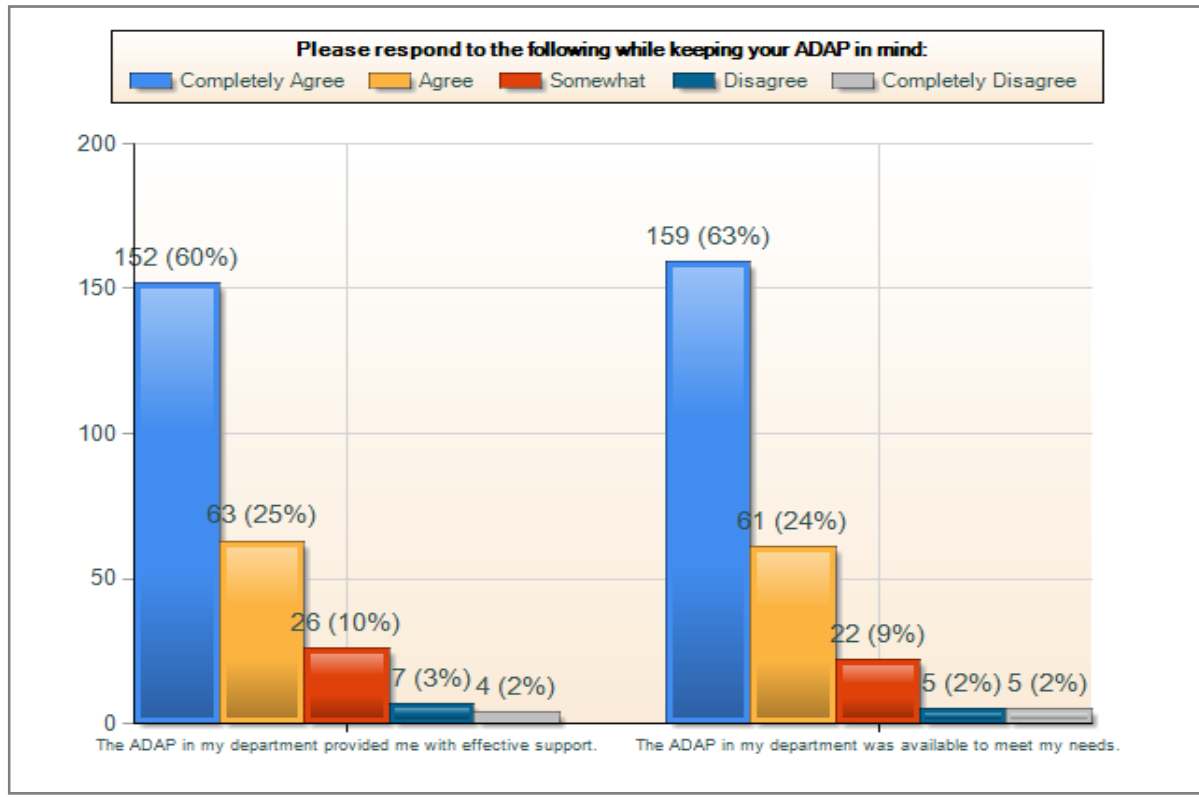
	Advisor was helpful	Offered Constructive Feedback	Advisor was accessible	Others
BIOS	63%	88%	88%	0%
BSHE	67%	100%	86%	18%
CMPH	43%	86%	79%	7%
EOH	55%	73%	73%	0%
EPI	41%	68%	55%	3%
GH	65%	82%	73%	4%
HPM	100%	100%	100%	33%

Question 19: With regard to the last question (My thesis/SSP advisor provided me with effective support) if you responded "completely disagree", "disagree", or "indifferent" please explain the reason. Check all that apply.



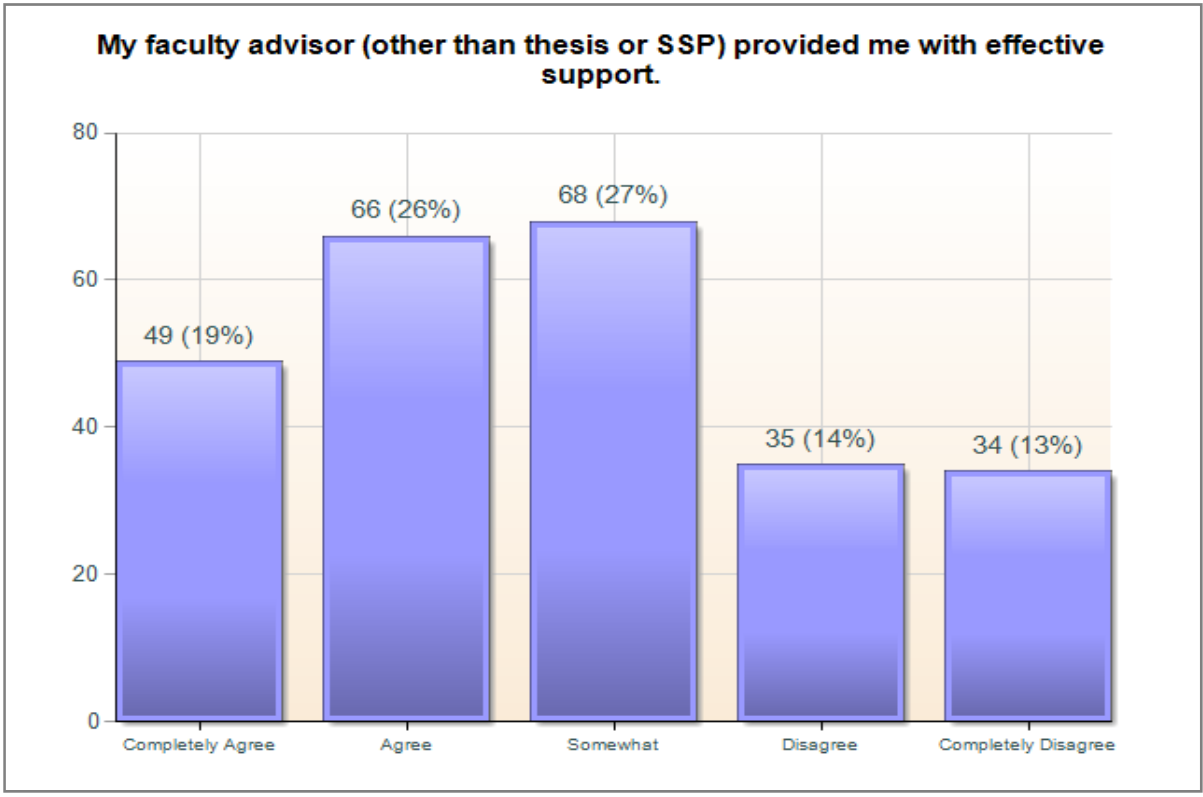
	Advisor was not accessible	Advisor didn't have enough time	Advisor was unapproachable	Advisor was unsupportive	Others
BIOS	0%	0%	0%	13%	0%
BSHE	0%	0%	0%	0%	0%
CMPH	7%	7%	0%	0%	14%
EOH	0%	18%	9%	9%	0%
EPI	12%	15%	3%	11%	5%
GH	4%	6%	2%	4%	4%
HPM	0%	0%	0%	0%	0%

Question 20: Please respond to the following while keeping your ADAP in mind

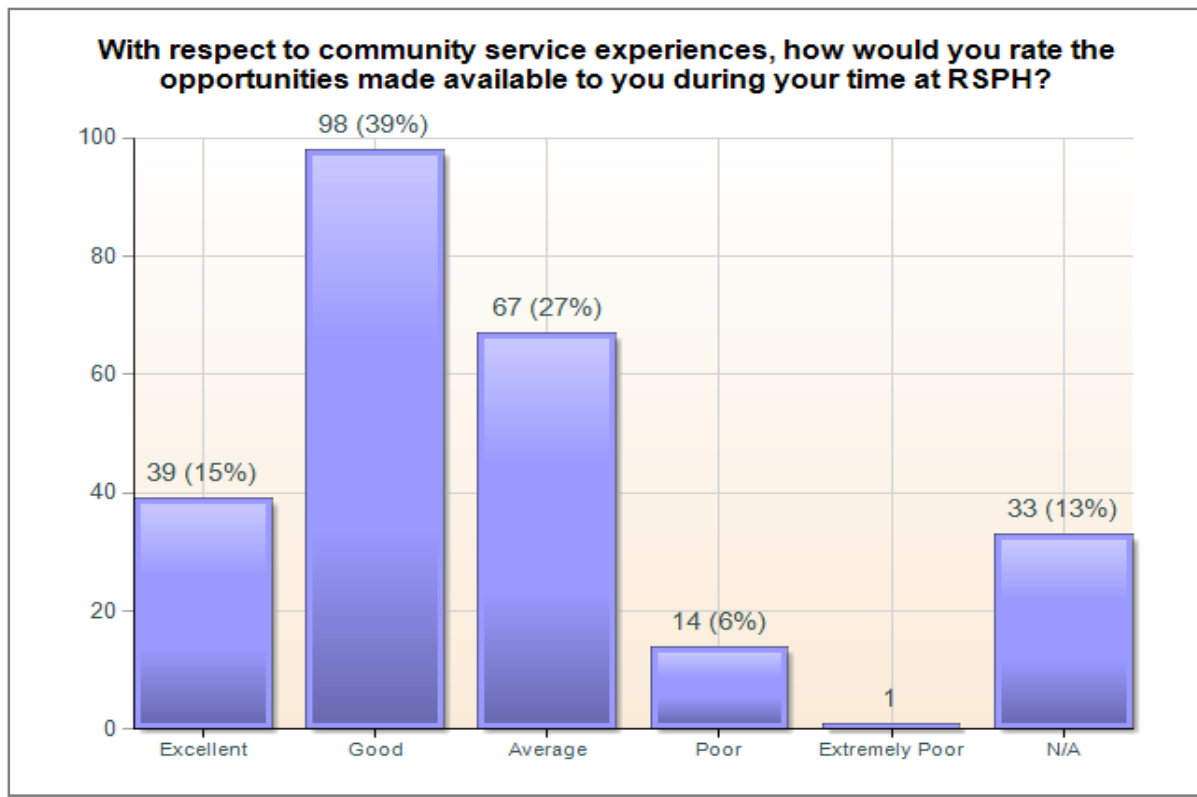


	Completely Agree	Agree	Somewhat	Disagree	Completely Disagree
The ADAP in my department provided me with effective support.	152 (60 %)	63 (25 %)	26 (10 %)	7 (3 %)	4 (2 %)
The ADAP in my department was available to meet my needs.	159 (63 %)	61 (24 %)	22 (9 %)	5 (2 %)	5 (2 %)

Question 22: My faculty advisor (other than thesis or SSP) provided me with effective support.



Question 24: With respect to community service experiences, how would you rate the opportunities made available to you during your time at RSPH?



	Excellent	Good	Average	Poor	Extremely poor	N/A
BIOS	13%	50%	24%	0%	0%	13%
BSHE	17%	29%	34%	7%	0%	12%
CMPH	7%	21%	7%	0%	0%	64%
EOH	21%	26%	21%	11%	0%	21%
EPI	18%	46%	24%	6%	0%	6%
GH	9%	42%	33%	6%	2%	8%
HPM	20%	46%	20%	3%	0%	11%

Question 28: With respect to internet resources (RSPH website, OPUS, WebMail, BlackBoard, etc...) please describe if you completely Agree, Agree, Somewhat, Disagree, or Completely Disagree with the following:

	Completely Agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
The RSPH website was easy to use.	70 (28 %)	135 (54 %)	38 (15 %)	7 (3 %)	2 (1 %)	0 (0 %)
OPUS was easy to use.	56 (22 %)	114 (45 %)	60 (24 %)	20 (8 %)	2 (1 %)	0 (0 %)
RSPH webmail was easy to use.	63 (25 %)	106 (42 %)	50 (20 %)	21 (8 %)	7 (3 %)	5 (2 %)
Blackboard was easy to use.	69 (27 %)	138 (55 %)	30 (12 %)	11 (4 %)	4 (2 %)	0 (0 %)
Wireless network coverage met my needs.	103 (41 %)	113 (45 %)	23 (9 %)	7 (3 %)	1 (0 %)	5 (2 %)

RSPH website was easy to use

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	25%	50%	13%	13%	0%	0%
BSHE	29%	53%	16%	2%	0%	0%
CMPH	29%	57%	14%	0%	0%	0%
EOH	16%	58%	21%	5%	0%	0%
EPI	20%	58%	20%	2%	0%	0%
GH	29%	53%	10%	4%	4%	0%
HPM	46%	43%	11%	0%	0%	0%

OPUS was easy to use

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	24%	38%	38%	0%	0%	0%
BSHE	17%	45%	24%	14%	0%	0%
CMPH	36%	50%	7%	7%	0%	0%
EOH	11%	36%	42%	11%	0%	0%
EPI	14%	44%	33%	9%	0%	0%
GH	29%	48%	19%	4%	0%	0%
HPM	37%	48%	9%	3%	3%	0%

RSPH webmail was easy to use

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	50%	13%	24%	13%	0%	0%
BSHE	24%	40%	21%	10%	0%	5%
CMPH	21%	50%	22%	7%	0%	0%
EOH	16%	31%	37%	11%	5%	0%
EPI	23%	48%	15%	9%	5%	0%
GH	23%	36%	23%	10%	6%	2%
HPM	37%	51%	9%	0%	0%	3%

Blackboard was easy to use

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	24%	63%	13%	0%	0%	0%
BSHE	10%	59%	21%	7%	3%	0%
CMPH	29%	57%	14%	0%	0%	0%
EOH	16%	52%	11%	16%	5%	0%
EPI	27%	60%	11%	2%	0%	0%
GH	34%	50%	10%	4%	2%	0%
HPM	51%	43%	3%	3%	0%	0%

Wireless network coverage met my needs

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	63%	37%	0%	0%	0%	0%
BSHE	40%	46%	10%	2%	2%	0%
CMPH	36%	50%	0%	0%	0%	14%
EOH	53%	37%	5%	5%	0%	0%
EPI	36%	41%	17%	3%	0%	3%
GH	42%	48%	6%	2%	0%	2%
HPM	43%	48%	3%	6%	0%	0%

SECTION IV: PERCEPTION OF SERVICES

Question 30: With respect to the following, please state if you "Completely Agree," "Agree," "Somewhat," "Disagree," or "Completely Disagree"

	Completely Agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
Student Services met my needs.	46 (18 %)	99 (39 %)	41 (16 %)	2 (1 %)	1 (0 %)	63 (25 %)
Enrollment Services met my needs.	43 (17 %)	117 (46 %)	34 (13 %)	4 (2 %)	1 (0 %)	53 (21 %)
Information Technology met my needs.	45 (18 %)	128 (51 %)	38 (15 %)	11 (4 %)	4 (2 %)	26 (10 %)
Career Services met my needs.	47 (19 %)	81 (32 %)	53 (21 %)	35 (14 %)	9 (4 %)	27 (11 %)

Students Services met my needs

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	38%	38%	12%	0%	0%	12%
BSHE	14%	29%	22%	0%	2%	33%
CMPH	14%	29%	7%	0%	0%	50%
EOH	16%	42%	11%	5%	0%	26%
EPI	18%	35%	21%	0%	0%	26%
GH	21%	54%	10%	0%	0%	15%
HPM	20%	46%	14%	3%	0%	17%

Enrollment services met my needs

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	38%	38%	12%	0%	0%	12%
BSHE	12%	40%	17%	3%	2%	26%
CMPH	21%	43%	0%	0%	0%	36%
EOH	11%	42%	11%	0%	0%	36%
EPI	17%	41%	21%	2%	0%	19%
GH	19%	58%	8%	0%	0%	15%
HPM	20%	57%	9%	3%	0%	11%

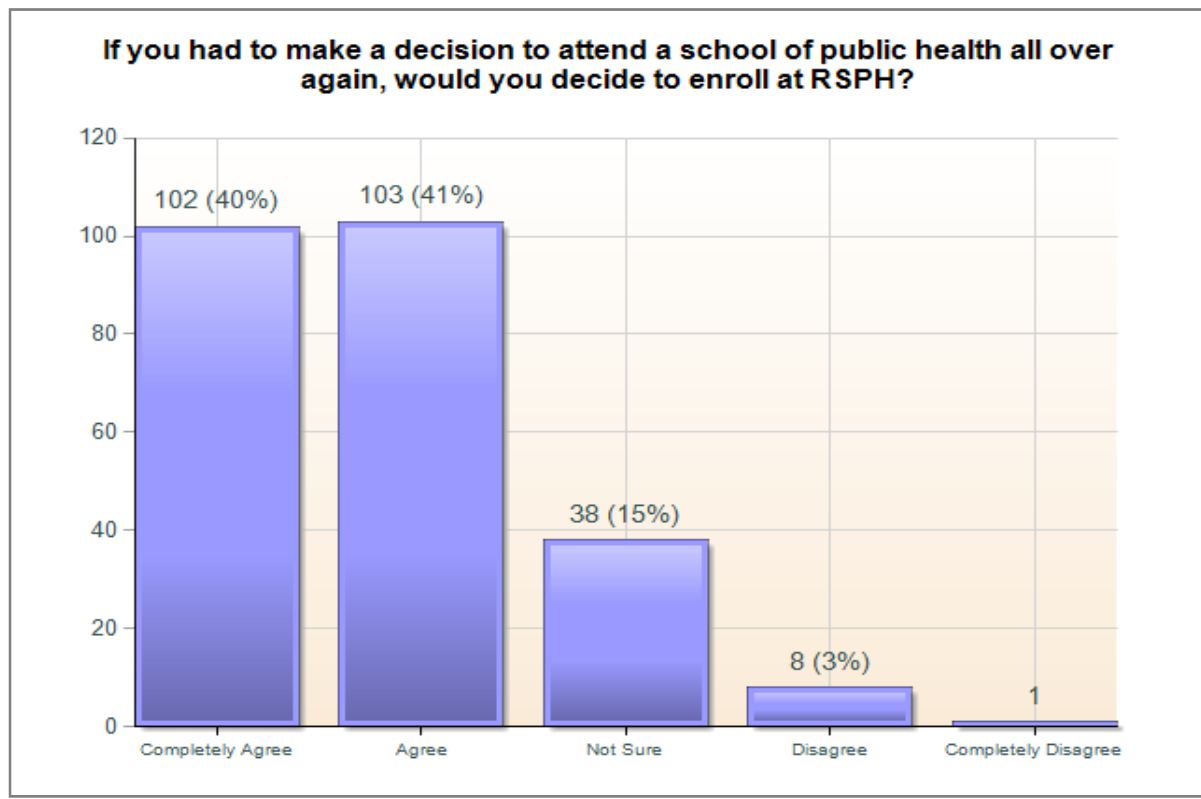
Information Technology met my needs

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	26%	50%	12%	0%	0%	12%
BSHE	15%	50%	17%	7%	2%	9%
CMPH	29%	64%	7%	0%	0%	0%
EOH	16%	42%	11%	5%	0%	26%
EPI	18%	42%	26%	8%	0%	6%
GH	17%	61%	6%	2%	4%	10%
HPM	17%	51%	12%	0%	3%	17%

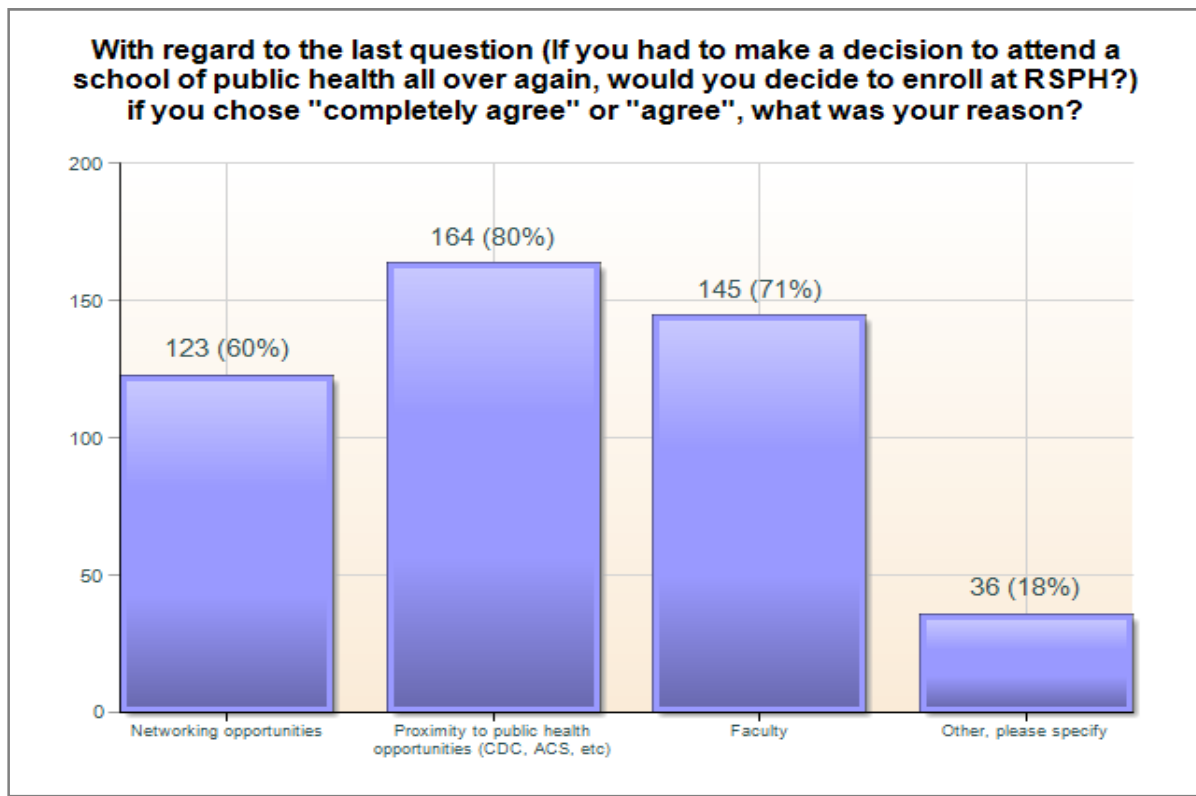
Career services met my needs

	Completely agree	Agree	Somewhat	Disagree	Completely Disagree	N/A
BIOS	38%	12%	50%	0%	0%	0%
BSHE	15%	24%	28%	17%	7%	9%
CMPH	14%	43%	0%	14%	0%	29%
EOH	16%	36%	21%	11%	0%	16%
EPI	18%	30%	17%	18%	3%	14%
GH	21%	42%	15%	8%	6%	8%
HPM	20%	31%	29%	14%	0%	6%

Question 32: If you had to make a decision to attend a school of public health all over again, would you decide to enroll at RSPH?

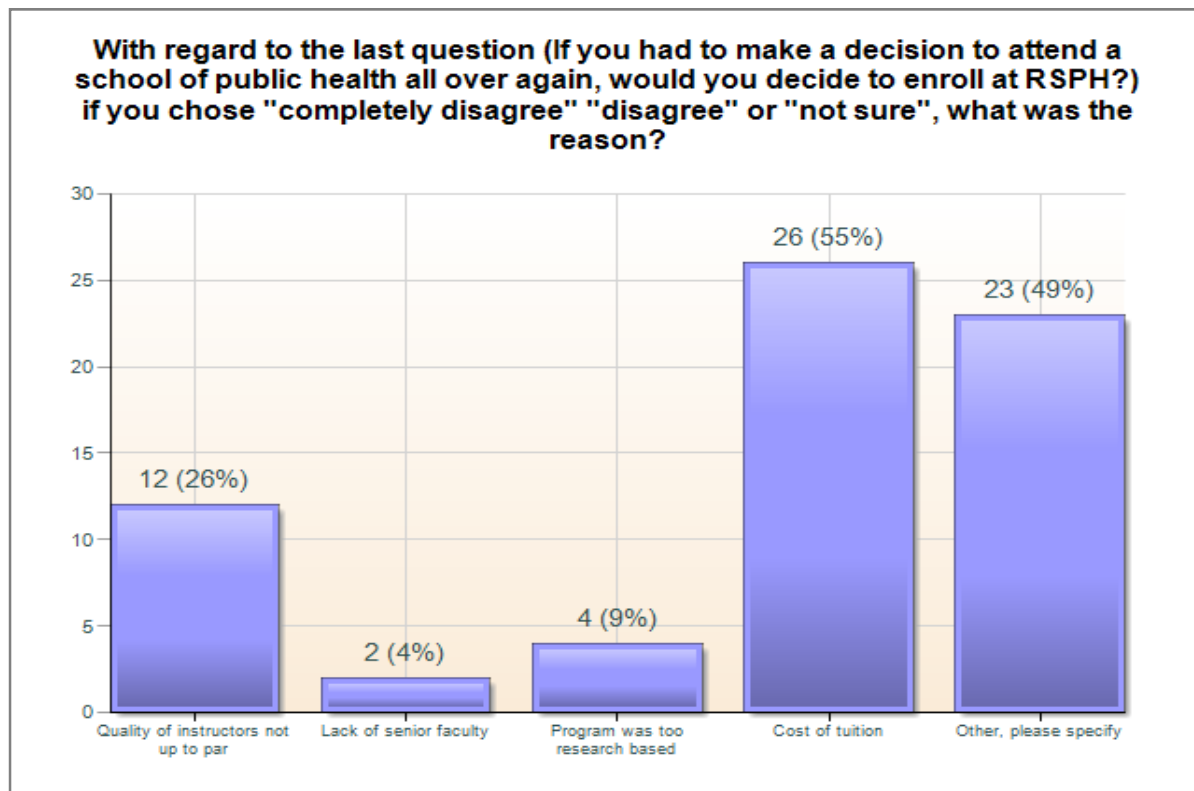


Question 33: With regard to the last question (If you had to make a decision to attend a school of public health all over again, would you decide to enroll at RSPH?) if you chose "completely agree" or "agree", what was your reason?



	Networking Opportunities	Proximity to public health opportunities (CDC, ACS, etc)	Faculty	Others
BIOS	50%	88%	75%	25%
BSHE	47%	62%	48%	14%
CMPH	53%	79%	79%	36%
EOH	37%	63%	58%	21%
EPI	52%	79%	65%	6%
GH	46%	63%	62%	21%
HPM	49%	37%	40%	6%

Question 34: With regard to the last question (If you had to make a decision to attend a school of public health all over again, would you decide to enroll at RSPH?) if you chose "completely disagree" "disagree" or "not sure", what was the reason?



	Quality of Instructors not up to par	Lack of senior faculty	Program was too research based	Cost of tuition	Others
BIOS	0%	0%	0%	0%	0%
BSHE	7%	0%	2%	12%	14%
CMPH	0%	0%	0%	7%	0%
EOH	5%	0%	5%	11%	11%
EPI	2%	0%	3%	9%	9%
GH	0%	0%	0%	10%	8%
HPM	17%	6%	0%	17%	9%

ANNUAL REPORT OF FACULTY PROVIDED TO CHAIRS
(for academic year: August, 2010-July, 2011)

Name:

Department:

I. SPECIAL HONORS

- A. Major leadership positions in professional organizations and national panels
- B. External awards and honors

II. TEACHING ACHIEVEMENTS

- A. List courses taught and enrollment
- B. MPH/MSPH thesis (SSP) committees chaired (list names of students)
- C. MPH/MSPH thesis (SSP) committees on which you served but did not chair (list names of students)
- D. PhD dissertation committees chaired (list names of students)
- E. PhD dissertation committees on which you served but did not chair (list names of students)
- F. New courses developed and taught (list titles)
- G. Other teaching achievements (list each)

III. SERVICE/PRACTICE ACHIEVEMENTS

- A. List service activities for the RSPH
- B. List service activities for Emory University
- C. List service activities for your profession
- D. List editorial boards or editorships
- E. List public health practice activities (consultations, technical assistance, funding programs targeting public health needs)

IV. RESEARCH/SCHOLARSHIP ACHIEVEMENTS

- A. List full citations of articles published in refereed journals during the academic year*
- B. List authors, title and journal of refereed articles accepted for publications during the academic year*
- C. List full citations of book chapters authored and published or in press during the academic year
- D. List full citations of edited or authored books published or in press the academic year
- E. List grants, contracts or cooperative agreements funded during the academic year
 - 1. PI or Co-PIs
 - 2. Your role in the project (if not PI or Co-PI)
 - 3. Title of project
 - 4. Funding agency
- F. List grants, contracts and cooperative agreements pending
 - 1. PI or Co-PI
 - 2. Your role in the project (if not PI or Co-PI)
 - 3. Title of project
 - 4. Funding agency
- G. List grants and contracts that were submitted but not funded or approved (by agency)
- H. Presentations at professional meetings (list authors, title and meeting)*
- I. List other achievements in scholarship or research

V. INTERNATIONAL WORK (Activities in countries outside the US)

- A. Research (topic of research and country)
- B. Teaching or Training (topic of teaching and country)
- C. Other

****Asterisk articles, chapters, books or presentations that were co-authored with a student (MPH/MSPH or PhD) or recent graduate***

Course Evaluation Questions (available online for all students)

About the Course

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I learned a great deal in this course.	1	2	3	4	5
The course challenged and stimulated my thinking.	1	2	3	4	5
As a whole, the course was well organized.	1	2	3	4	5
The exams (or graded assignments) were a fair evaluation of my mastery of course learning objectives.	1	2	3	4	5
Assignments (exams, papers, projects, homework) were helpful in meeting course objectives.	1	2	3	4	5

About the Instructor

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Overall, the instructor was excellent.	1	2	3	4	5
The instructor clearly communicated objectives and course requirements.	1	2	3	4	5
The instructor clearly presented explanations of important concepts.	1	2	3	4	5
The instructor was respectful of students.	1	2	3	4	5
The instructor was accessible outside class.	1	2	3	4	5

Pace of Course

	Too Slow		Ideal		Too Fast
The overall pace at which topics were covered was:	1	2	3	4	5

Amount of Work

	Too Little		About Right		Too Much
The amount of work in this course, relative to the credit earned was:	1	2	3	4	5

What aspects of this course (format, content, teaching/learning methods, etc.) were most valuable to you?

What specific suggestions do you have for improving this course (course content, materials, teaching methods, etc.)?

What advice would you offer to other students about enrolling in this course?

RSPH Spring 2011 Exit Survey

Created: April 20 2011, 1:53 PM
 Last Modified: June 01 2011, 6:55 AM
 Design Theme: Basic Blue
 Language: English
 Button Options: Labels
 Disable Browser "Back" Button: False

RSPH Spring 2011 Exit Survey



Page 1 - Heading

SECTION I. GENERAL INFORMATION

Page 1 - Question 1 - Choice - One Answer (Bullets)

[Mandatory]

Primary RSPH Department:

- BSHE
- BIOS
- HPM
- EPI
- EOH
- GH
- CMPH

Page 2 - Heading

SECTION II. PERCEPTION OF PROGRAM CONTENTS AND RESOURCES

Page 2 - Question 2 - Rating Scale - One Answer (Horizontal)

[Mandatory]

Please evaluate how much you agree with the following statement (please consider the course contents and topics, but not individual faculty characteristics) The coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.

Completely Agree [Skip to 3]
 Agree [Skip to 3]
 Not Sure [Skip to 4]
 Disagree [Skip to 4]
 Completely Disagree [Skip to 4]

1
 2
 3
 4
 5

Page 3 - Question 3 - Choice - Multiple Answers (Bullets)

[Mandatory]

With regard to the last question (The coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.) if you chose "completely agree" or "agree", please explain the reasoning behind your previous answer by choosing all that apply:

- Gained analytical skills.
- The statistical skill set I acquired was helpful.
- There was overall great depth and breadth in content.
- Other, please specify

[Skip Unconditionally to 5]

Page 4 - Question 4 - Choice - Multiple Answers (Bullets)

[Mandatory]

With regard to the last question (The coursework I have completed at RSPH has provided me with the basic competencies required for working in the public health field.) if you chose "completely disagree", "disagree", or "not sure" please explain the reasoning behind your previous answer by choosing all that apply:

- Lack of relevant courses
- Program scope not consistent with personal career expectations
- Limited applicability of contents in "real-world scenarios"
- Other, please specify

Page 5 - Question 5 - Yes or No

[Mandatory]

Are you aware of the competencies within your major?

- Yes
- No
- Additional Comment

Page 6 - Heading

SECTION V. OVERALL SATISFACTION

Page 6 - Question 6 - Rating Scale - One Answer (Horizontal)

[Mandatory]

RSPH offers excellent training for students in my area of study.

Completely Agree [Skip to 7] Agree [Skip to 7] Not Sure [Skip to 8] Disagree [Skip to 8] Completely Disagree [Skip to 8]

1 2 3 4 5

Page 7 - Question 7 - Choice - Multiple Answers (Bullets)

[Mandatory]

With regard to the last question (RSPH offers excellent training for students in my area of study) if you chose "completely agree" or "agree", please explain the reasoning behind your previous answer by choosing all that apply:

- Good elective courses
- Courses offered a good foundation in research methods, evaluation and theory.
- Acquired skills necessary for program creation to evaluation
- Other, please specify

[Skip Unconditionally to 9]

Page 8 - Question 8 - Choice - Multiple Answers (Bullets)

[Mandatory]

With regard to the last question (RSPH offers excellent training for students in my area of study) if you answered "completely disagree", "disagree" or "not sure", please explain the reasoning behind your previous answer by choosing all that apply:

- No real world experiences

- Need more variety in course offerings
- Lack of access to faculty
- Other, please specify

Page 9 - Question 9 - Choice - Multiple Answers (Bullets)

[Mandatory]

What can RSPH do to improve the experience and training of its students? Please check all that apply.

- Increase number of scholarships and grants available to students
- Smaller class size
- Increase admissions standards
- Include community based and service oriented courses that allow the students to gain real life experience
- Other, please specify

Page 9 - Question 10 - Open Ended - Comments Box

Please list particular strengths (if any) of RSPH

Page 9 - Question 11 - Open Ended - Comments Box

Please list particular weaknesses (if any) of RSPH

Page 10 - Question 12 - Rating Scale - One Answer (Horizontal)

[Mandatory]

My RSPH practicum was a valuable part of my educational experience.

Completely Agree
 1
 2
 3
 4
 5
 Completely Disagree

Page 10 - Question 13 - Open Ended - Comments Box

Please explain your reason:

Page 11 - Question 14 - Choice - One Answer (Bullets)

[Mandatory]

What was your culminating experience?

- Thesis [Skip to 13]
- SSP [Skip to 13]
- Capstone [Skip to 12]
- Other, please specify

[Skip Unconditionally to 16]

Page 12 - Question 15 - Rating Scale - One Answer (Horizontal)

[Mandatory]

How satisfied were you with your capstone experience?

Completely Satisfied	S a t i s f i e d	I n d i f f e r e n t	D i s s a t i s f i e d	Completely Dissatisfied
<input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
				5 <input type="radio"/>

Page 12 - Question 16 - Open Ended - Comments Box

Please explain:

[Skip Unconditionally to 16]

Page 13 - Question 17 - Rating Scale - One Answer (Horizontal)

[Mandatory]

My thesis/SSP advisor provided me with effective support.

Completely Agree [Skip to 14]	Agree [Skip to 14]	Indifferent [Skip to 15]	Disagree [Skip to 15]	Completely Disagree [Skip to 15]
<input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
				5 <input type="radio"/>

Page 14 - Question 18 - Choice - Multiple Answers (Bullets)

[Mandatory]

With regard to the last question (My thesis/SSP advisor provided me with effective support) if you responded "completely agree" or "agree", please explain the reason. Check all that apply.

- Advisor was helpful in setting guidelines and deadlines
- Offered constructive feedback
- Advisor was accessible
- Other, please specify

[Skip Unconditionally to 16]

Page 15 - Question 19 - Choice - Multiple Answers (Bullets)

[Mandatory]

With regard to the last question (My thesis/SSP advisor provided me with effective support) if you responded "completely disagree", "disagree", or "indifferent" please explain the reason. Check all that apply.

- Advisor was not accessible.
- Advisor did not have enough time.
- Advisor was unapproachable.
- Advisor was unsupportive.
- Other, please specify

Please respond to the following while keeping your ADAP in mind:

	Completely Agree	A g r e e	S o m e w h a t	D i s a g r e e	Completely Disagree
The ADAP in my department provided me with effective support.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The ADAP in my department was available to meet my needs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Additional comments:

My faculty advisor (other than thesis or SSP) provided me with effective support.

Completely Agree	A g r e e	S o m e w h a t	D i s a g r e e	Completely Disagree
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Please explain your answer:

With respect to community service experiences, how would you rate the opportunities made available to you during your time at RSPH?

Excellent	G o o d	A v e r a g e	P o o r	Extremely Poor	N / A
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Please list the community service activities that you took part part in while attending RSPH.

Please list your favorite professor(s) and explain your reasoning.

Name the person(s) who has enhanced your graduate experience during your stay at Rollins and please explain your reason(s).

SECTION III. INSTITUTIONAL RESOURCES

[Mandatory]

With respect to internet resources (RSPH website, OPUS, WebMail, BlackBoard, etc...) please describe if you Completely Agree, Agree, Somewhat, Disagree, or Completely Disagree with the following:

	Completely Agree	A g r e e	Somewhat	Disagree	Completely Disagree	N / A
The RSPH website was easy to use.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
OPUS was easy to use.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
RSPH webmail was easy to use.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
Blackboard was easy to use.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
Wireless network coverage met my needs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A

Please explain your reason(s):

SECTION IV. PERCEPTION OF SERVICES

[Mandatory]

With respect to the following, please state if you "Completely Agree," "Agree," "Somewhat," "Disagree," or "Completely Disagree"

	Completely Agree	A g r e e	Somewhat	Disagree	Completely Disagree	N / A
Student Services met my needs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
Enrollment Services met my needs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
Information Technology met my needs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A
Career Services met my needs.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A

Please explain your reason(s):

SECTION V. OVERALL SATISFACTION

Page 22 - Question 32 - Rating Scale - One Answer (Horizontal) [Mandatory]

If you had to make a decision to attend a school of public health all over again, would you decide to enroll at RSPH?

Completely Agree [Skip to 23] Agree [Skip to 23] Not Sure [Skip to 24] Disagree [Skip to 24] Completely Disagree [Skip to 24]

1 2 3 4 5

Page 23 - Question 33 - Choice - Multiple Answers (Bullets) [Mandatory]

With regard to the last question (If you had to make a decision to attend a school of public health all over again, would you decide to enroll at RSPH?) if you chose "completely agree" or "agree", what was your reason?

- Networking opportunities
- Proximity to public health opportunities (CDC, ACS, etc)
- Faculty
- Other, please specify

[Skip Unconditionally to 25]

Page 24 - Question 34 - Choice - Multiple Answers (Bullets) [Mandatory]

With regard to the last question (If you had to make a decision to attend a school of public health all over again, would you decide to enroll at RSPH?) if you chose "completely disagree" "disagree" or "not sure", what was the reason?

- Quality of instructors not up to par
- Lack of senior faculty
- Program was too research based
- Cost of tuition
- Other, please specify

Page 25 - Question 35 - Open Ended - Comments Box

Please share any additional thoughts with us below.

Thank You Page

Thank you for completing the RSPH Exit Survey. Please print out this page as confirmation of your submission and return to the Office of Career Services along with your Graduation Information Survey confirmation page to receive your Starbucks gift card.

Screen Out Page

Standard

Over Quota Page

Standard

Survey Closed Page

Standard

Gender and Race/Ethnicity of the RSPH Administrative Leadership

Administrative Leadership	Gender	Race/Ethnicity
Dean	Male	White
Executive Associate Dean for Academic Affairs	Male	White
Associate Dean for Applied Public Health	Female	White
Executive Associate Dean for Administration and Finance	Male	White
Associate Dean for Research	Male	White
Associate Dean for Development and External Relations	Female	White
Associate Dean for Admission and Student Affairs	Female	Black
Assistant Dean for Administration and Finance	Male	White
Chair, Behavioral Sciences and Health Education	Male	White
Chair, Biostatistics and Bioinformatics	Male	White
Chair, Environmental Health	Female	White
Chair, Epidemiology	Female	White
Chair, Health Policy and Management	Male	White
Chair, Hubert Department of Global Health	Male	Hispanic
Chair, Career MPH	Female	White
Director, Information Technology	Male	White

RSPH Student Recruitment Events					
Minority Recruitment Events highlighted in Green					
Event	Location	2008 – 2009	2009 – 2010	2010 - 2011	
ABRCMS Mtg.	Charlotte, NC			X	
APHA Visit Day		X	X	X	
AUC Consortium Grad Fair	Atlanta, GA	X	X	X	
Destination Public Health	Atlanta, GA		X	X	
Emory Grad Fair	Atlanta, GA	X	X	X	
Emory Science and Society	Atlanta, GA			X	
GA Tech Health Programs Fair	Atlanta, GA			X	
Idealist Atlanta Fair	Atlanta, GA	X	X	X	
Idealist Chicago Fair	Chicago, IL	X		X	
Idealist Toronto Fair	Toronto, Canada			X	
Idealist Washington, DC Fair	Washington, DC		X	X	
IMHOTEP at Morehouse	Calloway Gardens, GA	X		X	
Morehouse Public Health Science Institute	Atlanta, GA	X		X	
NIH Graduate Fair	Bethesda, MD	X	X	X	
Northwestern University Info Session	New York, NY			X	
Project GRAD				X	
Spelman Health Careers Fair	Atlanta, GA	X	X	X	
UC Berkeley Grad Fair	Berkeley, CA	X		X	
UGA Career Fair-Atlanta	GA			X	
UGA Grad Fair	GA		X	X	
UT-Austin Disease Detectives	Austin, TX	X		X	
Vanderbilt Graduate Fair	Nashville, TN	X		X	
Visit Emory March 26-Main Day	Atlanta, GA	X		X	
Fall Open House	Atlanta, GA	X			
Agnes Scott College Recruitment Fair	Decatur, GA	X			
Gates Millennium Scholars Event	Atlanta, GA	X			
GA Tech Health Professions Graduate Fair	Atlanta, GA	X			

Johns Hopkins University's Minority Health Professions Graduate School Fair	Baltimore, MD	X		
Public Health Awareness Conference and Recruitment Fair at Spelman College	Atlanta, GA	X		
Association of Community Health Nursing Educators	Atlanta, GA	X		
National Environmental Health Association	Tucson, AZ	X		
National Medical Association	Atlanta, GA	X		
Idealist New York Fair	New York, NY	X	X	
Idealist Boston Fair	Boston, MA	X		
Idealist Philadelphia	Philadelphia, PA	X		
Idealist Ann Arbor	Ann Arbor, MI	X		
Agnes Scott College Graduate School Workshop	Decatur, GA	X		
Meet the Schools of the WHSC	Atlanta, GA	X		
Presentation on Dual Degrees and Career Enhancement for Pediatric Executive Program for Physicians	Atlanta, GA	X		
Presentation on Community Building and Social Change (Kenneth Cole Scholars)	Atlanta, GA	X		
Hosted Tougaloo College Jackson Heart Study Scholars	Atlanta, GA	X		
Jackson Heart Study Campus Visit From Tougaloo College	Jackson, MS	X	X	
Life University Campus Visit	Marietta, GA		X	
National Environmental Health Association	Atlanta, GA		X	
Idealist Seattle Fair	Seattle, WA		X	
Idealist Portland Fair	Portland, OR		X	
Idealist New Orleans	New Orleans, LA		X	
American Public Health Association	Philadelphia, PA	X	X	X
Web Conference on Financial Aid	Online	X		
Careers in Public Health	Online	X		
Web Conference on Top Ten Reasons to Attend RSPH by Student Ambassadors	Online	X		

Office of Admission and Student Services (OASS) Advisement

Recruitment & Admissions

Under the leadership of the director of admissions, recruitment and orientation, prospective and current students are advised regarding admissions inquiries online through the sph-admit listserv and face to face through one-on-one visits with the associate director for recruitment.

Student Orientation

Prior to fall semester, all students participate in an extensive online and face-to-face orientation that reviews school academic expectations and resources in the university, school and individual departments. The schedule for the most recent student orientation session is http://www.sph.emory.edu/cms/prospective_students/admitted_students/timeline.html.

Enrollment Services

This office works closely with the ADAPs to advise students regarding registration, academic policies, academic status and probation, financial aid, tuition, graduation clearances, the electronic theses process and the Rollins Practical Experience Program. Enrollment services works collaboratively with university offices related to Student Health Insurance, Disability Services and the Office of the Registrar and Financial Aid and advises ADAPS and students regarding these matters. The director of enrollment services coordinates and advises the Delta Omega Honor Society.

International Student Affairs

The RSPH Office of Admissions and Student Services (OASS) coordinates international student and visiting scholar admissions and visa requests, as well as international student orientation and support services. Working across all of its units, the OASS provides advisement to international students and scholars in concert with other advising services offered by the school and the university. This office also oversees the English as a Second Language (ESL) program that includes assessments of the oral and written skills of all international students as well as course offerings in verbal and written communication. The OASS supports faculty and staff advisors in serving the needs of international students and is a primary contact for related university offices such as the Emory University International Student and Scholars Program Office. The OASS also develops and manages special programs that are of interest to international students, such as the Global Peer Network program, pairing current domestic students with international students to enhance cross-cultural exchange and understanding. Externally, OASS collaborates with funding agencies such as the Institute for Internal Education, which administers Fulbright programs, and facilitates third party billing for international students.

Community Engaged Learning

The director of community engaged learning and leadership provides oversight to student programs and links MPH/MSPH students with a variety of community engagement activities throughout a student's public health career. Supplemental funding is provided through a grant from Emory University's Strategic Planning funds called the CELI or (Community Engaged Learning Initiative). This unit coordinates the Rollinssteer Service Learning Program, Peace Corps Fellows Program, AmeriCorps Fellows Program, Masters International Program, Global Field Experience Awards (in conjunction with the Department of Global Health) and the Scholars in Action Program.

Rollinssteer Service Learning Program: The Rollinssteer Service Learning program seeks to link students, staff and faculty at the Rollins School of Public Health with community partners. The

program is mostly known for its creation of the Rollin Steer Day! event which places 500 incoming students with local charities that focus on poverty, homelessness, refugees and immigrants, distribution of medical supplies and services, chronic disease, environmental conservation and more during a day of service lead by second year students, alumni, staff and faculty.

AmeriCorps Fellows Program: In 2010, the Rollins School of Public Health became a member of the Segal Education Award Program, providing 5-10 former Americorps Service Members with scholarship matching support towards the MPH/MSPH degree. As part of the program, Americorps Fellows continue to provide service to their communities through the development of service learning activities for current RSPH students in the Atlanta community under the Rollin Steer Service Learning Program.

Global Field Experience Program: The Global Field Experience Program allows students to apply the skills and knowledge they have gained through their first year at the Rollins School of Public Health in real world settings around the globe. Collaborations with highly respected agencies and organizations such as the US Centers for Disease Control and Prevention, CARE, UNICEF, Save the Children, World Vision, the International Federation of the Red Cross, Population Council, and the World Health Organization provide summer research and practicum opportunities for students around the globe.

Peace Corps Fellows Program: The Peace Corps Fellows Program offers returning Peace Corps Volunteers scholarship support and an assistantship working with community organizations serving refugee populations in the Atlanta area. Those selected as Peace Corps Fellows also mentor Masters International students (students anticipating enrolling in the Peace Corps following completion of their studies) through a weekly seminar.

Masters International (MI) Program: The Masters International (MI) Program prepares MPH and MSPH students for service in Peace Corps by engaging them in partnerships with community organizations serving refugee populations in the Atlanta area. MI students participate in weekly seminars supervised by the director of student leadership and community engaged learning and they are mentored by the Peace Corps Fellows. Upon completion of the MI program and an offer to serve in Peace Corps, students are awarded a \$2500 scholarship in the last semester of the MPH and MSPH program.

Scholars in Action Program: The Scholars in Action Program connects merit scholars across disciplines with faculty and senior administration through planned events, activities and lectures.

Student Affairs and Leadership

The Student Government Association Executive Board is advised by the associate dean for admission and student affairs. Student organizations throughout the school are advised by faculty or staff advisors who may hold related interests. Student Honors and Awards are also facilitated through this office.

The associate dean for admission and student affairs serves as the first point of contact for Honor and Conduct Code issues, facilitating hearings and advising both faculty and students through appropriate policies and procedures.

As the representative to the Crisis Management Team for Emory University, the associate dean for admission and student affairs advises faculty, staff and students in regards to student crises and emergencies.

Office of Admission and Student Services
University and Committee Leadership

Emory University:

- Campus Life Advisory Group
- Crisis Management Team
- Information Technology Student Committee
- Enrollment Services Initiatives, Associate Deans Meetings
- Financial Aid Liaisons Group
- Registrar Liaisons Group
- President's Commission on the Status of Women, Women in Leadership Committee
- Commencement Coordinators Group

Related External Organizations:

- S.O.P.H.A.S. Advisory Council (2010-2013)
- ASPH Student Services Council Chair (2010-2012)
- Atlanta Area Returned Peace Corps Volunteers Board Member (2009-2012)

A Summary of Major Career Services Events

Event	Description
Mock Interview and Networking Nights	Provides students with the opportunity to do two mock interviews and gain immediate feedback from interviewers, as well as a forum to practice networking.
Professional Development Series	Sessions are given routinely throughout the year so students can hear professionals from the field of public health speak and meet with them in a casual atmosphere
Mentoring Program	Over 110 alumni and public health professionals participate and mentor students throughout the academic year. An evening event is planned to facilitate networking between mentors and mentees.
Career Opportunities Fair	Two are held a year, once in the Fall and once in the Spring. Roughly 50 organizations attend and 400 students from all schools within the University system and other Metro-Atlanta universities
Washington DC Study Tour	A trip that allows 25 students the opportunity to travel to Washington DC, interact with public health officials in the capitol, network with alumni and gain knowledge about current happenings in the field
Public Health in Action	The event includes the presentation of several awards for particularly outstanding alumni, exceptional adjunct faculty and recognizes superior students, whose practica are displayed with poster presentations
Networking Series	Evening events divided by industry that bring together multiple organizations in the same field (i.e. consulting, government, health care) and provide a setting for both professionals and students to network

Summary of Electronic Resources Used to Provide the School's Career Services

Program	Link	Description
C3M	N/A	C3M, a program database that manages and tracks attendance at events through electronic card swipe technology. C3M also tracks students' attendance at events and individualized meetings with advisors, providing data on the most frequent reasons for student meetings.
ROL	https://sph-emory-csm.symplicity.com/students/	A searchable database of opportunities ranging from volunteer opportunities, outside employment opportunities, such as federal internships and non-profit organizations, as well as research experiences with faculty. The database is also used by multiple areas within the University system including Emory College and Alumni Career Services.
Public Health Employment Connection	cfusion.sph.emory.edu	A resource of public health jobs used by all schools of public health and organizations to disseminate timely job openings in the field.
Survey Monkey/ Zoomerang	http://www.zoomerang.com ; http://www.surveymonkey.com	Two survey programs are used to create and follow up Career Services activities and events. They are used to develop and track surveys sent out on behalf of the Office of Career Services, such as surveys addressing student satisfaction, program success and the student exit survey.
Punchbowl	http://www.punchbowl.com/	A electronic invitation website that allows Career Services to design and send out professional invites and track attendance of events.
Practicum Web Client	http://tinyurl.com/3syb9s7	Tracks all student practicum experience details, such as objectives, supervisor and location.
GradInfo	http://tinyurl.com/3qcvros	A database that organizes employment and professional development for recent graduates up to 12 months after graduation.
Career Services Website	http://www.sph.emory.edu/CAREER	The main career website available for students to locate event details, up-coming programs, information and a database of practicum, internship and fellowship opportunities.